Secondary School Literacy Policy for City Academy Norwich

Overview

City Academy Norwich (CAN) recognises that Literacy in schools consists of the interplay of reading, writing and oracy; to improve the outcomes of our pupils, we need to ensure that three connected elements are delivered consistently and with regularity as part of all subjects' pedagogy.

Reading at – or beyond – a student's chronological reading age (CRA) unlocks the curriculum for our learners and enables us as a school to improve individual and school outcomes.

CAN's Literacy Policy is rooted in academic research, Ofsted's 'Quality of Education' judgment criteria, the ITT Inspection handbook (2022), Improving Literacy in Secondary Schools (2019) and Teacher Standards (2011), in which teachers are expected to, ***"demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject."***

At CAN, we recognise that whilst reading must be at the core of the Literacy Policy, writing and oracy are also fundamental to the development of our pupils' outcomes. Having worked tirelessly on raising the reading ages of pupils, it is important that CAN now utilises a clear and strategic approach to the promotion of writing and oracy.

Section 1: The CAN Literacy Policy framework

1. **In line with Trust policy, CAN's AHT for Raising Achievement will audit annually according to the 'bucket model' (appendix 1) where:**

   a. **Bucket 1** = Reading interventions. How we intervene, when we intervene, and who we intervene with. Quality assurance for this will be tracked annually and posted to each intervention.
   b. **Bucket 2** = Reading Culture, including wave 1 reading. This includes library lessons, reading around the subject, and CANon. Part of Bucket 2 also entailed disciplinary Literacy in all subject areas.
   c. **Bucket 3** = Reading extension and challenge. This bucket extends beyond reading and includes oracy and writing. This includes extra-curricular reading, writing, and oracy opportunities.

At the end of each academic year, the AHT for Raising Achievement will submit a 2-page document (appendix 2) RAG rating Literacy development, and provide Trustees with

additional information concerning interventions as well as tracking links between students' literacy and student absence and/or behaviour.

CAN tests (and tracks) all incoming students to identify the reading demographic of the cohort, as well as to identify pupils who are below CRA. This information is shared with staff through Go4Schools so that it can be put on seating plans and used by staff as part of the school's disciplinary and generic reading approach.

Year 6 pupils are assessed using Access Reading Tests during transition

Key stage 3 pupils are assessed annually.

Key stage 4 pupils who are below CRA at the end of year 9 continue to be assessed in year 10.

AHT for Raising Achievement is responsible for the collation of whole-school tracking and should be able to use their in-school systems to report to the Trust on the numbers of (and progress of) readers.

Staff at CAN share a school-wide common language regarding reading ability. There is a Trust wide expectation that all staff have access to reading age information and that this is updated post each set of tests, specifically:

a. Tier 1 (green) – on or above ideal chronological reading age
b. Tier 2 (amber) – below ideal chronological reading age by up to 18 months
c. Tier 3 (red) – below ideal chronological reading age by 18months- 2.5 years (group and/or individual intervention)
d. Tier 3+ (red +) below ideal chronological reading age by more than 2.5 years (group and individual intervention)

When identifying which tier pupils are on, we apply the ideal chronological reading age to the pupil to ensure pupils born in the summer term are given the same opportunities to progress as those born in autumn. For example, an ideal chronological reading age for a pupil starting year 7 would be 12 years old, whilst a student starting year 11 would be 16.

1. **CAN has clear assessment and intervention processes in place for Tier 3 readers and mechanisms to track the impact of those intervention strategies. Tier 3 readers are placed on either intervention Wave 2 or Wave 3 before graduating up to Wave 1.**

- **Wave 3:** Tier 3 pupils who have a reading age below 9:06. Wave 3 interventions can include Moon Dogs, Roald Dahl Fluency, assisted Reading Solutions and Dyslexia Gold
- **Wave 2:** Tier 3 pupils who have a reading age above 9:06. Wave 2 interventions can include Reading Solutions, Dyslexia Gold and LSA in library lessons.
- **Wave 1:** Tier 3 pupils who graduate to Tier 2 and therefore should be able to access their learning and progress because of quality first teaching continue to be monitored. If capacity allows, Tier 2 students will also take part in Reading Solutions.

