



St Aidan's Catholic Academy

'We believe that God has created each person to celebrate life to the full'



St. Aidan's Catholic Academy

Literacy Policy

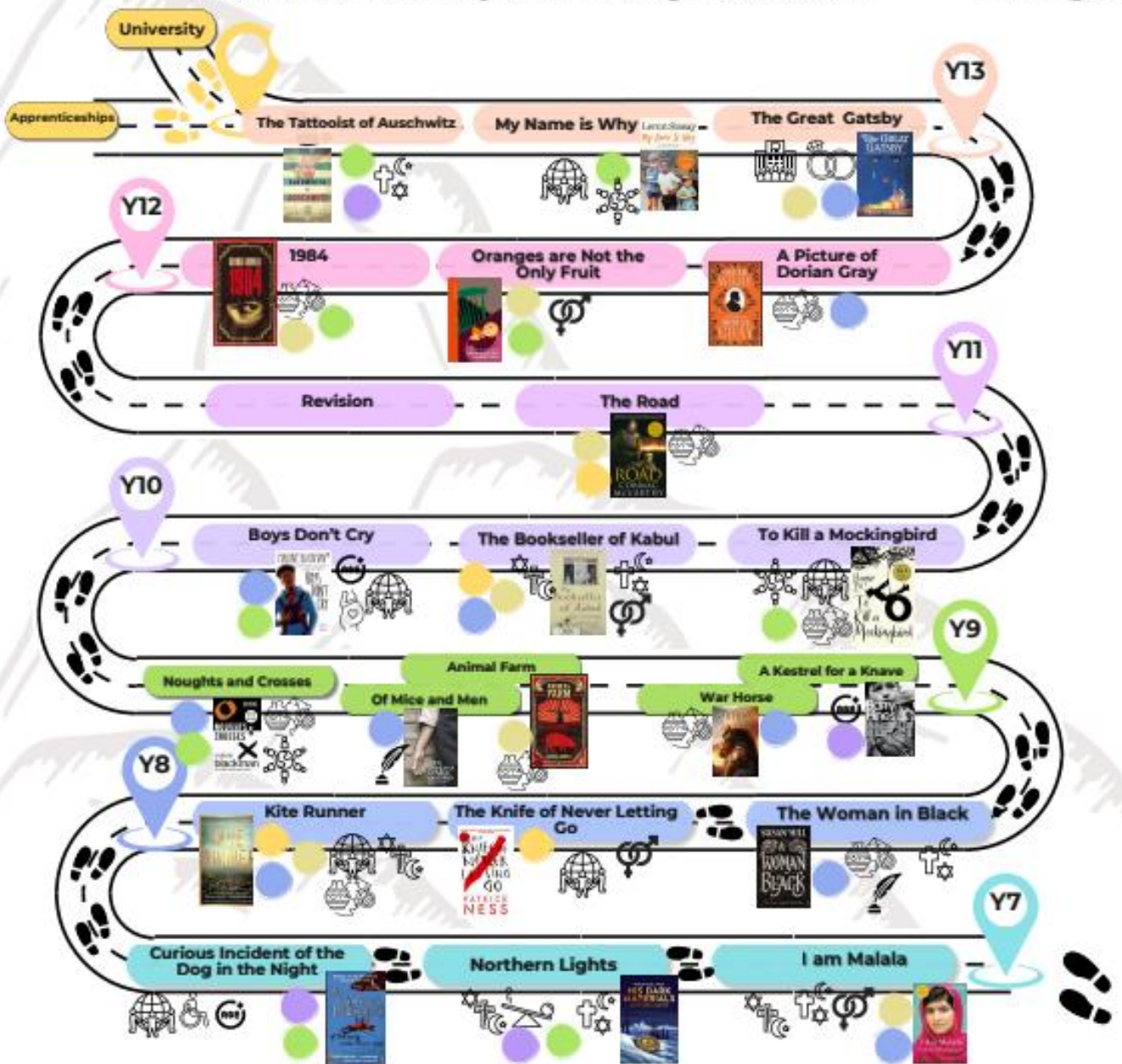
Developing Literacy through Vocabulary,
Comprehension, Reading and Oracy
2026-27

'The reading curriculum is highly ambitious. Pupils engage with scholarly texts in lessons. Pupils read with their form tutors every day. Books are chosen which link to fundamental British values. This helps pupils to develop high levels of respect and understanding in relation to, for example, protected characteristics. Leaders identify those pupils that need further support with reading. Targeted, regular intervention delivered as part of the school literacy strategy helps these pupils to access the planned curriculum.' Ofsted 2023

'Reading is a fundamental part of the school's provision. Pupils read a range of highly interesting texts in all subjects. They are exposed to the rich 'Reading Canon' selected to enhance their experience regularly. There is effective support for those who are in the earlier stages of learning to read. Pupils are helped well to catch up with their peers.' Ofsted 2025

Reading Canon Journey

"A reader lives a thousand lives before he dies. The man who never reads lives only one." - George R. R. Martin



British Values	
	Tolerance
	Rule of Law
	Individual Liberty
	Mutual Respect
	Democracy

Curriculum Links			
	Art		IT
	Biology		Maths
	Chemistry		Spanish
	Design Tech		Music
	English		PE
	Enterprise		Physics
	Geography		PSHE
	History		RE

9 Protected Characteristics	
Age	
Gender	
Race	
Disability	
Religion or Belief	
Sexual Orientation	
Gender Reassignment	
Marriage or Civil Partnership	
Pregnancy and Maternity	

Intent:

'Reading, writing, vocabulary, speaking, listening, debate...the complex tapestry of great teaching, enacted in every lesson, in every phase and subject domain, by every teacher' Alex Quigley

At St Aidan's Catholic Academy, we believe that in order for all pupils to succeed, whatever their background or circumstance, they must be well equipped with enough language to access the pleasure of reading, the excitement of writing and to explore new subjects, unlocking the potential to learn and grow as individuals. A strong command of language is not only essential in the wider academic world but it can also affect a pupil's self-esteem and confidence.

Research suggests that pupils who read more frequently tend to have more academic success and go on to have better career prospects after they leave school than those who read less frequently. Further to this, reading has been proven to help lessen anxiety and improve wellbeing (Clark and Rumbold).

