

# Literacy Strategy 2020 - 2023

Our comprehensive Literacy Policy can be found in the documents and policies section of the school website. The following shows our evaluation of the Literacy Policy 2017 – 2020 and our priority planning for Literacy in the years 2020 through to 2023. Whilst the list is not exhaustive, it is intended to give an overview of our intended trajectory in relation to Literacy development at St John Henry Newman Catholic School.



Year	Intent & Implementation
2017 – 2020  (Historic Work)	<ul style="list-style-type: none"> <li>• To develop and embed a reading recovery model for the bottom 20% of readers in each cohort, supporting and tracking these readers as they progress through KS3</li> <li>• Implement and embed DEAR time to encourage a love for reading and afford clear cross-curricular responsibility for reading</li> <li>• Implement and embed SALAD (speaking and listening activity development) days to give students the opportunity to engage in a variety of widened-curriculum opportunities with a focus on developing oracy skills</li> <li>• Implement and embed Newman Presents in Form Time to allow for students in all year groups to present on a current topic of their choice to their peers</li> <li>• Ascertain students’ strengths and weaknesses in reading and writing from Primary Schools at Transition level in order to target early support</li> </ul>
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	<p>DEAR time now happens with consistency and regularity in the vast majority of subjects (exceptions of PE and small minority of subjects when practical requirements make the implementation of DEAR time detrimental to the impact of other activities e.g. cooking) The reading environment is purposeful, with students reading aloud at the request of their teacher and making good gains in Accelerated Reader testing. We use our Accelerated Reader data to offer the incredibly successful ‘Rescue Reading’ programme as an intervention to students with reading ages lower than 10 years. Reading age data throughout this period has shown significant gains in reading ages being made, especially with readers who start with a low reading age.</p> <p>Our half-termly SALAD days* have had a significant, positive impact on our Curriculum. They allow for teachers and subject areas to broaden the curriculum significantly to fulfil robustly the requirements of the National Curriculum. The success of the days is born out in behaviour data which shows significant and successful pupil engagement; furthermore, SLT drop-ins and monitoring/observation by the Literacy Lead further evidences clear engagement and improved confidence from pupils when presenting and answering questions.</p> <p>Newman Presents takes place in every form, every week. Students now consistently deliver presentations to their peers with increasing confidence, developing valuable skills that prepare them for future life. Recording data and HOY drop-ins show tutors regularly monitor and assess the presentations of pupils.</p> <p>Our transition pen portraits now ascertain from Primary Schools data relating to our incoming students including their writing/reading/numeracy ability, their weaknesses and also interventions that the primary teacher would feel appropriate to support our students with weaker literacy skills coming into St John Henry Newman Catholic School. This gives us the significant advantage of planning early and putting in place intervention to avoid any ‘dips’ in the transition process.</p> <p>*Covid-19 restrictions have meant that SALAD days will be logistically impractical 2020 – 2021, however they will remain an integral and essential component of our curriculum offer in normal times.</p>

