Oracy and Literacy Policy

St Michael's Catholic Grammar School

A Voluntary Aided School in the Trusteeship of St. Michael's Catholic School Trustee, a Member of the Loreto Education Trust

Founded by the Sisters of the Poor Child Jesus

Approved by:	Headteacher	**Date:** October 2026
Last reviewed on:	October 2026	
Next review due by:	Autumn 2027	

At St Michael's, we believe that literacy and oracy are fundamental to learning and academic success. High levels of literacy and oracy empower students to engage confidently in all subjects, communicate effectively, and become lifelong learners. This policy outlines our commitment to fostering a rich learning environment, supporting students' reading, writing, speaking, and listening skills across the curriculum.

1. Definitions of Literacy and Oracy

Literacy refers to the ability to read, write, comprehend and critically interpret various forms of communication including oral, written language and digital media.

Oracy refers to the ability to speak fluently, accurately and with confidence. St Michael's recognises the importance of learning to talk in different contexts and also learning through talk and that spoken language is crucial for academic success and social development.

2. Aims

The aims of this policy are to:

1. Foster a love of language and an appreciation of its power and role in our lives
2. Promote a love of reading and independent learning.
3. Equip students with the ability to understand, analyse, and evaluate a wide range of texts.
4. Develop students' ability to express themselves fluently and accurately, both orally and in writing.
5. Ensure that all staff understand their role in supporting literacy and oracy development.
6. Support students in accessing the curriculum, regardless of their literacy and oracy abilities.

3. Roles and Responsibilities

<u>Senior Leadership Team (SLT)</u>

1. Ensure literacy and oracy remain a school priority.
2. Provide CPD (Continuing Professional Development) for staff on literacy and oracy strategies.
3. Monitor the implementation and impact of the literacy and oracy policy.

<u>Senior Lead for Literacy and Oracy</u>

1. Lead on the development of literacy and oracy strategies across the school.
2. Lead on the implementation of intervention strategies for Year 7 as a result of the New Group Reading Test
3. Organise literacy and oracy events, such as competitions, events and author visits.

4. Liaise with the librarians to develop, promote and monitor literacy in the school library through a variety of initiatives, including the school library ambassadors.

Subject Teachers

Embed literacy and oracy skills in all subject areas by:

1. Providing opportunities for extended writing.
2. Using subject-specific vocabulary and ensuring students understand it and use it confidently both in writing and oral work.
3. Encouraging reading around the subject and ensuring access to relevant texts.
4. Providing opportunities for a range of oral activities, including debates, presentations and speeches.

English Department

1. Lead on the teaching of core literacy skills.
2. Promote reading for pleasure through book recommendations, reading lists, and engaging activities.
3. Begin all lessons with five minutes of reading.
4. Weekly Year 7 library lessons.
5. Helping students reach their potential and achieve the GCSE Spoken Language qualification.

Students

1. Take responsibility for developing their own literacy and oracy skills by engaging in reading, writing, and speaking activities.
2. Use the school library regularly.
3. Read a wide variety of texts and read for pleasure daily.
4. Participate fully in the speaking activities offered in school.

Parents/Carers

1. Encourage daily reading at home and support the development of literacy and oracy skills.
2. Model good reading habits by reading at home and reading with their child.
3. Encourage confident talk and good listening skills at home.
4. Limit screen time.

4. Literacy Across the Curriculum

Reading

1. All students are encouraged to read widely and regularly, both in and outside of school.
2. The school library is a vibrant resource, with access to a variety of texts that reflect a diverse range of cultures, interests, and reading levels.

Writing

1. Students are encouraged to write coherently and accurately in all subjects, with a focus on developing their ability to plan, draft, and edit their work.
2. All subjects emphasise correct spelling, punctuation, and grammar.
3. Teachers model high-quality writing, providing examples of well-structured work.

Oracy

1. Students are encouraged to participate fully in oral activities, both in the classroom and in extracurricular activities such as the debate clubs.
2. Teachers model good speaking and listening skills and incorporate oracy into schemes of work.

5. Support for Students with Literacy Difficulties

1. Early identification of students with literacy difficulties will be carried out through baseline assessments, reading age tests, and teacher observations.
2. Tailored intervention programmes, such as small group support, will be provided where necessary.
3. SENCO (Special Educational Needs Coordinator) will work closely with teachers to ensure that students with literacy difficulties are supported.

6. Monitoring and Evaluation

1. Regular monitoring of literacy and oracy progress will take place through assessments, book scrutinies, and classroom observations.
2. The Senior Lead for Literacy and Oracy will review literacy and oracy outcomes regularly.
3. Student voice (for example through the Library Ambassadors) will be used to gauge engagement with literacy initiatives and to inform future planning.

7. Enrichment and Extra-Curricular Activities

1. The school organises events to promote literacy and oracy, such as World Book Day, National Poetry Day, reading challenges, visits to the local public library, author workshops and whole day oracy events with the Speakers Trust and Middlesex University/Debate Mate.
2. Students are encouraged to participate in book clubs, creative writing groups, and debate club.
3. Book boxes are provided where students can exchange books for free.

8. Equal Opportunities

This policy promotes equal opportunities by ensuring that all students, regardless of their background or starting point, are supported to develop their literacy and oracy skills.

9. Review

This policy will be reviewed annually by the SLT, Literacy Coordinator.