It is for the aforementioned reasons that we have a clear focus on developing pupils' literacy through our curriculum. All ideas in the following document are built on solid communication with our primary feeders and extensive educational research: the EEF handbook; Alex Quigley's 'Reading Gap'; Mary Myatt and Christine Counsell research and Key Stage 2 Research documentation.

Reading:

Reading Canon

Developing a Love of Reading

"Books expose children to more facts and to a broader vocabulary than virtually any other activity; people who read for pleasure enjoy cognitive benefits throughout their lifetime" Daniel Willingham

Pupils participate in four Reading Canon sessions in Form Time each week. The '**Reading Canon**' programme aims to encourage our pupils to develop confidence in reading voice and to share the joy of reading a text with others. In '**Reading Canon**' sessions, tutor groups in Years 7-13 share the communal reading of three books per year from the **St Aidan's Reading Canon** (one/two books in Year 11 due to the focus on GCSE revision). Part of pupils' entitlement at St Aidan's is to read at least fifteen books through the Reading Canon programme by the end of their time school journey. Exposing pupils to a culture where storytelling is valued and rich, aids all of us: it enables older pupils to look to anecdotes to help them understand new concepts; it helps younger pupils assimilate ideas; and it encourages us all to think about our curriculum as a collection of great stories of world culture. The range of books have been picked for their interest and challenge, introducing pupils to new vocabulary and developing pupils' confidence and strength in reading. The books that make up the prescribed Canon come from a range of cultures, timelines and genres, with the intention of promoting inclusivity and diversity, allowing our pupils to become citizens of the world (9 protected characteristics).

The prescribed Reading Canon is as follows:

Year 7				Year 13		
The Curious Incident of the Dog	The Kite Runner	Kes	Boys Don't Cry	The Road	1984	The Great Gatsby
Northern Lights	Knife of Never Letting Go	Noughts and Crosses	To Kill a Mockingbird		Oranges are not the Only Fruit	My Name is Why
I am Malala	Woman in Black	Animal Farm	Bookseller of Kabul		A Picture of Dorian Gray	Tattooist of Auschwitz

To ensure that pupils fully engage with the content of the text, form tutors set a Canon reading review to gauge pupil appreciation and understanding when the form finishes a book. This review is completed on Microsoft Teams with teachers and encourages pupils to reflect on what they have read whilst answering questions on themes, characters, British Values and Protected Characteristics (Appendix A).

Developing fluency to enhance comprehension through the Reading Canon

Our Reading Canon sessions are a real opportunity to develop pupil fluency. Reading fluently and reading aloud is a gateway to comprehension; fluency mediates and underpins the entire curriculum and beyond. To support our pupils on their reading journeys, every teacher should create regular opportunities for pupils to become confident and proficient in the following oracy skills:

- Expression and volume – the varying of expression and volume to match the interpretation of the passage being read.
- Phrasing – the reading of words and clauses with appropriate pauses, with an awareness of reading mostly in clauses and sentences over individual words.
- Smoothness: any breaks or difficulty in reading are resolved with self-correction.
- Pace – an even, conversational reading rhythm.

To achieve this aim and to secure pupil engagement, there are key supportive strategies that we embed within our Years 7-11 Reading Canon time to strengthen the reading fluency of our pupils. Every Friday during Reading Canon time, teachers devote the session to developing fluency. **The principles from Lemov's 'Control The Game' and 'Rasinski's 'Fluency Development Lesson' are used:**

- Orientation: Identify a short, exciting passage from an area of the Reading Canon Book you have already covered. Focus discussion on the themes or dilemmas within the extract – an area which links to the 9 Protected Characteristics or British Values works well for pupil engagement.
- Initiation: Model reading the passage using the visualiser whilst the pupils follow along using placeholders.
- Discuss the content and the quality of your reading (e.g. reasons for pausing or reasons for stressing or intonation).
- Fluency Activity 1: In small groups (e.g. a row in the room) pupils then read the passage chorally (all perform in unison) or antiphonally (you read a sentence, then pupils echo it). *
- Fluency Activity 2: Group pupils into pairs or triads, with each pupil reading the passage 3 times to their partner. Ask individuals/pairs to perform to the class.
- At the end of the session discuss pupils' success and link back to the orientation session from the beginning. As an extension, pupils could take the passage home to perform to parents/caregivers.

* variety in your repertoire from week to week is essential here in maintaining pupil engagement

It should be noted that the principle above is an evidence-based approach to developing fluency and comprehension in the classroom. The principles can therefore be transferred into subject areas to develop disciplinary literacy. There may be some disfluent readers in form classes – these activities allow these pupils practice time to familiarise with a text before reading*. By being measured in our approach with these readers, and sensitive to, and aware of needs we can avoid the vicious cycle of 'frustration and failure.' (Alex Quigley).

** additional fluency support is offered through Reading Plus during Reading Canon time for hesitant, less confident readers who have significant barriers with reading fluency. This is an entitlement for hesitant readers from Years 7-13.*

Further details on this evidenced based approach can be found here:

<https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency>

Responsibilities: Tutors

- Follow the Academy Reading Canon, ensuring that allocated Form Class is on track to complete their designated text by the end of the cycle while not progressing beyond the Reading Ceiling.

- The Reading Ceilings outline how far classes should progress through each of the Canon books, week by week. This is to ensure there is a rich discussion of key themes and topics during the reading sessions, and guiding staff's delivery of the Reading Canon sessions. The Reading Ceiling for each week should be followed closely, to ensure consistency in approach from classroom to classroom.
- Issue all pupils with a laminated Reading Canon placeholder and ensure they use this to track the reading.
- Ensure the class looks after the books by modelling a good classroom environment, respecting the books.
- Conduct Microsoft Teams reading reviews on completion of texts.
- Using the principles from Lemov's 'Control the Game', aim to hear a wide range of pupils read per session. As per Lemov, use: Bridging, short durations, oral cloze to maintain engagement.
- Strengthen the reading fluency of our pupils by implementing a fluency session every Friday. To secure engagement, ensure that the strategies implemented follow the principles from Socialisation and Practice.
- Strengthen comprehension skills by questioning pupils (using the principles from 'Reciprocal Reading' and the 'Questioning Narrative') about what has just been read. Appendix B
- Please do not send emails or use this time to do other work.

