

THE DUSTON SCHOOL

Literacy and Oracy Policy

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THE
DUSTON TDS
SCHOOL 4-19

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Literacy Vision and Intent

- At The Duston School, we know that reading is the key to success for all children. When a child reads fluently, for enjoyment and purpose, a whole world of opportunities will open for them and their vocabulary, sentence structures and knowledge of the world expands. We aim to teach children to read fluently and with understanding and to promote a love of reading.
- We also believe all pupils should read widely for enjoyment. Our literacy approach aims to support pupils in giving them opportunities to find books they enjoy reading and discussing these with their teachers and peers. The library is central to our literacy approach; we want all pupils to visit regularly and take part in the range of literacy events we offer across the year.
- Literacy is the key to progress, so we identify any pupils where there may be literacy barriers to their progress and ensure that they are given suitable, high-quality interventions to help them catch up with their peers.
- We recognise that literacy takes place in every lesson, through the vocabulary of every subject and in the reading and writing pupils are completing in all areas of the curriculum. We aim to ensure that all teachers are skilled in using a range of approaches to ensure that literacy is central to their teaching of their subject.
- Literacy is also a gateway to understanding the world beyond school. We aim to provide pupils with a curriculum that introduces them to cultures and concepts that will build their character through the texts that they encounter.

Definition

The National Literacy Trust [defines literacy](#) as: “the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.” Furthermore, the [2025 DfE Writing Framework](#) outlines how “the ability to express themselves clearly and fluently opens doors and enables young people to take advantage of opportunities in education and employment.”

Pupils need to use these skills across the school to access the curriculum; therefore, all staff share responsibility for literacy, whatever their subject, and must address together and as a priority the issues that literacy raises.

Furthermore, Voice 21 [defines oracy](#) as: “articulating ideas, developing understanding and engaging with others through speaking, listening and communication.”

As such, these two skills are intertwined as oracy skills are essential to be able to develop and articulate ideas about what pupils have read, before using their literacy skills to extend and express their ideas. Without the literacy skills to read widely and discerningly, they will not be able to discuss concepts on a deeper level.

Aims

At The Duston School our core aim is to help pupils climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship. Literacy plays a crucial role in this. Pupils are only about to reach their full potential by developing strong literacy skills, fundamental to their future success both academically and in the wider world.

At the start of their journey in the primary phase, we aim to:

- Provide children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books so that the children develop a life-long love of reading
- Develop reading for purpose so that children can find the information they need to enhance their learning/interest
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Ensure that children are immersed in a range of rhymes, fiction and non-fiction texts that are diverse and reflect the world around them
- have a range of writing opportunities and experiences
- use a wide and challenging vocabulary in their written work
- understand the importance of spelling accurately by using their phonic and spelling knowledge alongside classroom scaffolds
- be confident in using grammar and punctuation correctly
- write clearly and coherently, adapting their language and style depending on the context, purpose and audience
- take pride in the neat presentation of their work
- have a challenging and progressive curriculum which builds upon previous learning

As they develop through our aim is that all teachers contribute towards the development of good communication skills and a level of literacy that enables pupils to:

- Communicate effectively in all curriculum areas so they can achieve or exceed their potential.
- Speak in a range of formal and informal contexts.
- Use speech in groups to be able to come to decisions and consensus.
- Express their ideas coherently and in appropriate detail.
- Understand spelling systems and use them to spell and read accurately.
- Have fluent and legible handwriting.
- Develop a curiosity in 'printed words' (vocabulary) and their meanings to become word conscious.
- Have a developing vocabulary that can be used to aid their comprehension and expression, e.g. when trying to understand and discuss their own and others' reading and writing.
- Develop an enjoyment of reading and writing, and to exhibit confidence, fluency, and comprehension.
- Monitor their own reading and correct their mistakes.
- Be able to plan, draft, revise and edit their own writing.
- Be able to write about a range of texts or events exhibiting a sound knowledge and an ability to evaluate and justify their preferences.
- Know about the ways in which texts are structured.
- Know about and be able to write in, a range of genres and level of formality.