2. **All pupils at CAN, except for a small cohort of pupils on Wave 3 interventions (Moon Dogs or Roald Dahl) receive the Wave 1 reading diet. This includes:**
   - Staff modelling reading and differentiating texts in line with reading ages.
   - Staff are aware of pupils' reading ages and who are tier 3 readers.
   - Pupils never put 'on the spot' to cold read sections of text aloud.
   - Vocabulary, ideas and inferences explored in reading for pleasure.
   - Opportunities to develop fluency in lessons, reading for pleasure in form, and library lessons.
   - KS3 library lessons fortnightly.
   - KS4 library lessons take place once half term.
   - CANon texts promoted and engagement tracked through library lessons and forms.

All the above should be provided consistently and as part of the pupils' daily routines. The teaching of reading is a part of the whole school QA process, with termly QA on reading in form. Middle leaders and SLT are all responsible for the quality assurance of reading in lessons and form.

3. **All departments at CAN have a *disciplinary reading* offer to all students.**

   CAN has clear protocols shared with staff via appropriate training that reiterates that all staff are teachers of reading. Moreover, *when reading occurs there is a clear way in which it is done across the school,* meaning that all staff take the opportunity to read in the same way. Where there is reading, the expectation is:

   1. The teacher reads, modelling fluency and picking out key/tricky vocabulary
   2. Pupils are pre-taught or given synonyms for tier 2 vocabulary that may be a barrier.
   3. When appropriate, pupils who are tier 3 readers can expect to have their reading differentiated. This may include questions appearing in chronological order; AI used to adjust the reading age of extracts/sources; key information placed in bold.

4. **It is the responsibility AHT for Raising Achievement to ensure that the school provides appropriate training to any member of staff (or students) who provide reading support to students (Red and Red +) as part of in-school intervention (including older reading buddies):**

- Reading Solutions protocols
- Dyslexia Gold protocols
- Reading Test protocols
- Consistency of delivery of Moon Dogs & Roald Dahl

5. **WRITING**

It is expected that each Sapientia Secondary School will:

- Develop and share whole-school expectations for teaching writing which exploits the fact that reading and writing are reciprocal and speaking and writing are generative in nature. Share the whole-school expectations with all staff – all departments should work together on writing initiatives as well as reading initiatives.
- Give pupils the opportunity to write for a range of media platforms: social media, websites and multimodal writing. This gives them the motivational power of the anticipated audience response as well as the skills for writing in a technological age.
- Ensure all staff have seen samples of Year 6 writing at the expected level in a range of text types so that they have high expectations of pupils at the start of Key Stage 3.
- Develop teachers' pedagogical subject knowledge, reminding all that writing is a tool for recording thought and developing content knowledge.
- Encourage subject areas to use curriculum time for extended writing through a process for teaching writing, including modelling, planning, editing and redrafting to produce writing of 'quality'.
- Explicitly teach grammar in context using a consistent approach to correcting errors. The 2014 national curriculum KS3 English grammar glossary and spelling and vocabulary appendices outline what is to be taught.

6. **ORACY**

CAN staff are aware that oracy is linked to improvements in reading, writing and overall attainment therefore CAN will:

- Ensure that all teaching staff are aware that Talk for learning (oracy) is an essential part of developing and embedding literacy, recognising that high-

quality classroom talk is essential to pupils' thinking and learning. It is also linked to improvements in reading and writing, and overall attainment.

- Support teachers to develop and embed a repertoire of teacher-to-pupil and pupil-to-pupil talk and questioning, and structure tasks to develop depth of thought in learning.
- Acknowledge and implement Key policy and research on oracy, including The National Curriculum in England: Key stages 3 and 4 framework document (December 2014), DfE: "Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing" (p. 10).
- Actively raise the status and priority of oracy in education and set out shared expectations for oracy across the schools, including CPD and application of key levers for oracy.
- Middle leaders will plan for oracy in their curriculum using the Oracy Cambridge framework. See appendix.

7. Quality assurance of Literacy

The QA assurance of Literacy (reading, writing, oracy) should form part of the usual QA of lessons undertaken at the school by middle leaders, SLT and Trust Central Staff.