Responsibilities: Pupils

Pupils need to take responsibility for developing their reading skills by:

- Participating fully in the Reading Canon programme ensuring that they take their turn to read aloud, and answer and engage with the questions raised through communal reading.
- Engaging with discussion around the themes and issues that arise from the study of the Reading Canon (especially the 9 Protected Characteristics and British Values).
- Participating fully in developing their oral fluency within fluency sessions.
- Using their Academy placeholder to track down the page throughout their Reading Canon session.
- Completing Microsoft Teams reading reviews and engaging maturely with the questions set.
- Respecting their reading material and treating it with care.

Independent Reading

In addition to the Reading Canon programme, pupils are expected to read independently at home:

1. Year 7, 8 and 9 have one Accelerated Reader period per fortnight in their English curriculum time where they will read independently. All books in the Reading Room have been labelled with a colour label according to reading age. Pupils are encouraged to read material which is outside their reading age but they should be reading texts which they can access and, over a period of time, texts which challenge them. Alongside this, we encourage pupils to attend our Morning Reading club.
2. All pupils from Year 7 to Year 13 complete an NGRT reading age test at the start of the year. This information is recorded in Arbor. All staff have access to pupils' individual NGRT profiles. The profiles offer guidance as how to best support pupils in the reading elements of the curriculum.
3. Pupils take further tests throughout the academic year to measure their reading age progress.
4. Those with reading below the expected standard or with reading ages significantly below their chronological age, receive extra intervention.
5. All pupils are expected to carry their own reading book in their bag as part of their equipment. This could be a book from home or one they have borrowed from our library. This book should be of the right level of challenge, as tracked by staff during Accelerated Reader lessons and NGRT tests. This level is shared with all staff in the Literacy folder in the All Staff Team. For KS4 and KS5 students, this reading book could be a revision guide. The suitability of the level of challenge of the reading material is checked at regular intervals by English teachers for KS4 and during every Accelerated Reader lesson for KS3.

Scholarly Reading:

Within each key concept, subject teachers plan for scholarly reading which enhances and broadens their curriculum. Each subject must identify these high-quality texts on their sequences of learning (SOLs) and use the following explicit teaching when implementing:

- **To begin this process**, every time a Scholarly Reading text is introduced, the teacher should begin the learning with *Connect 4*.
- **Before** reading the teacher should always activate pupil prior knowledge and encourage pupils to predict what the text will be about.
- **During** reading, it is good practice to continue to ask questions to monitor pupil understanding and to update and make new predictions about the text. Teachers should always encourage pupils to read the text with a disciplinary lens using 'Reading Like a...'.
.
- **After** reading, pupils should be encouraged to seek coherence by summarising the key concepts and opinions from the reading – this could be achieved by bullet pointing three key ideas.
- The post-reading discussion should also focus on revisiting and revising the predictions made from the pre-reading and then generating any further questions. Although the Scholarly piece is to challenge, the reading age should be considered prior to the lesson. It is vital that Scholarly Reading is inclusive and accessible.

Reading Ages and Interventions:

Within the curriculum, literacy support is rigorous and sequential to support the needs of individuals with particular attention on pupils who do not meet the national expectation at KS2. All pupils are screened at key points during the year to guarantee that their individual literacy requirements are met. All pupils from Year 7 to Year 13 complete an NGRT reading age test at the start of the year. This information is recorded in Arbor. All staff have access to pupils' individual NGRT profiles. The profiles offer guidance as how to best support pupils in the reading elements of the curriculum. Pupils take further tests throughout the academic year to measure their reading age progress. Those with reading below the expected standard or with reading ages significantly below their chronological age, receive extra intervention.

Within each classroom, teachers are well equipped with knowledge of and strategies to identify and support less confident readers. Using the QLA and the reading age test data, teachers have an understanding of who the less confident readers in the class will be, but will also be able to identify and support readers who may struggle with a challenging text despite a secure reading age:

- Implementing the concepts of the Fluency sessions, such as pairing weaker readers with stronger readers for support, will ensure an adaptive approach to supporting weaker readers in the classroom.
- Using the principles of the Phonics programme Sounds Write, staff are trained in splitting words into syllables to support decoding and reading. Where students struggle with the specific spelling of a word, staff are trained to explore similar spellings of the same sounds in other words. This is further detailed in the St Aidan's Phonics handbook.
- The vocabulary strategy (Appendix D) supports pupils to build confidence and fluency, through the syllabification of words, the etymology and 'Use it' practice.
- The approach to Scholarly Reading as previously explained here is designed to help 'unlock' a text, especially for weaker reader prior to the text being read.
- Following the NGRT reading age tests, detailed pupil reports are created and shared with staff, detailing specific strategies which can be used for each student.

Where the needs of hesitant readers go beyond what can be rectified with quality first teaching, interventions are in place with a goal to ensure that all pupils have secure reading abilities and phonic knowledge, such as alphabet code knowledge, and secure phonic skills, such as segmenting, blending and phoneme manipulation. Mastering these skills helps pupils to read with accuracy and automaticity, which further allows reading comprehension and fluency. Ultimately, secure phonic knowledge and skills give pupils a way of decoding any unfamiliar word, ensuring that all pupils can access the full richness of the curriculum.

Data is regularly interrogated to assess pupils' progress towards this goal. Our intervention programme aims to provide sufficient quality and quantity of practice, which will aid the pupils' progressive fluency

throughout their time at St Aidan's and beyond. Our current literacy team is experienced in supporting a wide range of needs including EAL and comprises of Mrs Friberg and Mrs Naile.

For some pupils, literacy is a barrier to learning; these pupils will receive an individualised programme from the following interventions:

Need	Support	Year
To develop independence in silent reading pace and comprehension	Reading Plus	Yr 7-11
To further strengthen independence in comprehension alongside Reading Plus	Anchor Skills	Yr 7-11
To support fluency in reading aloud, and to develop comprehension	Lemov Fluency Sessions every Friday	Yr 7-11
To develop the phonic knowledge required to read and access the curriculum	Small group – 'Sounds Write' intervention	Yr 7-11
To develop securely legible handwriting	Handwriting Group Yr 7-11	Yr 7-11
To develop a secure knowledge and use of English vocabulary (EAL)	Small group intervention and 'Magic Dictionaries'	Yr 7-11
To support pupils who achieve at least a Pass/Strong Pass in AQA English Language	GCSE Recovery	Yrs 10-11

* For Sounds Write Support, the first step is a diagnostic test which identifies the specific area of segmenting, blending and phoneme manipulation which requires support.