The Central Role of Literacy and Oracy

Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993). However, fiction often does not give access to the more academic vocabulary used for high-level GCSEs, A levels and beyond.

In addition to explicit vocabulary instruction, there is clear evidence that teachers can support comprehension by modelling how expert readers read actively, including by monitoring their understanding, asking questions, making predictions and summarising (Rosenshine, 1997; Oakhill et al., 2014; Davis, 2010; National Reading Panel, 2000; Stuart and Stainthorp, 2015).

The more knowledge readers have about the topic of a text, the better they will understand it (Willingham, 2012; Lipson & Cooper, 2002).

Furthermore, on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Pupils receiving free school meals are twice as likely to be below the expected language standard at age 11, up from 1.6 times at age 5. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.

As such, oracy increases engagement in learning (EEF, 2025), improves academic outcomes (Spencer et al., 2017) and fosters wellbeing and confidence (Speech and Language UK, 2022).

Rationale

Our approach to literacy is evidence based and informed by research, particularly the findings of the Education Endowment Foundation. They have seven recommendations for improving literacy in secondary schools, as shown below:

1. Prioritising disciplinary literacy across the curriculum.
2. Providing targeted vocabulary instruction.
3. Developing student's ability to read complex texts.
4. Breaking down complex writing tasks.
5. Combining writing instruction with reading in every subject.
6. Providing opportunities for structured talk.
7. Providing high quality literacy interventions.

These seven recommendations underpin all the aims, guidance and best practice summarised in this policy. (See Appendix 1).

Disciplinary Literacy

The teacher standards (2012) require all teachers 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." Therefore, all teachers are teachers of literacy.

Disciplinary literacy recognises that literacy skills are both general and subject specific. Every teacher communicates their subject knowledge through specific academic language (included in glossaries in workbooks and knowledge organisers) and each subject uses specific forms of oral and written communication. Therefore, pupils must develop secure knowledge of the specialised vocabulary and technical skills needed in each subject across the curriculum.

To ensure pupils develop their literacy, staff will model high expectations of spoken and written language and deploy a variety of strategies to develop key skills based on the EEF recommendations and evidence-based best practice. Disciplinary literacy will be split into four areas; targeted vocabulary instruction, reading, writing and oracy as outlined below.

Targeted Vocabulary Instruction

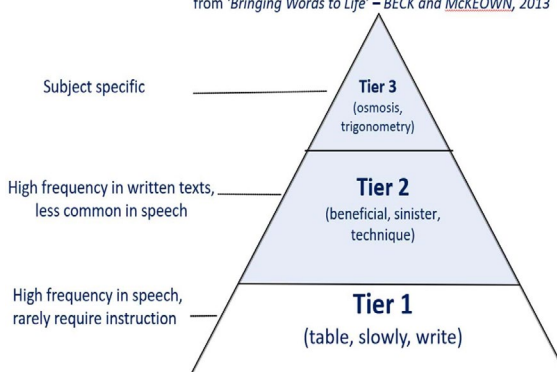
At The Duston School we are committed to empowering pupils by widening their vocabulary. We are ambitious and aspirational regarding vocabulary acquisition. We understand the impact that vocabulary has on quality of work, progress, and the ability to express ideas and concepts.