Literacy should be imbedded in all teachers' pedagogy regardless of subject; therefore, it is a part of the whole school QA process, with termly QA on reading in form. Middle leaders and SLT are all responsible for the quality assurance of reading in lessons and form.

8. CPD

Literacy updates and training are provided via the Literacy Lead as part of the school INSET. This need not be onerous, but it should clarify expectations, why it is important and why all teachers are teachers of reading. The Literacy lead is responsible, along with the Head, for ensuring that their own training needs are met.

Section 2: Roles and responsibilities of personnel in CAN:

1. **Role and remit of the school's leader of Literacy/AHT - Raising Achievement.**

- Literacy leads should have an appropriate knowledge of literacy pedagogy to best work with other school leads, Trust Central Education Team and their SLT to explicitly develop students' talk, reading and writing.
- Literacy leads should work independently and collectively to ensure their knowledge of the statutory and advisory frameworks containing Literacy guidance are acted on appropriately and that the implementation of policy in their school adheres as far as possible to best practice and is used to review practice and set priorities for improving literacy throughout the school.
- Actively promote disciplinary reading to SLT, Heads of Department and Progress Leaders: Disciplinary literacy should be promoted, with all members of staff understanding its importance. This can be achieved by giving responsibility to subject leaders for developing "literacy for learning" in their own curriculum areas.
- Help QA Literacy across the school, especially generic literacy
- Advise Heads/SLT on the implementation of literacy across the school and liaise effectively with other stakeholder leaders such as the SENDCo and Co-ordinator of extended curriculum.
- Advise and guide on the school's assessment frameworks that establish students' baselines and set targets using regional and national data rather than just cohort data.
- Work with senior leaders to promote Literacy skills development, which should be embedded in teaching, learning and curriculum plans. In developing classroom practice, leaders should make effective use of specialists such as the literacy coordinator and lead practitioners to support subject teams. Teachers can all learn from effective practice in other areas of the curriculum.
- Literacy leads should manage and resource a literacy intervention programme for target pupils working below age-related expectations. This will require regular monitoring to ensure effective use of additional funding.

2. **Role and remit of Heads, the SLT, Heads of Department and the SENDCo**

- *Schools should have a whole-school literacy focus as part of their development plan.*
- Where the intervention waves are unable to improve pupil's reading ages, the Literacy Lead should work with the SENDCo to identify and support pupils who are struggling to read and write by diagnosing specific needs

and implementing appropriate interventions. These are likely to tackle difficulties with decoding and reading fluency and may include consolidating understanding of synthetic phonics. Diagnosing writing difficulties, including handwriting and spelling, is also recommended. Specific support for pupils with English as an additional language at different proficiency levels may also be required

3. Role and remit of teaching staff

- Teachers should develop students' metacognitive awareness of reading skills, thus enabling them to tackle longer and more challenging material within the curriculum.
- Staff should introduce texts in different ways – for example, reading aloud, oral reading by students, audio recordings or reciprocal reading.
- Reading, writing and speaking should be seen as mutually enhancing processes. Talking about texts before, during and after reading helps to consolidate ideas and thinking whilst serving as a rehearsal for writing.
- Teachers should receive high-quality professional development to support their explicit teaching of reading skills such as skimming, scanning and reading for detail (including on screens) in subject lessons; research strategies such as using the index and glossary, identifying key points and making notes should also be commonly seen.
- Direct vocabulary instruction should be part of normal pedagogical practice, and where appropriate include paying attention to morphology, pronunciation, spelling and usage of unfamiliar vocabulary.
- Students should read texts across the curriculum that have an appropriate level of vocabulary so that they are not overwhelmed by unknown words, but they should also be challenged to learn (or refine) the meanings of words in the text.
- Students should be encouraged to work out the meaning of unknown words in a text by using the context to develop and test hypotheses about a word's meaning.
- Students should be confident users of online and text-based dictionaries, glossaries and word lists to support their vocabulary development.

Appendix:

Oracy framework: Microsoft Word - The Oracy Skills Framework and Glossary.docx