Writing

'Writing is challenging and pupils in every subject will benefit from explicit instruction in how to improve'. Education Endowment Foundation (EEF)

Developing Effective Communicators through Writing

Writing is challenging, for teachers and pupils alike. Writing tasks, including high stake questions in exams, can require pupils to recall and marshal large quantities of information, communicate with accuracy and group ideas in structured ways. All stakeholders understand how complex writing tasks, including essays and extended answers, can be broken down through modelling and scaffolding to help our pupils succeed across the curriculum. Pupils must be provided with regular opportunities within every subject's curriculum to transcribe, that is, physically write or type and compose, generating ideas and translating them into words, sentences and structured texts. Pupils must be given explicit instruction from subject teachers in the 'rules of writing' in their subject discipline.

Extended Writing

Throughout every cycle, and for all core subjects, pupils must be provided with the opportunity to write two extended pieces (non-core subjects will complete one). The 'Extended Writing' pieces are opportunities for pupils to consolidate their knowledge on threshold concepts and are designed to aid pupils in fostering and refining ideas, whilst also developing composition and effect in writing so that they write like Geographers, Scientists etc. – ultimately as subject specialists.

Pupils must be provided with, and explicitly taught, an extended writing scaffold within lessons allowing pupils to take more of an active role in their learning and allowing for meaningful and dynamic ideas to be discussed. To enable this:

- Concept driven extended writing opportunities are built cohesively into Sequences of Learning (SOLs), encouraging pupils to refer back to their Scholarly Reading and other pre-reading they have encountered in their learning journeys.
- The 'Extended Writing' template should be given to pupils at the beginning of each assessment so that they are aware of how they are being assessed. The subject template should be pre-populated by subject teams with key Tier 3 vocabulary and indicative subject content prior to assessments so that there is consistency in approach. Appendix D
- Extended Writing assessment must be moderated and standardised in department forums to ensure a common approach to judgements using the subject template.

Procedure for Extended Writing assessment:

The Extended Writing starts with a planning lessons, where teacher and class complete a mixture of I do, We do and You do planning, drawing together the learning from previous lessons that will aid the pupils in answering the question in the assessment.

The following lesson, pupils will complete the assessment independently. To facilitate the following feedback lesson, teachers read the Extended Writing responses and highlight achieved objectives on proforma. To emphasize the importance of literacy and communication, the 'composition and effect' element of the template is a limiting element when awarding S/D/T. Misconceptions and learning gaps for the class are recorded on live logs, and subsequent discussions with pupils must focus on their knowledge learning gaps.

The feedback lesson must identify at least two development points for each pupil - one literacy based and one knowledge based. The teacher will then facilitate the feedback lesson using the academy wide process, using the visualiser to review a medium response and a good response while pupils annotate their own work after taking part in the teacher led process.

Following the feedback lesson, a gap lesson should be designed to address the whole class learning gaps and misconceptions.

Responsibilities: Teaching Staff

Teachers should help pupils develop their writing skills by:

- Providing word-level, sentence-level and whole text level instruction. For example, in History, providing sentence starters can encourage pupils to analyse sources more deeply.
- Providing support in the classroom for those pupils who have SAS below 89 on the NGRT test e.g. carefully consider pace and reading age of texts.
- Incorporating a blend of modelling, scaffolding and fading support through 'I do, we do, you do'. Use of visualiser is essential.
- Facilitating challenging 'Scholarly Reading' slots within the SOLs, ensuring that enriching discussion occurs regarding Tier 2 and Tier 3 vocabulary and a broadening of ideas.
- Every time a Scholarly Reading task is embarked upon the teacher should incorporate a Connect 4 (*Alex Quigley* Appendix E) opportunity and encourage 'expert reading' by using the subject discipline 'reading like a...' document (Appendix F).
- Ensuring that pupils understand the subject specific connotations of Tier 2 vocabulary used in writing questions. For example, in English Literature, "evaluate" questions often require pupils to justify their answers with reference to a personal response, whereas in Physical Education evaluation may require pupils to refer to the likely consequences, strengths and weaknesses of particular choices.
- Explicitly teaching pupils planning strategies, such as effective use of acronyms to structure writing such as PEDAL, or how to use A-maps and mind maps.
- Helping pupils monitor and review their writing, for example by always providing a checklist of features included in high quality answers.
- Seamlessly build on, and develop the strategies which pupils have developed in Primary school.
- Ensuring that composition, effect and presentation of pupil work is at least sustained from primary school (compare to 'A Piece of Work I am Proud of/Transition/Extended 1). In Year 8 and 9 the composition, effect and presentation of work should be compared in the same way using the best piece of subject discipline extended written work from the previous year as a baseline.

Extended Writing assessment must be moderated and standardised in department forums to ensure a common approach to judgements. Please see Surface, Deep and Transfer criteria in Appendix C.

Where planning for writing and to be in line with academy philosophy, we strongly recommend that staff complete the following key reading:

- Alex Quigley – The Reading Gap and The Writing Gap – can be found in the school library
- the [EEF handbook](#)
- [Key Stage 2 Research documentation.](#)

Marking for Literacy

The key aim of our marking expectations is to ensure that:

- EVERY pupil is aware of how they are currently performing in relation to success criteria and is able to recognise what they must do to improve.
- EVERY teacher is equipped to make well founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to plan ahead, particularly for pupils who are underachieving.
- EVERY parent/carer knows what their son is doing and what strategies they must use to support their son's learning.

The quality of presentation, note taking and other classwork should be monitored during lessons. All work should be completed following the St Aidan's Standard protocol and appropriate feedback should be provided where completed work falls below this standard.