For pupils to be able to read, write and speak with accuracy, understanding and confidence they need to understand the meaning and use of many technical terms, some of which have different meanings in different disciplines. It is therefore essential to nurture and support the development of academic language using strategies such as these:

- Teachers working together within subject areas to identify, select and embed their key Tier 2 and 3 words (which pupils are less likely to come across in everyday speech), in curriculum planning, teaching and assessment.
- Considering which words have the 'highest leverage'.
- Explicitly sharing and modelling the use of Tier 2 and 3 specialist vocabulary with pupils via direct instruction, glossaries, knowledge organisers, displays and activities as appropriate for each department.
- Encouraging pupils to speak new vocabulary aloud using 'I say, we say' to ensure correct pronunciation.
- Explicitly teaching spelling strategies, for example by using etymology (the study of the origin of words) and morphology (the study of the structure and parts of words).
- Exploring common word roots e.g., in Science 'photo' (light) then generating other words e.g. phototropic, photosynthesis, and exploring word building activities.
- Using graphic organisers to break down complex words visually e.g., the Frayer model (see Appendix 2).
- Signposting Tier 2 and 3 synonyms to substitute for everyday words, a feature on the Frayer model.
- Encouraging pupils to be experimental and independent in their word choices and word learning strategies.
- Employing regular low stakes quizzes providing multiple exposures to Tier 2/3 vocab so it will be part of student's long-term memory.

Tiered Words Hierarchy

from 'Bringing Words to Life' – BECK and McKEOWN, 2013



Reading

Phonics is taught using the Read, Write, Inc (RWI) program which is a DfE-validated systematic synthetic phonics programme for teaching early reading and writing. Staff have had specialist training from RWI training which has included development training for leaders. We have also invested in the RWI Portal which gives staff access to a range of training materials and supports the teaching of phonics in the classroom.

Children learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on what matters most – learning to read and write. Phonics is taught daily in Reception, Year 1 and for any identified Year 2 children.

Phonics lesson follows the sequence:

- Revisit previous sounds and/or high frequency words taught
- Teach new sound
- Reading is modelled by the adult
- Practice the new learning by reading appropriate decodable books
- Apply new learning by writing individual words or sentences
- Practice basic sight words – ‘tricky’ words and high frequency words

Lessons are fast paced, varied and engaging. The idea is that all children are actively involved in phonics lessons. Pupils are given opportunities to apply what they have learnt when they read aloud to an adult using decodable books at school and home. Children are continually assessed and interventions are carefully planned.

Children are initially taught individual sounds (set 1 sounds) in an order which enables them to sound and blend. Set 2 sounds are then introduced which comprise of digraphs and trigraphs before moving onto set 3 sounds. Alongside this learning, children are taught to decode real and nonsense words so that they can identify phonemes in all words and access the Phonics Screening Check which takes place in Year 1.

A strategy of ‘keep up, not catch up’ is used to effectively use assessment to identify children requiring phonics and reading interventions. Daily ‘pinny time’ is used for focused learning of any gaps in phonics knowledge.

Children in EYFS and Year 1 take RWI books home that are closely matched to their learning in school. Alongside these books, the children also choose a Bedtime Reading Book to encourage a love of reading and stories.

Class Readers

Teachers have worked collaboratively to construct the TDS reading spine which is made up of high-quality texts which have been chosen because: they are classics, they are great stories, they support the wider curriculum or a celebrate diversity (see Reading Curriculum below). Children are read to every day using age appropriate texts from the reading spine.

Reading Lessons

Staff have received expert training on the teaching of reading from Christopher Such and his approach is used to teach reading from when children are proficient in phonics.

Fluency Reading

In fluency reading sessions, a piece of worthwhile text (mixture of genres) is used. First, the teacher models reading aloud with the text under the visualiser fluently. Then, the children, in mixed pairs, read the text to each other repeatedly with one holding the ruler under each line as their partner reads for approximately 10 mins. Children take turns reading the text getting more fluent each time. The teacher circulates the room offering support and guidance. Children write any words they get stuck on onto mini whiteboards and these are then discussed. A 'performance' of reading the text fluently then takes place either whole class, in small group, pairs or individually. A short discussion then takes place regarding what the children have discovered from the text using comprehension questions.