2020 - 2021	Intent and Implementation
	<ol style="list-style-type: none"> <li>1. <b>We aim to improve students’ word knowledge through explicit teaching of vocabulary, especially Tier 2 &amp; 3 words.</b> <ul style="list-style-type: none"> <li>• INSET for all staff relating to vocabulary instruction and teaching strategies</li> <li>• Distribution of Freyer models &amp; vocabulary activities to use in the classroom</li> </ul> </li>   <li>2. <b>We aim to evolve our reading for pleasure element during DEAR time to incorporate more subject specific reading and Reading for Progress</b> <ul style="list-style-type: none"> <li>• INSET for all staff relating to closing the reading gap</li> <li>• Development of Guided Reading strategies for staff to make more impactful use of reading time</li> <li>• Tracking of tasks and activities over two half terms in a trial</li> </ul> </li>   <li>3. <b>We continue to develop, embed, and promote standards in oracy through Newman Presents and questioning strategies to elicit extended responses from students</b> <ul style="list-style-type: none"> <li>• Heads of Year to identify time on every tutor time schedule for Newman Presents</li> <li>• Heads of Year to support tutors in facilitating Newman Presents and ensuring pupils are prepared and present to a good standard</li> </ul> </li> </ol>
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	<p>Despite lockdowns, reading data shows that most students in years 7 &amp; 8 have made progress with their reading ages in line with their chronological reading age expected progress. Furthermore, the Rescue Reading group continues to yield strong results for students in Year 7 &amp; 8. Notably PP boys in Year 7 made 4 months of progress in addition to their chronological reading age expected progress (value added +4 months). Non-pp readers in the Year 7 RR group made 8 months additional progress (+ 8 months value added). In Year 8, the group overall made an additional 4 months of progress to their chronological age (+ 4 months value added), the girls made an additional 13 months (+13 months value added), students with EAL made an additional 6 months (+6 months value added). This demonstrates that our reading programme yields strong progress and adds value for money in terms of catch-up funding being spent. The PP English Lead will be quality assuring the Rescue Reading programme and delving into sub-groups further in 2021 – 2022 to refine the programme further to significantly benefit all demographics within the Rescue Reading group.</p> <p>Throughout the Lockdowns, DEAR time continued to be set as part of the online curriculum offer. This was enhanced by the library offering pupils access to Access It – an online library that allows pupils to access eBooks. The literacy group met online, and the librarian delivered reading sessions and listened to targeted pupils read online through Microsoft teams. For the in-school offer, drop ins evidence that students are consistently given the opportunity to read for pleasure in DEAR time. Targeted students are given the opportunity to read aloud to their class teacher, and this happens with regularity. Drop ins and a monitoring spreadsheet have shown that all subjects have sourced their own articles to be used each term in DEAR time. Having had INSET, staff in all subject areas are more confident in teaching students to read for meaning, and in the first instance have used a school-specific proforma devised to help target ideas surrounding comprehension and vocabulary in subject specific, academic texts.</p> <p>Newman Presents has continued to be an effective part of the school day, to the point that most students are now confident delivering a presentation to their peers, and tutors are confident in looking for what constitutes a good spoken presentation. Where students are anxious or have additional needs,</p>

a more bespoke delivery option is explored with the Pastoral Team and SEND team. Consequently, teachers should now be confident when asking students to deliver independent and groups presentations in lessons. Moving forward, it has been decided that the quality of presentations and their delivery now need to be refined further, and so the English department will temporarily take over the delivery of Newman Presents offering a bespoke scheme of work and carefully monitoring the quality of all presentations in 2021 – 2022 for both Key Stage 3 & 4.

Subject Leader monitoring and SLT drop-ins show that vocabulary is now taught as a clear focus in most lessons. In particular, the Literacy Slide and Frayer models are used consistently to allow for the specific teaching of Tier 2 & 3 vocabulary. As this practice continues, we expect that book monitoring and lesson observations will show increased accuracy and sophistication of vocabulary choices made by students in their writing.

Whilst SALAD days have been omitted from the 2020 – 2021 calendar, the HRSE coordinator has transformed the existing offer, working closely with the Literacy Lead to develop a programme of events for 2021 – 2022. This will help to solidify the already excellent HRSE curriculum offer and will ensure the sessions delivered during SALAD days will continue to be suited for speaking and listening based activities.