Effective Marking and Feedback:

- Pupils should have access to clear success criteria for each assessment. This should be in 'pupil speak'. Correct use of assessment criteria will minimise workload.
- Formative assessments will be reviewed using the visualiser.
- Marked work needs to be returned to the pupil and suitable DIRT time (at least 15 minutes) provided in lesson to allow pupils to respond in green to the teacher feedback.
- Pupils should be allowed to draft and redraft until the teacher and pupil are fully satisfied work completed is to the best of their ability. Teachers must then revisit this work and indicate if acceptable.
- Teachers must ensure Green Pen responses from pupils are completed to ensure progress is made and misconceptions/errors are clarified. All errors should be corrected.
- Teachers should not provide general praise comments but link the praise to the specific success criteria or provide written qualification linked to task.
- ALL work should be checked for presentation, literacy, error or misconception.
- Factual content in the note book must be checked for accuracy; if correct a simple tick will suffice.
- Pupils will write in black and respond in green pen to teacher marking. The teacher marking should be in a colour which causes no confusion.
- Literacy marking is essential, and should be an ongoing focus in marking. The correct spelling of key subject terminology is a priority; where appropriate, highlighting a maximum of 3 errors in a pupil's work is recommended. Where pupils are making multiple spelling and grammar errors (SPaG), 'box off' a small area of the text (a paragraph) highlight errors using abbreviations below and ask pupils to revisit it for accuracy. Spelling errors should be corrected by staff and copied out 3 times in green by pupils.

(C) = Capital letter needed

(P) = Punctuation error

(Sp) = Spelling error

(Ww) = Wrong word

(Gr) = Grammar error

(//) = New paragraph needed

(Exp) = Expand and explain

(H) = Handwriting

(SN) = Scientific Notation

Writing Interventions:

- We recognise that pupils with difficulties with transcription – for example, related to dyslexia or dyspraxia – may not be able to demonstrate their true knowledge of a topic through written work unless extra support is available. Providing a computer or scribe can help improve the length and quality of composition and effect from pupils identified as weaker writers, particularly when instruction in typing is also provided.
- Using pre-writing activities that ensure pupils have secure background knowledge related to the topic they are writing about is essential. For example, recapping key ideas before beginning a writing task will help pupils use them in writing more successfully.
- Individualised writing support programmes for SEND/targeted pupils, including VCOP (Vocabulary, Connectives, Opening and Punctuation).
- Pupils will be supported with frequent, discreet and direct teaching of handwriting – Frostig.

Oracy

Developing Effective Communicators

Our mission is to cultivate an environment where every student becomes a confident and proficient communicator. By integrating regular opportunities for expression, fluency, and structured questioning into our daily routines, we ensure that all pupils can develop essential oracy skills.

Why we Do this

1. **Empowering Student Voice** - we believe every student deserves a voice. By fostering skills in expression and smoothness, we empower students to share their ideas confidently and effectively.
2. **Building Confidence** - implementing the 'think, develop, justify' method helps students rehearse and refine their responses, building their confidence and ensuring they can articulate their thoughts with ease.
3. **Encouraging Participation** - structured questioning and diverse speaking activities ensure that every student participates, making our classrooms dynamic and inclusive spaces where all thoughts and perspectives are valued.
4. **Developing Autonomy** - encouraging student-led discussions and presentations fosters independence and helps students take ownership of their learning journey, preparing them for future academic and personal success.

By committing to these principles, we create a nurturing and dynamic learning environment that supports the growth of all students as confident, articulate, and engaged communicators

'Think, Develop, Justify, Present'

This is a structured teaching method, designed to enhance student learning through peer discussion and active participation. This strategy fosters a collaborative learning environment where students learn to listen to each other as attentively as they do to their teacher. By encouraging pupils to justify their peers' answers, this method helps develop oracy skills, deepen understanding of the subject matter, and promote automaticity in responses. It ensures that all students, not just a select few, engage in meaningful discussions.

Benefits of 'Think, Develop, Justify, Present':

1. Encourages Student Engagement: All students are involved in the discussion, thereby achieving increased levels of inclusivity and engagement
2. Promotes Critical Thinking and Deeper Understanding: Students analyse and build on other's ideas through the scaffolded, yet challenging, way of encouraging students to think critically, for example using ABC feedback.
3. Helps Students Articulate Their Thoughts and Learn from Peers: Sharing and justifying ideas improves communication skills, which will also be reflected in written work.
4. Builds Oracy Skills: Enhances speaking and listening abilities, which are crucial for effective communication.

Speaking like a...

'Speaking like a...' develops pupil oracy, equipping students with the skills and confidence to communicate effectively in an increasingly interpersonal world. It promotes metacognitive awareness of speaking skills and ensures consistent expectations for classroom discussion and feedback across the academy. The framework emphasises disciplinary talk, supporting pupils to speak like a mathematician, scientist, or native speaker (MFL). While all subjects require Standard English and an academic register, each discipline retains its own distinct style, meaning these forms of talk will differ in practice.

With 'Speaking like a...', oracy is as easy as:

Accuracy: Speak in full, grammatical sentences using Tier 3 vocabulary.

Brevity: Be concise and succinct – only say what you need to say.

Clarity: Present a clear, understandable point, with any explanation needed.

Diction: Speak using appropriate tone, pace, pronunciation and volume.

Engagement: Listen actively to other speakers, and respond respectfully.

Oracy Progression Map

The progression map encapsulates the journey of developing oracy from the beginning of KS3 to the end of KS4, with the endpoint success criteria being based on research from Oracy Cambridge and Voice 21 (The Oracy Skills Framework). In fostering these skills, St Aidan's prepares students for meaningful contributions within and beyond the classroom, equipping them with tools necessary for successful communication in a variety of contexts. It is essential to remember that oracy is a dynamic skill set, of which each element plays a significant role in the holistic development of students as effective communicators and critical thinkers.

See Appendix G for the full Oracy Progression Map.

The Oracy Progression Map can be found in each year group's 100% File, to support pupils in self- and peer-assessment during any oracy related task. Staff can also refer to this to deliver *immediate, low-stakes feedback*, during class discussions using prompts or quick verbal cues, and also model to pupils how to give and receive peer feedback.

Responsibilities: Teaching Staff

1. **Oracy Skills Development:** Create regular opportunities for pupils to become confident and proficient in oracy skills: expression, fluency/phrasing, smoothness, and pace. Ensure diversity in activities to engage all students and improve their oracy skills.
2. **Think, Develop, Justify, Present method:** Implement the 'think, develop, justify, present' approach in classrooms. Provide pupils with opportunities to rehearse responses, build confidence, and develop automaticity before answering questions.
3. **Structured Questioning:** Use structured questioning to develop comprehension and ensure all pupils participate. Incorporate hinge questions, elaborative interrogation, structured conversation, cold calling, and wait time. Shift between these questioning types within lessons to explore pupil thought processes and connections between prior knowledge and new information.
4. **Student-Led Discussions and Presentations:** Encourage student-led discussions and presentations to develop autonomy in oracy.

