

Holy Trinity Catholic School Language for Learning Policy

'There is no such thing as Literacy. There is just good Teaching and Learning'

'All teachers are teachers of Reading, Writing and Oracy.'

At Holy Trinity, we are committed to developing the literacy skills of every student to ensure they thrive across all areas of learning. Our approach to literacy focuses on four key elements: Progressional Reading, Reading Across the Curriculum, Love of Reading, and Oracy. These elements underpin our vision for high-quality literacy development and are essential to improving both student achievement and engagement.

Progressional Reading: At Holy Trinity, we recognise the importance of closing the reading gap and ensuring that every student develops the fluency, vocabulary, and comprehension skills needed to access the full curriculum. Literacy is embedded across all subject areas to ensure consistency and progression.

Reading Across the Curriculum: Our approach to Reading Across the Curriculum supports students in developing reading strategies that are specific to the demands of each subject. This includes the teaching of subject-specific vocabulary, modelling of reading strategies (such as summarising, questioning, and inference), and scaffolding to support increasingly independent reading.

Love of Reading: We aim to foster a lifelong love of reading in all students by providing access to a diverse and inclusive range of high-quality texts. We promote reading for pleasure through dedicated time, whole school events, staff modelling, and opportunities for discussion and recommendation, encouraging engagement with texts beyond the curriculum.

Oracy: Oracy is an integral part of literacy development. We support students in developing their spoken language through structured talk, discussion, and presentation opportunities across the curriculum. This includes explicitly teaching vocabulary, sentence stems, and discussion approaches to ensure all students can articulate their ideas clearly and confidently.

Through our shared commitment to these four elements, we aim to create an environment where all students at Holy Trinity Catholic School are confident, competent, and enthusiastic readers, speakers, and learners across all subjects.

It is the responsibility of all staff to practise and interweave effective language for learning into all that we do through high-impact, low-effort strategies. This includes consistent use of modelling, scaffolding, retrieval practice, and vocabulary development. These approaches underpin the curriculum by developing students' abilities to speak, listen, read, and communicate, enabling them to think critically, organise ideas, and engage deeply with learning.

There will be a commitment to clear and consistent direction from all leaders. Priorities will be identified and a range of strategies will be shared at regular intervals throughout the academic year through professional development. Implementation will be monitored through quality assurance processes and evaluated through student outcomes and engagement.

Effective language is central to effective teaching and learning. As outlined in the Teachers' Standards, it is our responsibility 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.”- *Department for Education (DfE), Teachers' Standards (2012, updated 2021)*

As a school, we recognise that language is central to learning. Every subject presents its own ways of thinking, speaking, and communicating, and it is our role to make these explicit to students. By consistently modelling clear communication, supporting students to use subject-specific vocabulary, and creating opportunities for purposeful talk, we enable all learners to access, understand, and succeed across the curriculum.