Extended Reading

The focus of extended reading sessions is to see and engage with lots of different texts looking at vocabulary, sentence structures, background, stories, non-fiction, linked to curriculum, poetry, newspapers to build breadth and reading mileage. They may read the same book over a half term period or a range of shorter texts. Children will read the same age appropriate text either individually or in pairs. The teacher reads while the children follow, cuddling the text with a ruler. As teacher reads, they stop before finishing some sentences for children to finish. Over time, this can decrease as the children get used to reading with the teacher.

Close Reading

In close reading sessions, the children use analysis and deeper exploration to explore the text e.g. Metaphors, authorial intent. Half to one third of the lesson is used for children to read the text independently and the remainder of the lesson is used for discussion at a deeper level. These lessons may include writing or SATs style questions to answer.

A choice of books are available for children to take home to practice their reading skills which match their reading ability and are age appropriate.

Library

All classes have a weekly timetabled session in our newly refurbished library. This lesson is used to enthuse children to read for pleasure and have a wide range of books to choose from. Time is spent either being read to or reading alone or with a partner. Time is taken to discuss book choices and for peers to make recommendations to their class. Books are taken home to enjoy.

Assessment

Read, Write, Inc phonic assessments take place each half termly using WRI materials. Data from these assessments is used to inform next steps in learning and intervention or further challenge for individuals or groups.

When children are reading fluently, standardised STAR reading assessments take place at the beginning of a new school year and at the end of the autumn, spring and summer terms to measure progress, to highlight any gaps in learning and support intervention planning. Testbase comprehension assessments are used to check learning and inform planning in years 2 – 6 alongside STAR reading assessments years 3-6.

Reading conferences take place each half term when children read individually to their class teacher. Information from these sessions help inform planning and the types of books and texts the children are reading at school and at home.

Celebrating Reading

Reading is celebrated throughout the school by ensuring that it is visible in shared areas and in all classrooms. Displays are of a high quality and showcase a range of books that are diverse and extend children's cultural capital. Class reader books are displayed on front of each classroom door.

Progress and achievement in reading is celebrated through the 'Reader of the Week' in the weekly Achievement Assemblies.

Year 6 children have the opportunity to apply for the role of Reading Ambassador. Reading Ambassadors support reading across the school which includes supporting in the library and reading with children from different year groups.

During the summer, the children compete in the local library reading challenge against other schools in the cluster. This encourages children to read as much as possible over the summer.

To celebrate World Book day, pupils take part in a variety of activities to further drive the reading culture and pleasure of reading. Linked to World Book day, we hold a book fair before and after school to give opportunities for pupils to purchase books.

Throughout the year, we take part in virtual author events where pupils are able to learn about different authors and illustrators.

During value assemblies, we promote reading within these assemblies by sharing books with the children. Additionally, once a year each year group performs a poetry recital during these assemblies to promote the love of poetry.

As pupils make progress from Reception towards their GCSEs and beyond, they will have to cope with an increasing level of complexity in the academic materials they must read (including from screens), comprehend, analyse, and use. We therefore aim to support pupils to develop high level skills enabling them to cope effectively with these increased demands. We will share and build on good practice, using strategies such as those listed below:

- Modelling the reading process by reading to and with the class, discussing how what is read inspires ideas and questions, as well as linking to prior knowledge.
- Encouraging 'reciprocal reading' approaches to new texts where pupils follow the four-step process of Predict, Question, Clarify, Summarise.
- Using visualisers to ensure modelling is visual as well as auditory.
- Chunking texts into smaller sections, summarising and discussing what has been read in each 'chunk'.
- Directly teaching pupils how to decode a variety of texts and forms of text specific to their disciplines.
- Ensuring that there are a range of opportunities in class for paired and collaborative reading; sharing ideas elicited from the reading, building on prior knowledge to question, make predictions and build theories and summarise issues.
- Directly teaching reading strategies to pupils (e.g., skim, scan and select; annotation, highlighting), and the skills of inference and deduction required for the subject discipline.
- Monitoring the level of text provided to ensure it provides appropriate challenge.
- Planning and using questioning effectively to develop pupils' independent reading comprehension.