By following this list, teachers will foster a comprehensive environment that promotes the development of essential oracy skills, ensuring that all students have the opportunity to engage, participate, and grow in their speaking and listening abilities.

Impact: Whole School/Classroom/Pupils

This approach establishes a consistent, inclusive culture of high-quality classroom talk across the school, leading to improved teaching practice and raised attainment. By embedding purposeful, structured dialogue informed by EEF guidance and the Voice 21 Oracy Framework, pupils develop greater confidence, richer vocabulary, and deeper thinking skills. They are routinely expected to articulate, justify, and refine their ideas, resulting in stronger outcomes in both spoken and written work. In classrooms, strategies such as structured questioning and "Think, Develop, Justify, Present" drive high participation and more thoughtful responses, enabling ongoing formative assessment through talk. As a result, pupils are more engaged, cognitively active, and better equipped to succeed academically.

Appendix A

Reading Canon Book Review

Noughts and Crosses

1.What would you say if you had to summarise this book for someone who had never read it?

2.What class discussions did you enjoy about the book?

3.How did this book compare to the last canon book you read? Were there any similar themes or topics that stood out to you? Which one did you prefer and why?

4.How does the text you have read link into British Values and the 9 Protected Characteristics?

5.Were there any difficult/uncomfortable topics your form discussed in relation to the text?

6.Identify one thing you have learnt about yourself or the world we live in based upon the book.

59 responses submitted

How does the text you have read link into British Values and the 9 Protected Characteristics?



Appendix B

Reading Canon Narratives

Commencing READING CANON Narrative

'Please take out your Placemarkers, and we will begin reading at the place we reached last time. For the next 30 minutes we will read together. Please respect the reader at all times and allow everyone the space and time to absorb themselves in what they are reading. Thank you'.

Concluding READING CANON Narrative

Thank you for participating in READING CANON today. Your concentration, engagement and maturity during the session show me that you understand what a powerful help reading is to you. By reading aloud you are building your confidence and becoming competent readers. The hard work, trust and fairness you have demonstrated in form time will enable you to have the opportunities to succeed in life and take another step closer to the top of your mountain. (PAUSE).

READING CANON Question Narrative (linking in with Reciprocal Reading Strategies – S&P)

1. *Predicting – What do you think might happen next based on what we've read so far? Why?*
2. *Questioning – What questions do you have about what just happened or what a character said/did?*
3. *Clarifying – Were there any words, phrases, or parts of the story that confused you? Let's clarify them together.*
4. *Summarising – Can you summarise what we've just read in your own words*
5. *Why do you think the school chose your current READING CANON book?*
6. *Who is your favourite character and why – what has just happened?*
7. *How does the section we have just read link with British Values and the 9 Protected Characteristics?*
8. *After the pupil has read a few pages, stop them and ask what has happened and to summarise the important events that have arisen in the plot or in character development.*

Scholarly Reading Narratives

Commencing Scholarly Reading Narrative:

At St Aidan's we believe that reading more widely around your studies will increase your knowledge about your subject, allowing you to engage with fresh and current thinking. It will also allow you to see how our subject relates to the outside world and to experience some of the most important ideas from some of the greatest minds in our discipline.

Concluding Scholarly Reading Narrative:

Thank you for participating in Scholarly Reading today. Your hard work and maturity during the session show me that you understand the relevance of the topic we have been discussing and how it connects with your curriculum not just in (insert subject) but across the school.

Appendix C

Extended Writing

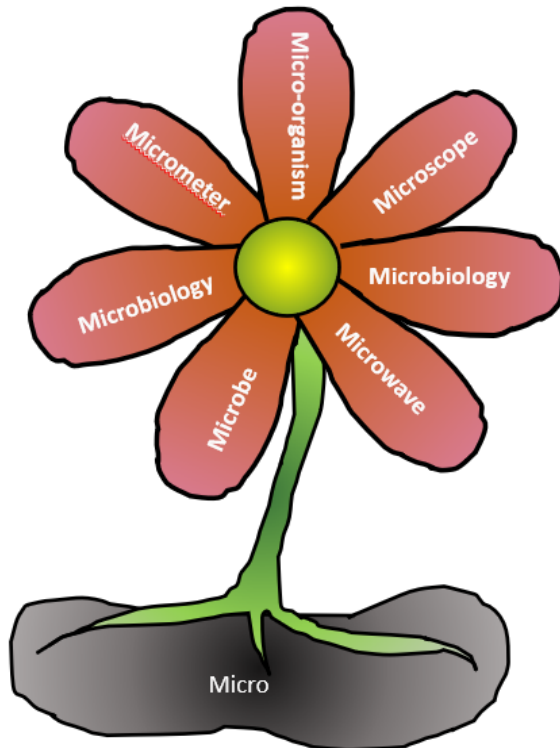
Q) Explore the significance of honour in literature.		Overall: Surface Deep Transfer		
Success Criteria:	Surface	Deep	Transfer	
Composition and effect of writing (Limiting factor for overall level on Extended Writing)	<ul style="list-style-type: none"> My grammar and vocabulary sometimes fit the purpose and audience of the writing. I mostly know and use the rules of Standard English (spelling/tenses) I have used a range of punctuation to make meaning clear within the text. I have used paragraphs to order and structure my work. 	<ul style="list-style-type: none"> My grammar and vocabulary and grammar fit the purpose and the audience of the writing. I know and use the rules of Standard English throughout my writing (Tenses/spelling). I have used a wide range of punctuation to make meaning clear in my writing. I have summarised and organised my ideas into paragraphs and used supporting evidence where necessary. I have used my knowledge of literary and rhetorical devices from reading to develop the impact of my writing. 	<ul style="list-style-type: none"> My grammar and vocabulary confidently fit the purpose and the audience of the writing. I maintain voice throughout my writing with few lapses in tenses or spellings. I can confidently use punctuation for impact and clarity in writing. I have selected and organised ideas, facts and key points, evidence, details and quotation effectively and skilfully for support and emphasis. I have selected and skilfully used vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context. I have used a wide range of secondary texts and Scholarly Reading to enhance the quality of writing. 	
Theme Make a point about the literary theme.	<ul style="list-style-type: none"> I have made relevant points which sometimes link to the concept or question] 	<ul style="list-style-type: none"> I have made a wide range of points which are mostly accurate and relevant. 	<ul style="list-style-type: none"> My points are interrelated, accurate, relevant. 	
Action What happens in a literary work that evidences this point?	<ul style="list-style-type: none"> I am beginning to use evidence to support ideas. 	<ul style="list-style-type: none"> I have used a range of evidence to support ideas. At times my evidence is detailed. 	<ul style="list-style-type: none"> I use an extensive range of detailed evidence to support ideas. 	
Contextualise The 'real-life' influences from the time-period, and/or views of the author.	<ul style="list-style-type: none"> I am beginning to explore and explain the points being made. My writing shows a basic understanding of the question or concept. 	<ul style="list-style-type: none"> My writing accurately explores and explains the points being made. I have shown clear understanding of the question or concept. 	<ul style="list-style-type: none"> I accurately explain all points and their interrelation. My writing shows detailed understanding of the concept or question. 	
Analysis Why is this point significant? What do we learn from literature?	<ul style="list-style-type: none"> My writing will begin to discuss the importance of the point made. 	<ul style="list-style-type: none"> My writing discusses the importance and significance of the points made. 	<ul style="list-style-type: none"> I have analysed and evaluated the importance/significance of all points in a convincing way. 	
Link Link to next point/ other key concepts/ scholarly reading/ wider issues.	<ul style="list-style-type: none"> My writing makes some attempts to link to other areas of the curriculum. I make some attempts to link back to the question, and am attempt a conclusion. 	<ul style="list-style-type: none"> My writing makes relevant links to other areas of the curriculum. My response mostly links back to the question and my conclusions are clear. 	<ul style="list-style-type: none"> I make successful and sophisticated links across the key concepts. My writing links back to the question, rounding the argument sophisticatedly. My conclusion is detailed and well crafted. 	



