



Comberton Village College Literacy 2025 Vision (with links to CAT Priorities)

CAT Priorities
1) The excellence principle. Education must be of the very highest standard. To ensure excellent outcomes in all subjects across the curriculum in key stages 1-4.
2) To continue to raise achievement for all disadvantaged pupils. To close further the gap between the performance of boys and the performance of girls. To ensure that high prior attaining pupils make the progress they should in all subject areas.
3) The community principle. Every Academy must be at the heart of its local community and serve it well. To ensure that we understand the performance of pupils from <i>all</i> ethnic groups. To ensure that pupils who have SEND make the strongest possible progress.
4) The partnership principle. Each Academy must seek to work positively in partnership with others for mutual benefit. To strengthen further leadership at all levels, including governance, by sharpening systems and structures which support cross-trust working.
5) The broad education principle. Education should be broadly based and not too narrowly focused. To ensure that pupils receive their entitlement of a NC curriculum which is at least as broad and ambitious as the national curriculum in all NC subjects, including at KS4. To ensure that all pupils experience high quality personal development in all our academies.

Year	How we would like literacy to look for students and staff
Year One Focus on tier 2 and 3 vocabulary acquisition and use	<p>Year One: Focus on tier 2 and 3 vocabulary</p> <p>In this year, the primary focus will be on creating a system of vocabulary teaching and learning within school that will become embedded practice. To achieve this, vocabulary teaching will need to become explicitly part of the curriculum and staff will need support in order to make it a part of their teaching.</p> <ul style="list-style-type: none"> • Whole staff training, across the academic year, on vocabulary acquisition covering both the reason and rationale, the pedagogical science and research and practical, adaptable teaching advice and resources (1) • Time given for departments to address their teaching of tier 2 and 3 vocabulary and to make this a part of their standard practice by embedded it within schemes of learning (1) • A working group of teaching staff and TAs with evaluate vocabulary practice and share strategies for modelling academic language with pupils. (1) • A culture of vocabulary acquisition and positivity will be created using the pastoral literacy program in form time: tutors and Y9 literacy leaders will use the ipads to develop vocabulary using the program in place whilst also playing word games (3)

- Disadvantaged pupils will be targeted through effective use of catch-up funding. Working with the library as system of events and interventions, providing high quality reading material will be prioritised (2, 4, 5)
- At KS3 and 4, students with the lowest reading ages and most in need of support will have vocabulary acquisition embedded into their intervention time
- All interventions offered will include vocabulary teaching, for SEND, SEMH and those that struggle with the mainstream classroom (2)
- A review of the literacy section of the website will take place to ensure up to date information on how parents and carers can support their child (3)
- The Trust Director of English will bring together literacy leads from across the Trust to share best practice (4)
- Research will be undertaken to assess student and teacher attitudes to reading to provide data and a baseline starting point for Year 2 (1)
- Research on teaching reading to the most in need students (bottom 20% of Y7) will be undertaken to inform teaching practice in Year 2 (1)

Further, fine detail can be found in the year's literacy development plan, including other areas of focus beyond vocabulary.

Year Two
**Focus on
improving
reading skills**

Year Two: Focus on improving reading skills

In this year, the primary focus will be on improving the reading skills of pupils through teaching and learning within school that will become embedded practice. To achieve this, reading skills will need to become explicitly part of the curriculum and staff will need support in order to make it a part of their teaching.

- Whole staff training, across the academic year, on reading and reading skills covering both the reason and rationale, the pedagogical science and research and practical, adaptable teaching advice and resources (1)
- Time given for departments to address their teaching of reading skills and to make this a part of their standard practice by embedded it within schemes of learning (1)
- A working group of teaching staff and TAs will evaluate the modelling of good reading practice and share strategies for reading techniques with pupils. (1)
- A culture of reading and positivity will be created using the pastoral literacy program in form time: ipads will be used to develop explicit reading skills using the program in place whilst also playing word games (3)
- Disadvantaged pupils will be targeted through effective use of catch-up funding. Working with the library as system of events and interventions, providing high quality reading material will be prioritised (2, 4, 5)
- At KS3 and 4, students with the lowest reading ages and most in need of support will have reading time and the teaching of reading skills embedded into their intervention time
- All interventions offered will include reading teaching, for SEND, SEMH and those that struggle with the mainstream classroom (2)

- The literacy section of the website will take place to ensure up to date information on how parents and carers can support their child (3)
- A calendar of extracurricular opportunities for reading will be embedded (4)
- The Trust Director of English will bring together literacy leads from across the Trust to share best practice (4)
- A focus on creating a staff culture of reading will be implemented (detail will be led by the results of the research in Year 1)
- Research will be undertaken to assess student and teacher attitudes to writing will provide data and a baseline starting point for Year 3 (1)
- A review of Year One's key priorities will take place and best practice altered, extended and embedded (1)

Further, fine detail will be found in the year's literacy development plan with including other areas of focus beyond reading, such as the plan to implement a paired back whole school approach to Assessment for Literacy (Focus on maintaining high standards of handwriting and written expression (records of work))

Year Three
**Focus on
improving
writing skills**

Year Three: Focus on improving writing skills

In this year, the primary focus will be on improving the writing skills of pupils through teaching and learning within school that will become embedded practice. To achieve this, reading skills will need to become explicitly part of the curriculum and staff will need support in order to make it a part of their teaching.

- Whole staff training, across the academic year, on writing skills covering both the reason and rationale, the pedagogical science and research and practical, adaptable teaching advice and resources (1)
- Time given for departments to address their teaching of writing skills and to make this a part of their standard practice by embedded it within schemes of learning (1)
- A working group of teaching staff and TAs with evaluate the modelling of good writing practice and share strategies for writing techniques with pupils. (1)
- A culture of reading and positivity will be created using the pastoral literacy program in form time: ipads will be used to develop explicit writing skills (3)
- Disadvantaged pupils will be targeted through effective use of catch-up funding. Working with the library as system of events and interventions, providing high quality writing opportunities will be prioritised (2, 4, 5)
- At KS3 and 4, students with the lowest reading ages and most in need of support will have writing time and the teaching of writing skills embedded into their intervention time
- All interventions offered will include reading teaching, for SEND, SEMH and those that struggle with the mainstream classroom (2)
- The literacy section of the website will take place to ensure up to date information on how parents and carers can support their child (3)
- A calendar of extracurricular opportunities for writing will be embedded (4)
- The Trust Director of English will bring together literacy leads from across the Trust to share best practice (4)

- Research will be undertaken to assess student and teacher attitudes to oracy will provide data and a baseline starting point for the next year's focus (oracy) (1)
- A review of Year Two's key priorities will take place and best practice altered, extended and embedded (1)

Further, fine detail will be found in the year's literacy development plan.