



GUILSBOROUGH ACADEMY

LITERACY POLICY

Policy Name	Literacy Policy
Policy Owner	Vice Principal
Committee	Standards and Curriculum Committee
Statutory	No
Authorisation	Principal

Date Ratified	Review Date
June 2026	June 2028



Author	Date	Page	Changes
CHA	15-6-26	2	Addition of SAS scores alongside reading age
CHA	15-6-26	3	Change from 'Guided Reading Programme' to more generic 'Reading Programme'
CHA	15-6-26	3	Change from PLAS to PLAC
ABU	30-6-26	7	Change from Literacy Action Plan to Reading Strategy also amending the Monitoring heading
ABU	30-6-26	7	Monitoring and Evaluation – include Review of NGRT data (SAS)
ABU	30-6-26	7	Remove Accelerated reader bullet point
ABU	30-6-26	7	Within Students and Intervention, additional bullet point around Literacy Gold as an intervention

Legislative Guidance

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Linked Policies

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Aims

The aims of this policy document are to:

- Develop a strategic, considered and evidence-based approach to developing the reading skill of all students;
- Raise students' own expectations of achievement through developing their reading skills, thus raising standards;
- Develop students' confidence in their ability to read a range of complex texts, in a range of subjects, in preparation for their final examinations, learning throughout life and active citizenship;
- Foster students' intrinsic enjoyment of reading to subsequently 'read for pleasure';
- Develop students' ability to write in a range of genres;
- Develop students' oracy skills to enable their decoding of reading and as a tool for scaffolding writing;
- Promote knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, reading and writing, and the identification of any areas of strengths and weaknesses.

Purpose/Rationale

Literacy underpins Guilsborough Academy's curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects. Guilsborough Academy believes that all teachers are teachers of literacy. As such, all staff of Guilsborough Academy are committed to developing literacy skills in all our students as 'students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding' (QCA Use of Language across the Curriculum). In addition, the English Department, in line with their curriculum and commitment to literacy, continue to drive and teach the three core areas of literacy (reading, writing, and speaking and listening).

The Education Endowment Foundation lists 7 strategies to improve literacy in secondary schools (July 2022):

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk
7. Provide high-quality literacy interventions for struggling students



Ofsted states and Guilsborough Academy believes that better literacy leads to improved self-esteem, motivation and behaviour. It allows students to learn independently. It is empowering.

Roles and Responsibilities

Senior Leaders:

- To lead and give a high profile to literacy
- To monitor literacy provision through lesson observation, learning walks, scheme of learning reviews and departmental reviews
- To analyse reading age data and SAS scores and review this regularly
- To analyse progress data for English and review this regularly
- To provide training opportunities for staff to improve their skills in delivering explicit teaching of literacy
- To provide practical tips and ideas for staff to implement into their lessons
- To monitor and evaluate literacy provision across the school
- To support staff to implement literacy activities into their SoLs
- To implement literacy initiatives within school, in order to raise the profile of literacy

SENDCo:

- To regularly review the reading ages/SAS scores of students with SEND
- To provide teachers with specific strategies for vulnerable and less able students on the SEND register
- To liaise with the Senior Leadership Team to ensure that the needs of the weakest readers in the school are being met
- To support teachers to understand how to teach students to read, write and communicate effectively in their subjects

English Department:

- To provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively.
- The role of the English department includes:
 1. Quality-first literacy teaching of literacy skills to develop and embed the literacy skills of all students
 2. Ensure coverage of the English National Curriculum through quality first schemes of learning
 3. Map over the five years of Key Stage Three and Key Stage Four the skills needed for each key stage and ensure these are an integral aspect of schemes of learning
 4. At Key Stage Three, promote private reading through dedicated reading lessons (one per fortnight) for Years 7 and 8
 5. Model the highest standards in literacy through teaching and any learning resources produced

6. Liaise with any intervention support so that any literacy needs are identified swiftly and are specific so that any interventions are timely and effective

Teachers across the curriculum:

- To contribute to students' development of language, since speaking, listening, writing and reading are, integral to all lessons
- To ensure all lessons explicitly teach the tier 2 and 3 vocabularies pertinent to academic progress
- To understand and fully support the notion that the teaching of literacy is the responsibility of all teachers by actively planning for and delivering literacy strategies within curriculums
- To deliver Reading programme within the Registration timetable, focussing on pre-teaching common tier 2 and 3 vocabularies and comprehension strategies

Parents/carers:

- To encourage their children to use the range of strategies they have learnt to improve their levels of literacy
- To encourage their children to 'read for pleasure'

Students:

- To concentrate in lessons and be resilient to difficulties they may encounter
- To enjoy achievements in literacy
- To take increasing responsibility for recognising their own literacy needs and making improvements.
- To read at home regularly and across a variety of genres
- To persevere when reading more challenging texts i.e. they may use strategies like looking for visual clues in accompanying pictures, photos or diagrams to assist in their understanding
- To respect for others when communicating, even when views differ
- To attempt spellings, even if only part of the word or a guess by using prior knowledge to decipher and decode new spellings i.e. prior knowledge of phonics/etymology/other words

Intent at Whole-Academy Level

Language is the prime medium through which students learn and express themselves across the curriculum, and all teachers have a duty to promote literacy and engage students with literacy in their everyday teaching practice as outlined in the Teachers' Standards.