Appendix D

Vocabulary Strategy

Microscope (Noun)



Etymology (Word origin):

Micro- Uses the Greek prefix 'micro' (meaning 'small') and 'scope' (meaning I look at).

Define it:

A microscope is an optical instrument used for viewing very small objects, such as mineral samples, animal or plant cells, typically magnified several hundred times.

Use it:

Use the word in 3 grammatically correct sentences.

Link it:

Link this word to what you are studying in other subjects.
e.g. Microcosm, meaning little world. This can relate to History/Geography.

Hamartia (Noun)



Etymology (Word origin):

From the Greek word meaning "fault, failure, guilt, sin". Originates from the Greek word *hamartanein* "to err" or "to fail of one's purpose"

Define it:

A character fault or a mistake that causes someone to fail or be destroyed.
Inherent defect or shortcoming in the hero of a tragedy, who is in other respects a superior being favoured by fortune

Use it:

Use the word in 3 grammatically correct sentences.

Link it:

Link this word to what you are studying in other subjects. Think about in History or RE



Appendix E: Connect 4

'In an average day at secondary school, pupils are exposed to three or four times as at primary school, purely in terms of quantity.' Professor Alice Deignan, University of Leeds.

We recognise the vital role of academic vocabulary to access the school curriculum and go on to succeed. The more words pupils know, the further you'll go. The academic vocabulary of schools is clearly different, and more specialized than our daily talk. As such, deliberate attention to supporting pupils to develop depth of vocabulary knowledge should be evident in every SOL and every classroom.

It is helpful to better understand the wealth of words that connect and interact with near-infinite complexity, by applying the concept of schema (the process of making connections and knitting vocabulary together to build the big picture).

To begin this process, every time a Scholarly Reading text is introduced, the teacher should begin the learning with *Connect 4*. During the lesson planning process, the teacher should identify four high value (Tier 3) words from the Scholarly Reading text which will unlock the content and concepts for pupils. The teacher should then select/display the 4 words connected to the concept to be studied on the board using the Academy PowerPoint (i). Pupils are to independently seek out and note down as many elaborate connections as possible between the words*; they should also attempt to relate the words to a bigger concept. The teacher should then clarify any misconceptions and guide pupils to the overriding concept.

When the class move in to the subsequent reading, this should have the added impact of encouraging pupils to read strategically finding the powerful words within the text.


* This task not only unlocks and unpacks unfamiliar texts for pupils, but also encourages pupils to think hard, to explain why they have made connections. It also allows the teacher an opportunity to formatively assess the range of individual pupil's schemas (ii).

(i).

Powerful knowledge and reading
'Connect Four'

- Energy
- Lactic acid
- Fatigue
- Oxygen


Aerobic and anaerobic exercise



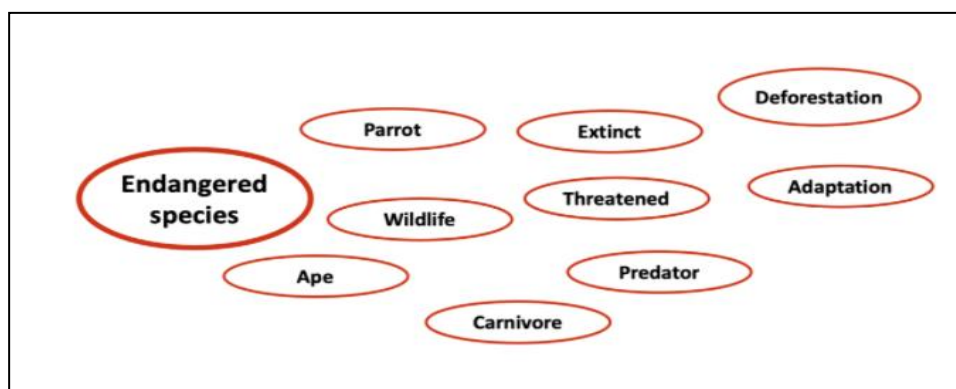
Powerful knowledge and reading
'Connect Four'

- Hag
- Poisoned chalice
- Serpent
- Death knell

Macbeth



(ii).





Appendix F Reading Like a...

Read like a Geographer...

- 

Look for Geographical vocabulary (P) (AO1)?
Do you know what these key terms mean?
- 

Look for evidence (E) (AO1)
What place specific detail can you see?
What does this tell you about this place?
- 

Look for causes/impacts/ solutions (D) (AO2)
Can you identify the main causes?
What are the impacts (social, economic, environmental)?
What solutions are given?
- 

Look for scales (A) (AO3)
Does it discuss time-scale; short term or long term impacts?
Does it discuss physical scale; local, national or global significance?
- 

Interpret data, charts, and maps carefully (L) (AO4)
What is the data showing? What can you infer?
Is this what you would expect based on prior knowledge? Is this reliable?