- Providing reading frames that enable pupils to decode, question and develop ideas from a variety of texts with increasing independence.
- Promoting reading for pleasure and learning in form time reading and discussion.
- Encouraging reading for pleasure through timetabled library lessons where pupils borrow and read their own choice of reading book, as well as tracking their own reading through the use of SPARX reader.
- Reading as homework, where pupils read texts specifically targeted at their reading level and receive rewards for reading completed.

Writing

Writing is a complex process, and all teachers have a responsibility to help pupils become confident, skilled writers who can use writing to process, organise and communicate their knowledge, ideas, and opinions effectively. As the [DfE's 2025 Writing Framework](#) sets out, both composition and transcription are necessary for proficient writing.

Our use of the Read, Write, Inc (RWI) Programme, further supports pupils' writing by giving a structured approach to learning to write.

Spelling

At The Duston School, phonic knowledge continues to underpin spelling after key stage 1 and this is achieved through the daily 15 minute teaching of the Read Write Inc spelling programme. Teachers use this spelling programme to teach grapheme phoneme correspondence that do not fit in with what has been taught so far. Regular Read, Write, Inc spelling assessments take place to support teachers in their planning and interventions.

Subject specific vocabulary is introduced during relevant lessons with the spelling of the words discussed and then displayed for children to refer to. In addition, proofreading is a skill which is taught explicitly as part of The Duston School teaching of writing.

Handwriting

The key principles from The Handwriting Association's 'Good Practice for Handwriting Toolkit' underpin our practice. The 'P checks' are used to support the process of handwriting and cover Posture, Pencil grasp, Paper position and Pressure and fluency.

The order and groupings of the phonemes taught is in line with the Read, Write, Inc Handwriting Guidance so that it links to children's phonics teaching.

Presentation expectations are taught explicitly, at the beginning of each year, and then referred to whenever children are writing. Daily handwriting teaching and practice takes place during the first 5 minutes of each Writing lesson.

Children present their final pieces of English writing in their Presented pieces books and are keen to share their work with others. 'Best work' is displayed in classrooms.

Assessment

Teachers use the Writing Core Curriculum document to assess writing. Moderation, within teams and across phases, is planned throughout the year (on three occasions alongside data collection) to ensure that the teaching of writing is consistent and that all children are challenged appropriately. Information from these meetings is used to plan next steps for the children and for effective interventions. Next steps and any support required are identified and delivered through quality first teaching and/or targeted intervention.

Year 6 teachers attend regular cluster moderation sessions with our local primary schools and the Local Authority moderation training.

EYFS

The Early Learning Goals below are those that link the most closely to the Writing programme of study. In line with EYFS practice, opportunities are planned for children to learn about the world around them through adult led tasks and independent exploration through continuous provision. In line with the [DfE's 2025 Writing Framework](#) guidelines, we ensure that pupils are able to compose orally (say out loud what they want to write) and know how to form letters, spell and punctuate correctly.

Physical Development (Fine Motor Skills)

Children at the expected level of development will: hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. They will use a range of small tools, including scissors, paint brushes and pencils.

Literacy (Writing)

Children at the expected level of development will be able to write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing the sounds with a letter or letters. Children will be able to write simple phrases and sentences that can be read by others.

Writing Units

Writing lessons take place each day and quality texts are used as the basis for units of work unless the writing stimulus is previous learning from across the curriculum. The writing curriculum has been carefully sequenced and is progressive, ensuring that children learn to write in a range of genres and for different purposes and audiences. The [DfE's 2025 Writing Framework](#) noted the importance of teaching textual features (grammar, punctuation and spelling) in the context of a sound understanding of reading and writing rather than in isolation, an approach which we adopt in the way our writing units are structured.

As pupils' writing progresses to secondary phase, all teachers work to support pupils in building their writing skills across the subject-specific domains.

