



**HAGLEY CATHOLIC  
HIGH SCHOOL**  
SEMPER FIDELIS

# Literacy and Oracy Policy

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Post holder responsible:	Vice Principal
LGB Chairperson	Mr Geoff Taylor-Smith

**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Literacy and Oracy Policy has been approved and adopted by Hagley Catholic High School Governing Body on 1<sup>st</sup> July 2025 and will be reviewed in July 2027.**

**Signed by LGB representative for Hagley Catholic High School:**

*G Taylor-Smith*

**Signed by Principal:**

*J Hodgson*

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## Summary of Changes

Page 6      Final row in table: Clarity on who is identified for literacy intervention and how

## Teachers Standards and Guidance

### Teaching Standard 3 which 'Demonstrates a good subject and curriculum knowledge

**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**

#### Aims

- The policy outlines that all teachers, regardless of their subject are responsible for the planning and implementation of teaching strategies that develop students' literacy.
- All staff at Hagley Catholic High School have a responsibility in cultivating effective literacy skills as tool for learning through their school journey and in their future.
- To ensure specific skills for literacy are taught effectively so that ALL students are enabled to access the curriculum in a more effective and engaging manner.
- To develop students' literacy skills: ensuring students are effective communicators in both the written and the spoken word.
- To enable students to develop a range of reading strategies to unlock knowledge and deepen their understanding
- Ensure a consistency of approach within each department and across all key stages to the development of disciplinary literacy across the whole school.
- Clarify the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school

#### Policy Review

- An initial policy review was undertaken in Autumn 1 2022/2023 by the Vice Principal and Assistant Principal for Quality of Education.
- The review included extensive pedagogical research, particularly the use of the Educational Endowment Foundation (EEF) resources, staff and student voice, the findings from the DFE's Teacher workload: Policy Review Group (2015) as well as exemplified practice that takes place in other establishments.

#### What is effective literacy and oracy?

- Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.
- The EEF's researched has identified that by attending to the literacy demands of their subjects, teachers increase their students' chance of success in their subjects. Secondary school teachers should ask not what they can do for literacy, but what literacy can do for them. (*Improving Literacy in secondary schools guidance report*)

#### Research into effective teaching of disciplinary literacy

- The Education Endowment Foundation (EEF) published a report in 2021 entitled 'Improving Literacy in secondary schools. The report gave seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.
- Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects
  - 1) Prioritize 'disciplinary literacy' across the curriculum
  - 2) Provide targeted vocabulary instruction in every subject

- 3) Develop students' ability to read complex academic texts
- 4) Break down complex writing tasks
- 5) Combine writing instruction with reading in every subject
- 6) Provide opportunities for structured talk
- 7) Provide high quality literacy interventions for struggling students.

<b>Prioritize 'disciplinary literacy' across the curriculum</b>	<ul style="list-style-type: none"> <li>Hagley catholic High School believes that literacy is a key to learning across all subjects. The school develops a love of reading within the school seen in DEAR at 10am every Tuesday morning and the promotion of extraneous reading through extracurricular reading opportunities (see website, Library area, book swaps, peer reading schemes)</li> <li>Literacy has and continues to be a focus in all staff training. Departments have identified and bring to focus through word walls and explicit teaching the literacy skills that lie in the disciplinary skills within each subject. (E.g. Command word and specific subject related vocabulary is of high focus as supported through the presentation policy)</li> <li>Teachers frequently offer sentence stems and starters to support students in how to structure their writing and talk. Sherrington's walkthrus are a CPD focus that will enable students to break down complex texts and develop whole class reading routines.</li> </ul>
<b>Provide targeted vocabulary instruction in every subject</b>	<ul style="list-style-type: none"> <li>All staff in every subject is to provide explicit vocabulary instruction. They will identify key words for the lesson and this is supported in the presentation policy. Key words should be echo called from student to teacher with the definition explained to students.</li> <li>Teachers will aim to explain the relevance of the word and how its meaning as evolved (etymology)</li> <li>Teachers are aware within their SOW of tier 2 and 3 vocabulary and have identified key words to teach at specific points in the curriculum.</li> </ul>
<b>Develop students' ability to read complex academic texts</b>	<ul style="list-style-type: none"> <li>Sherrington's walkthrus as well as strategies from Lemov 'Reading Reconsidered' are developing teacher's techniques of activating prior knowledge, prediction and questioning to improve student comprehension.</li> <li>The English Department have a structured homework programme that ensures that students are assessed on their ability to read aloud alongside fluency and given advice as to how they can improve.</li> </ul>
<b>Break down complex writing tasks</b>	<ul style="list-style-type: none"> <li>Every department looks to use modelling to improve and offer explicit instruction on how to improve writing.</li> <li>Targeted support and adaptive teaching strategies are used to support students who may struggle tow rite fluently.</li> <li>Teachers regularly use Think Pair Share to help plan relevant information in a more collaborative way to motivate students to write.</li> </ul>
<b>Combine writing instruction with reading in every subject</b>	<ul style="list-style-type: none"> <li>Every department looks to use modelling to improve and offer explicit instruction on how to improve writing and recognise the features and aims of good writing within the subject.</li> <li>Reading is constantly championed in every subject to lead to better writing.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers model high quality talk, drawing attention to the specific key vocabulary that needs to be used and is of focus.</li> </ul>
<b>Provide opportunities for structured talk</b>	<ul style="list-style-type: none"> <li>Teachers provide time in lesson through effective think pair share and probing questioning to develop student talk and metacognitive reflection.</li> <li>The school runs a successful debate and public speaking club that enables students to perform high quality structured talk.</li> </ul>
<b>Provide high quality literacy intervention for students not at age related expectation (ARE)</b>	<ul style="list-style-type: none"> <li>Hagley uses GL Assessment New Group Reading Tests (NGRT) to identify students reading ability on entry to Hagley. Students with a Standardised Assessed Score (SAS) below 100 will typically be identified in our lowest 20% of readers and recommended for intervention. Further screening may also take place to identify intervention groups.</li> <li>Hagley uses a range of intervention platforms to support our lowest 20%</li> <li>Hagley has a Whole School Literacy co-ordinator who works with the Head of English, SENDCO, intervention staff and to ensure students are identified early (Oct of academic year). Students are retested at the end of the year and continually throughout the intervention programmes.</li> <li>In addition, there are spelling and handwriting interventions as well as further extended writing support in place.</li> <li>Hagley has an effective model of peer reading to develop confidence in reading as well as fluency.</li> </ul>

The following policy is supported by The Hagley Lesson Model, Presentation Policy, Marking, Assessment, Feedback Policy alongside GL NGRT testing and provision map that allows us to assess and provide for students' levels of need.