"Geography is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them." Michael Palin





Appendix G

Oracy Progression Map

Year	Aspect of Oracy	Surface	Deep	Transfer
Year 7	Physical	Demonstrate basic vocal clarity and volume suitable for classroom discussions, maintaining eye contact with peers.	Begin to utilise varied vocal techniques, such as inflection and pace, to engage the listener and maintain attention.	Employ an engaging speaking manner with some control over pace and expression, using gestures to enhance understanding.
	Linguistic	Use simple, relevant vocabulary with occasional varied sentence structures; articulate thoughts in coherent phrases.	Use a more varied vocabulary and appropriate grammar, expressing ideas in a clearer, more structured manner.	Construct sentences using a variety of vocabulary and more complex structures; incorporate basic rhetorical features.
	Cognitive	Convey ideas clearly but with minimal elaboration; express a personal opinion on familiar topics.	Start to develop logical reasoning in arguments; present an opinion and provide basic support or examples.	Organise thoughts providing reasons and basic evidence to support opinions; demonstrate emerging critical thinking skills.
	Social and emotional	Participate in structured discussions, showing willingness to listen and respond to others, perhaps with limited confidence.	Show increasing confidence in discussions, initiate interactions and respond to peers with relevance.	Actively engage in discussions, demonstrating respect for others' contributions; begin to manage dialogue comfortably.
Year 8	Physical	Share thoughts with clarity and sufficient volume; display basic body language that reflects engagement.	Use varied tonal qualities to enhance performance in speech; maintain eye contact consistently.	Command presence through effective use of voice and body language; project confidence and clarity in speech.
	Linguistic	Use familiar vocabulary correctly; articulate ideas with simple conjunctions.	Incorporate an increased range of vocabulary, using some figurative language and varied sentence structures.	Employ a wider variety of vocabulary and rhetorical devices; communicate ideas with varying sentence lengths for effect.
	Cognitive	Share personal experiences connected to classroom topics with limited depth; express a single viewpoint.	Analyse and compare differing viewpoints in discussions, beginning to present arguments with evidence.	Present well-structured arguments with a clear rationale; demonstrate the ability to challenge ideas with reasoned arguments.
	Social and emotional	Take turns in discussions, showing basic listening skills; respond to peers with relevant, simple remarks.	Play an active role in discussions by following topics and listening to peers, showing respect and patience.	Lead in discussions, navigating differing opinions with respect and empathy.
Year 9	Physical	Articulate thoughts clearly with moderate volume; use initial gestures to support speech.	Use engaging vocal techniques such as pausing for emphasis and adjusting pace to maintain interest; exhibit open body language.	Utilise advanced vocal techniques to enhance communication; employ body language purposefully to reinforce messages.
	Linguistic	Start to use contextually appropriate vocabulary; construct sentences that convey straightforward ideas.	Demonstrate an understanding of figurative language; employ varied sentence structures for clarity and interest.	Use a sophisticated vocabulary accurately, demonstrating a command of grammar; employ various rhetorical devices effectively.



St Aidan's Catholic Academy

'We believe that God has created each person to celebrate life to the full'



	Cognitive	Share personal viewpoints without significant elaboration or evidence; express clear preferences between options.	Explore themes and issues deeply, drawing on a wider range of experiences; connect different ideas to support arguments.	Demonstrate critical engagement with material by constructing persuasive arguments; synthesise multiple viewpoints into coherent commentary.
	Social and emotional	Contribute to class discussions; respond to peers in a limited and direct manner.	Play an increasingly active role in discussions by initiating topics and listening to peers contributing, showing respect and patience.	Lead in discussions by skilfully navigating differing opinions on complex topics with respect and empathy.
Year 10	Physical	Speak with adequate clarity and volume; begin to use gestures that correspond with spoken content.	Convey emotion and emphasis in speech through varied pace and volume; display effective non-verbal communication skills.	Command attention through effective verbal and non-verbal delivery; use body language and vocal techniques purposefully for emphasis.
	Linguistic	Use familiar vocabulary accurately; communicate thoughts in straightforward, well-structured sentences.	Begin to employ a wider repertoire of vocabulary and sophisticated sentence constructions such as rhetorical questions.	Demonstrate a highly developed vocabulary and mastery of grammar; skilfully employ a variety of rhetorical devices to enhance communication.
	Cognitive	Present personal opinions; engage in basic comparisons of ideas, with limited analysis.	Structure arguments logically and coherently; analyse reinforcing ideas and contrasting views with moderate depth.	Articulate critical analyses of topics; construct well-founded arguments supported by a range of evidence and perspectives.
	Social and emotional	Participate in discussions with some confidence; acknowledge and respond to the contributions of peers.	Encourage peer dialogue, facilitating a supportive atmosphere; demonstrate empathy in discussions by acknowledging differing perspectives.	Navigate complex discussions with ease, fostering a collaborative environment, and mediating differing views positively, creating an inclusive dialogue.
Year 11	Physical	Speak with clarity, ensuring audibility; use gestures effectively to support communication.	Use a range of vocal techniques, like tone variation and pacing, to maintain listener interest; display confident body language.	Speak with appropriate pace, tonal variation, pronunciation and voice projection as well as body language.
	Linguistic	Utilise relevant vocabulary; construct clear ideas with some variation in sentence complexity.	Employ varied vocabulary appropriately; articulate complex thoughts in well-structured and relevant sentences.	Utilise appropriate vocabulary, register, grammar and rhetorical devices such as metaphor, anecdote and humour.
	Cognitive	Express opinions on familiar ideas; engage in simple debates with some evidence and/or reasoning.	Develop nuanced arguments; analyse different perspectives with increasing insight and clarity.	Structure and organise speech with appropriate content, reasoning and focus to critically examine ideas and views.
	Social and emotional	Participate in discussions; respond to others with basic acknowledgement, though lacking depth.	Manage group discussions sensitively, encouraging participation, and acknowledge differing viewpoints respectfully.	Guide and manage interactions, listening actively and responding appropriately, while speaking with self-assurance and liveliness.