This can be supported by strategies including:

- Live modelling the thought processes and actions involved in drafting, writing, and re-writing various written forms and genres. All staff use their visualisers to do this.
- Whole class feedback which ensures literacy errors or improvements are addressed with all pupils.
- Sharing models and student exemplars of high-quality work, as well as discussing how other examples could be improved. These are included in workbooks and knowledge organisers.
- Supporting weaker writers where appropriate with scaffolding, sentence starters, paragraph and writing frames, key words, and teacher modelling. The use of I do, we do, you do is established as a whole school approach to modelling.
- Challenging most able writers through extension questions and extended writing opportunities and by removing scaffolds and frames.

- Using pre-writing activities like re-capping key ideas before beginning to write or providing sentence stems.
- Giving pupils opportunities to write clearly in a variety of forms and for different audiences, with clear shared expectations of outcomes.
- Breaking down complex writing tasks e.g., by providing pupils with writing frames and structure strips to assist them in structuring their work, allowing for the growth of independence over time.
- Providing displays and regular explicit explanation on the conventions of good writing in specific subjects, for example, “Write like a Historian”.
- Providing opportunities for the full writing cycle – planning, drafting, and editing of work, and encouraging developing writing through supportive, formative assessment.
- Maintaining high expectations of the presentation, spelling, and grammar in written work.

Oracy

Evidence suggests that high quality classroom discussions benefit all pupils, but especially those from disadvantaged backgrounds. Developing oracy is therefore an important part of narrowing attainment gaps which could otherwise affect the future success of pupils. Teachers will support the development of oracy skills through a variety of means including:

- Providing a range of opportunities for structured and accountable talk among pupils, for example to investigate, debate and discuss contentious questions, ideas, and opinions.
- Explicitly teaching and modelling conventions for talk and listening in the classroom. Model good practice and show them the difference between standard English and slang.
- The use of ‘Say it again better’ to ensure pupils respond in full, detailed responses, correcting non-standard forms.
- Using strategies to encourage pupils to listen to others for a purpose, respond to and build constructively on the ideas of others e.g., using specific roles for specific pupils and sentence stems, and oral stems for oral activities.
- The use of ‘choral response’ to encourage pupils to practise saying new vocabulary or definitions.
- Ensuring talk is exploratory (collaborative with a shared purpose), rather than just disputational (characterised by frequent disagreements unsupported by reasoning).
- Actively planning the sequence of questions to be asked and discussed in a lesson or in sequences of lessons, but also encouraging pupils to frame their own questions.
- Ensuring questions are used to probe, extend, and challenge thinking: not allowing pupils to say to give “I don’t know” as an answer.
- Only accepting answers in full sentences (the way we pose the question).
- Upgrading student response.
- Pausing after asking questions, to encourage a more thoughtful response. Give appropriate thinking time (Your ‘wait time’ after asking a question).
- A positive culture of ‘no opt-out’ where all pupils are expected to give an answer, even if they are not certain it is correct.
- Praising speech specifically, not just knowledge and understanding.

The Wider School Environment

Although there is a real emphasis on disciplinary literacy, we recognise the importance of literacy beyond the classroom and we aim to provide rich oral and written language environments, where

there are multiple opportunities for pupils to hear, see and use new words. In this way they can broaden their vocabularies, understanding and literacy skills. This occurs in a variety of ways, for example:

- Staff modelling good literacy skills in lessons and around school.
- An active and welcoming school library which encourages wider reading.
- Two extra-curricular book clubs for pupils in key stage 3 and key stage 4/5.
- Writing competitions and participation in reading awards.
- Guest speakers including writers and poets who give workshops to pupils.
- Extra-curricular activities and trips to theatres, shows and events.
- Big Reads in tutor time with pupils reading two novels as a class through each academic year.
- Academic Reads in tutor time with pupils reading an academic article each week to help them understand how to approach an unseen text, following a 'reciprocal reading' approach.

Supporting Pupils for Whom Literacy Is Challenging.