2021 – 2022	Intent and Implementation
	<ol style="list-style-type: none"> <li>1. <b>Revise the Rescue Reading phonics intervention, introducing additional layers of support through exploration of additional screening software and multiple intervention strands.</b> <ul style="list-style-type: none"> <li>• Explore and introduce new screening software to better understand the reading needs of the bottom 20% of readers identified through AR testing</li> <li>• Introduce Reading Fluency as a trial with a targeted test cohort, running alongside Rescue Reading</li> <li>• Secure and deliver INSET training for leaders and staff who deliver reading fluency as an intervention</li> </ul> </li>   <li>2. <b>Aim to improve students' quality of written communication with a focus on skills in report, method, explanation, and evaluation writing across subjects.</b> <ul style="list-style-type: none"> <li>• Re-visit the WAGOLL model with staff, students seeing and deconstructing high-quality exemplar material</li> <li>• Deliver INSET termly with a focus on how to elicit good quality writing from students</li> <li>• Book monitoring, driven by subject leaders, with oversight from Literacy Lead, to show examples of quality extended writing</li> </ul> </li>   <li>3. <b>Aim to improve students' quality of writing through application of wider Tier 2 &amp; 3 vocabulary use.</b> <ul style="list-style-type: none"> <li>• Re-cap previous INSETs on vocabulary teaching and instruction</li> <li>• Subject Leads and departments to agree on Tier 2 vocabulary for development within their subject areas</li> <li>• Subject Leads and departments to identify which pieces of work they want to use each half term as evidence of vocabulary focus work</li> </ul> </li>   <li>4. <b>Continue to embed Academic reading in subject areas during DEAR time and beyond</b> <ul style="list-style-type: none"> <li>• LTPs show that Academic Reading is embedded into DEAR time across subjects</li> <li>• Drop-ins show that Academic Reading takes place during DEAR time</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Use of 'The Day' happens with regularity in DEAR time to allow for structured, additional reading around subjects during DEAR time, increasing opportunities for widening students' cultural exposure</li> </ul> <p><b>5. English department to develop and deliver scheme of learning to all Year groups in Autumn Term to robustly improve Newman Presents quality and delivery of presentations</b></p> <ul style="list-style-type: none"> <li>• Scheme of Learning developed and delivered</li> <li>• Clear evidence of students creating a physical presentation</li> <li>• Spreadsheet shows recording of Newman Presents data from all English subject teachers</li> <li>• QA of judgements between class teachers through standardisation and drop-ins</li> </ul> <p><b>6. Develop reading for pleasure in Form Time further by providing every student with a reading book from a specifically chosen list, including reading from BAME writers</b></p> <ul style="list-style-type: none"> <li>• Every student in KS3 has a reading book provided by the school, that they are required to finish each half term</li> <li>• Three sessions of Form Time a week dedicated to the Form Time reader – opportunity for tutors to read along with the group, modelling expressive reading</li> <li>• Students quiz on the whole class reader in English lessons at the start of each new term to measure impact</li> <li>• Pupil voice conducted to check enjoyment, challenge etc</li> <li>• AR data monitored carefully to assess impact</li> </ul>
	<b>Impact</b>
	<b>A comprehensive evaluation of this year's strategies will take place in July 2022.</b>

<b>2022 - 2023</b>	<b>Evaluation Strategy</b>
	<ol style="list-style-type: none"> <li><b>1. Literacy Lead, along with LEA Improvement Officer to conduct full review of strategies and strands covered over previous two years – checking how well reading, writing and oracy are embedded into Curriculum</b> <ul style="list-style-type: none"> <li>• QA programme to be developed and agreed</li> </ul> </li> <li><b>2. Literacy Lead to meet with Subject Leaders to identify next steps for Subject Specific Literacy Requirements</b> <ul style="list-style-type: none"> <li>• Subject Leaders to develop plan for Literacy in their subject in order to move academic reading and writing forwards</li> </ul> </li> <li><b>3. Literacy Lead to feedback review and findings to SLT, Governors and Stakeholders</b> <ul style="list-style-type: none"> <li>• Report disseminated to all stakeholders with findings used to inform next steps</li> </ul> </li> <li><b>4. School to adapt and implement next three year Literacy Strategy</b> <ul style="list-style-type: none"> <li>• Review of literacy policy to reflect current practice in the school and to take account of new developments in the realm of literacy</li> <li>• Strategy to reflect priorities in light of state of play of literacy in the school and nationally</li> </ul> </li> </ol>
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