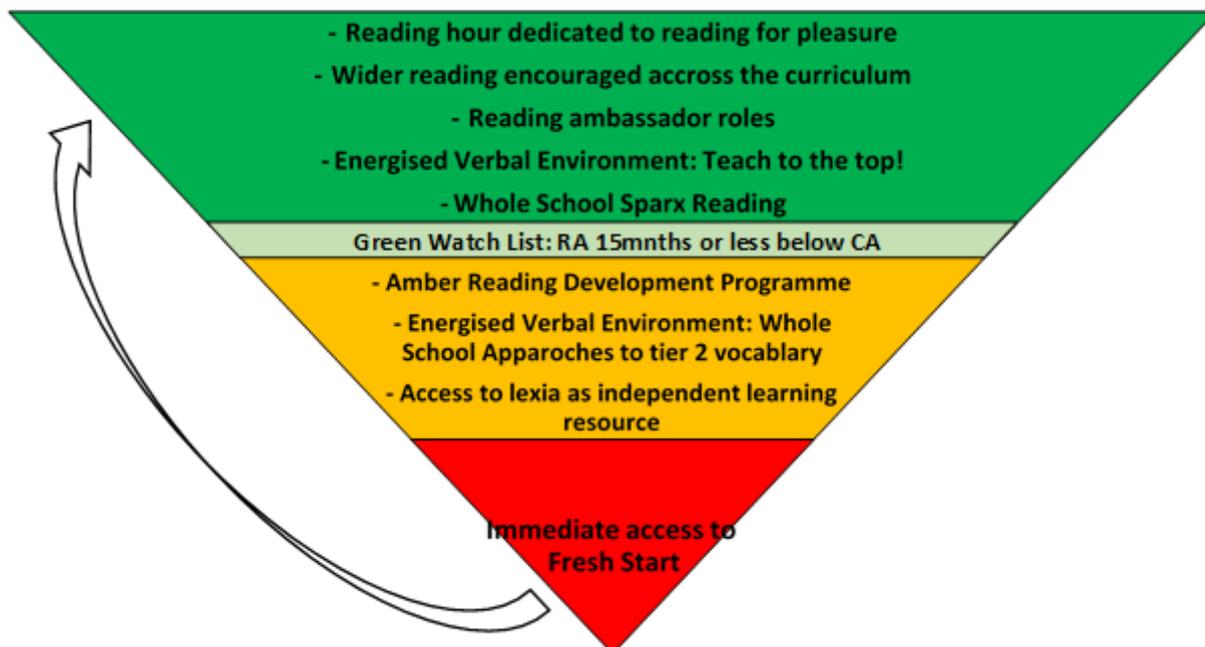


# Cardinal Heenan Catholic High School Literacy Policy



Key staff:	N. McDiarmid and L. Fabia
Key governor:	
Last reviewed:	July 2023
Approved by Governing Body:	
Date:	13.7.23
Due for renewal:	July 2024



*'Help us to achieve our full potential in everything we do'*

**Literacy definition:** Skills and knowledge related to speaking, listening, reading and writing.

**Literacy at Cardinal Heenan:**

- *An energised verbal environment is the basis of every pupils' literacy experience.*
- *A robust and certain pathway to becoming an accurate and fluent reader is the right of every pupil.*

**Rationale**

We know that strong literacy skills are key to future success and positive self-esteem. Literacy development is the responsibility of all staff, across every subject and development opportunity.

It is our priority that every pupil receives the teaching that they need to master the skill of reading, and we are determined that no pupil will leave our school unable to read fluently and accurately.

We know that to achieve this, the highest standard of teaching is required and speedy progress for any pupil that is behind must be guaranteed.

**Statement of Intent**

The intention is clear and shared by senior leaders and all staff, that until pupils can read with fluency and accuracy, they cannot read to learn across the curriculum. Left behind, pupils are also at risk of disadvantage for future job prospects and can feel politically disempowered ([readingagency.org.uk](http://readingagency.org.uk)). Therefore, ensuring that every pupil reads well is our top literacy priority (speaking and listening skills are fully embedded and enhanced throughout this process).

**Key Roles & Responsibilities**

Senior leaders have outlined Reading as a key school priority.

The Reading Lead is responsible for the assessment and pedagogical approaches to Reading across interventions, reading lessons and the wider curriculum.

All teaching staff and support staff are responsible for implementing the curriculum-wide content in line with our literacy policy.

**Role of Reading Lead**

- Work with senior leaders to maintain the prioritisation of literacy across the school with Reading as a key priority for 23/24
- Deliver CPD to all staff as well as intervention staff in relation to the teaching of reading
- Personally assess all pupils in relation to the need for intervention and work with the wider reading team to monitor the assessment of all pupils in relation to their reading age

- Quality assure all interventions and reading lessons in relation to each programme being followed with fidelity
- Monitor progress in Reading carefully and regularly, adapting provision if progress is too slow
- Representing the school at area literacy network meetings and liaising with other schools and agencies where and when appropriate

### **Role of Every Subject Teacher**

- Raise the profile of literacy within their own subject, helping pupils see that literacy skills are not only for English but for life and for learning at large
- Pro-actively teach Tier 2 and Tier 3 vocabulary using the approaches shared in CPD (synonym/morphology/look up strategies)
- Engage Reciprocal Reading techniques to support pupils' comprehension of subject specific texts (Prior knowledge, Prediction, Clarifying, Questioning & Summarising)
- Model, guide and structure high quality talk in a range of contexts and for different purposes
- To have knowledge of a pupils' reading age & to adapt teaching approach accordingly (seating plan/paired work/second adult support)
- Use Class Charts to log pupils' literacy achievements within their subjects (Literacy & Oracy Award)

### **Role of Reading Teachers**

- Teach the Reciprocal Reading programme with fidelity
- Closely monitor pupil engagement and successes in Reciprocal Reading strategies, adapting practice to address difficulties or reluctance

### **Role of Reading Intervention Teachers**

- Teach the Fresh Start programme with fidelity, updating the Reading Lead on the progress of pupils regularly and more regularly if progress is too slow
- Teach the Amber package with fidelity, updating the Reading Lead on the progress of pupils regularly and more regularly if progress is too slow

### **Home-School Link**

- Every KS3 pupil has access to Sparx Reader for Reading at home
- Clear expectations are shared with parents/carers in relation to KS3 pupils' use of Sparx Reader: weekly homework and the opportunity to read aloud to an adult at home at least once a week

### **Monitoring & Evaluation**

- Reading Lead to regularly talk to pupils about their Reading experiences; in the reading hour, interventions and the curriculum more broadly

- Robust monitoring of pupil progress will be at the foundation of evaluating the impact of all Reading provision
- Reading Lead to invite the voice of all subject leads on the impact that the literacy provision across school is having on their subject