We recognise that some pupils find literacy skills challenging for a variety of reasons, and some will join the school with reading and writing skills below national expectations. We will therefore:

- Identify pupils with literacy barriers during the transition process and ensure any pupils for whom literacy is identified as a concern are given DI placement testing during July induction to ensure appropriate groupings from the start of September.
- Direct Instruction lessons timetabled with trained specialists in KS3 – 3 groups in year 7, 2 groups in year 8, 1-2 group in year 9
- Two support pathways in English for Additional English and Additional Support English. Additional aimed to target grade 4 pupils, Support pathway continues DI approach with GCSE materials.
- All KS3 pupils complete reading age tests in term 1 to ensure appropriate support in place – Year 7 and 8 – Post-16 reading mentors, Year 9 – one to one intervention with librarian, Year 7 small group intervention with TA.
- 'Set up to KS4' program in place for pupils in years 8 and 9 identified as needing further support.
- Reading ages shared on class charts; teachers trained in strategies to support weaker readers through Inset and briefings.
- Monitor progress over time and put in place appropriate evidence-based intervention strategies if pupils make less than expected progress.
- Assess pupils for exam access arrangements as required, based on evidence of need.

Supporting Teachers

- Literacy is a regular element of ongoing teacher professional development during Inset and staff briefing.
- Teachers can develop their own skills in explicitly teaching to improve literacy, prioritising subject specificity, as well as addressing any gaps in their own literacy knowledge and skills.
- Teachers should seek opportunities to share good practice, work cross-phase with feeder schools and with colleagues in other disciplines to establish a common vocabulary for use with pupils.

Roles and responsibilities

All school staff will support the development of literacy skills by modelling high standards of written and verbal communication, and by promoting a wider love of reading for pleasure and learning.

Senior leaders and managers:

- Lead and give a high priority to the development of literacy in school.
- Keep up to date with developments in pedagogy around literacy, adjusting school policies, training and curriculum plans accordingly.
- Ensure effective monitoring systems are in place to ensure literacy delivery is embedded and effective in school.
- Ensure departmental schemes of learning highlight the opportunities for literacy skill development and the strategies/resources that could be used to promote these skills.

Literacy Lead:

- Liaises with colleagues to identify current provision within the school.
- Broadens their own CPD by attending local and national events.
- Disseminates their learning by organising and leading literacy CPD events within the school.
- Facilitates the sharing of good practice across departments and sectors.
- Embeds literacy into curriculums.
- Leads literacy interventions.
- Contributes to whole school improvement planning and self-evaluation processes regarding literacy.

Teachers Across The Curriculum:

- Contribute to pupils' development of a wide range of disciplinary and critical literacy skills using the strategies outlined in this policy, and others.
- Keep up to date with developments in pedagogy around literacy and adjust teaching and learning strategies accordingly.
- Seek opportunities to expose pupils to different literary experiences e.g., speakers/trips.

Form Tutors:

- Contribute to pupils' development of a wide range of literacy skills by encouraging and supporting pupils to use the literacy skills and strategies they have learned.
- Undertake literacy form activities, as per the form activity schedule.
- Provide opportunities for pupils to develop social literacy skills – the ability to speak and listen to each other with respect, whilst acknowledging and valuing differences in opinion.
- Keep up to date with and support developments in literacy strategies used around the school.
- Facilitate the Tutor Reading Programme.

Librarian:

- Contributes to the development of student literacy skills by maintaining a welcoming and up to date library with a wide range of extra-curricular activities promote a love of reading.
- Supports the implementation of SPARX reader, rewarding pupils for reading progress.

- Supports with the organisation of external speakers, such as visiting authors and the running of competitions and literacy events, including World Book Day.
- Keeps up to date with and supports developments in literacy strategies used around the school.

Support Staff:

- Contribute to pupils' development of a wide range of literacy skills by encouraging and supporting pupils to use the literacy skills and strategies they have learned.
- Keep up to date with and support developments in literacy strategies used around the school.

Parents:

- Communicate with the school if they feel their children need additional support in developing good literacy skills or are concerned about progress in any way.
- Encourage their children to use the range of opportunities available and strategies learned to improve their literacy.

Pupils:

- Take increasing responsibility for recognising their own literacy needs and making improvements in their work.
- Complete all reading homework as set by their teachers.
- Ensure they have a reading book with them at all times and utilise any opportunity during the school day for their own, independent reading for pleasure.
- Take opportunities to extend their critical literacy skills through extra-curricular activities and reading, where possible.

Monitoring and Evaluation

To ensure disciplinary and critical literacy is embedded and having impact across the curriculum, it will be monitored throughout the academic year.

This includes:

- Lesson observations and learning walks to monitor the quality of literacy in all its forms within lessons as part of the QA process.
- Work scrutiny to monitor that teachers are taking opportunities to develop and support disciplinary literacy.

Monitoring Arrangements

This policy will be reviewed annually Katie Shires, Assistant Principal. At every review, it will be approved by the full governing board. It will be implemented as part of day to day practice. Compliance with the policy will be monitored by the Literacy Lead and through staff performance measures.

Appendix 1: EEF recommendations for improving literacy in secondary schools

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| <p>1</p> <p>Prioritise disciplinary literacy across the curriculum</p>  <ul style="list-style-type: none"> • Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. • Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support. • All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. • School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. | <p>2</p> <p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> • Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. • Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. • Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. • Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. | <p>3</p> <p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> • Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. • To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. • Reading strategies, such as activating prior knowledge, prediction and questioning, can improve students' comprehension. • Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. | <p>4</p> <p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> • Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. • Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. • Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. • Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. | <p>5</p> <p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> • Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. • Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. • Students should be taught to recognise features, aims and conventions of good writing within each subject. • Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. | <p>6</p> <p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> • Talk matters, both in its own right and because of its impact on other aspects of learning. • High quality talk is typically well-structured and guided by teachers. • 'Accountable talk' is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. • Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. | <p>7</p> <p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> • Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. • Developing a model of tiered support, which increases in intensity in line with need is a promising approach. • Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. • Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership. |
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Appendix 2: The Frayer Model

The Frayer Model is a graphic organiser for building student vocabulary. This technique requires pupils to define target vocabulary and apply their knowledge by generating examples and nonexamples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation for pupils.

1. Select Key Vocabulary

Pre-select key vocabulary words and make copies of the graphic organiser (Frayer model) for pupils.

2. Provide Graphic Organiser

Provide copies of the Frayer Model graphic organiser to pupils and explain the process.

3. Model the Process

- Show the Frayer graphic organiser to the class and explain each of the sections.
- Use a common vocabulary word to demonstrate the various components of the form.
- Model the type and quality of desired answers when giving this example. (Could use a visualiser for this).

4. Assign Student Groups (optional)

Divide the class into student pairs. Assign each pair one of the key concepts and have them complete the four-square organiser for this concept. Or assign each student one word to work on alone.

5. Share Ideas

Ask pupils or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

It can be adapted to context – for example in Geography it is sometimes useful for pupils to draw a diagram or state a case study in examples. You could also include antonyms and synonyms.

Definition: being able to understand someone else's emotions, feelings or experiences by imagining what it might be like to be in that person's particular situation.

Etymology: early 20th century: from Greek empathia (from em- 'in' + pathos 'feeling')

empathy

Examples from A Christmas Carol:

Synonyms

- understanding
- compassion
- identify the emotions

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Beccy Earnshaw, Director Voice 21 in Transform Teaching and Learning Through Talk (Gaunt & Stott, 2019)

Accountable talk is based on knowledge (it seeks to be true), reasoning (providing evidence for opinions), and community (listening and showing respect for others) – from the work of Resnick et al (2018)

The National Literacy Trust: [What is Literacy? | Importance Of Literacy | National Literacy Trust](#)

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