We firmly believe that if our students do not have high levels of reading skill, they will not be able to fully access all areas of the curriculum. By developing high levels of reading skill, the achievement of our vulnerable progress groups e.g. SEND, PLAC and DS will be supported. Through adaptive intervention at Key Stage Three, our aim is to ensure that all



students have the highest possible reading skill to access the more complex Key Stage Four content and ultimately the summative examinations. Developing the highest levels of reading skill will lead to all of our students feeling more confident to take risks in their learning and support their resilience skills when tackling a range of complex and demanding texts.

1. Reading

At Guilsborough Academy, we want students to:

- Enjoy and have an interest in reading, accessing books/texts as they require or when it is necessary for them to do so
- Build on the reading skills and phonics covered at KS2 to continue to develop reading fluency
- Read fluently, accurately and with understanding in accordance with Scarborough's Reading Rope
- Become independent and critical readers
- Apply techniques such as skimming, scanning and text marking effectively in order to find information from texts
- Select information from a wide range of texts and sources and to evaluate sources
- Be confident readers who have the highest level of skill and can access a range of texts across the curriculum

2. Writing

At Guilsborough Academy, we want students to:

- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation
- Discuss reading and writing comprehensively, expressing opinions about a wide range of fiction and non-fiction texts
- Become competent and confident in expressing themselves through written communication
- Experiment with ambitious and interesting vocabulary choices through the use of high order vocabulary and synonyms
- Organise texts effectively, structuring and sequencing sentences and paragraphs for deliberate effect
- Present their writing clearly, using accurate spelling, punctuation, grammar and legible handwriting
- Write with confidence, fluency and understanding, employing a range of independent strategies to self-monitor and correct

3. Speaking and listening

At Guilsborough Academy, we want students to:

- Become confident and competent speakers and listeners
- Be able to express their ideas and explain their thinking, using appropriate expression and subject specific vocabulary
- Be able to adapt their speech to a wide range of audiences and contexts
- Listen to others with respect and respond sensitively
- Be able to speak for a range of purposes
- Be able to engage in purposeful talk, in both formal and informal contexts
- Understand the connections between the spoken and written word
- Have an interest in words and their meanings, and develop a growing vocabulary

Implementation at Whole-Academy Level

1. Scaffolding

Guilsborough Academy students are entitled to our highest expectations and support. Some will need additional support, and others will need to be challenged and extended.

Through our tailored approach to support student's reading skills, our programmes are matched to the needs of specific students. For example, Reading Buddies, pre-teaching vocabulary, Accelerated Readers and Dyslexia Gold. Following each data trawl, we will then refine the programme as is appropriate in our aim to meet the learning needs of all.

2. Specific support and challenge in reading for identified students

We will liaise with primary schools to identify the next steps needed at secondary to respond to our students reading ages or learning needs to ensure a supportive transition. For example, this may include Fresh Start and support for students transitioning to the Academy having not passed their phonics screening.

We will provide additional support for any student with a reading age of 9.5 or younger and we will also provide challenge for our Prior Higher Attaining Readers (PHAR) with a tailored reading programme for those for whom Accelerated Reader is not considered to challenge sufficiently. Our LRC Manager will lead on this programme to ensure that our PHAR experience more sophisticated texts whilst still retaining their engagement and enjoyment of reading.

3. English as an Additional Language

Our students learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of students can learn



about paragraph organisation in their mother tongue. On entry to the Academy, a student's level of English will be assessed and if necessary, an individually tailored programme put in place for rapid development.

4. SEND

We will teach our students with special educational needs, supporting their learning and providing them with support and challenge matched to their needs, through using a range of teaching strategies (in addition to the tailored reading programmes) as detailed in their student passport and using Academy best practice strategies, based on individual requirements.

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.

Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.

Teachers will make reasonable adjustments for dyslexic pupils; staff training will be provided in order to do this. For students who have at SEN support or above, strategies to support their needs will be listed on their passport.

We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use ICT.

We are conscious of the need to make tasks as attractive and of the need to find ways of raising the pupil's motivation where they may perceive themselves as with low reading confidence. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

We will try to suggest ways in which parents/carers can help us help their child. We believe that parents/carers can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day; making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc. Further strategies are outlined in the EEF's 2021 Working with Parents to Support Children's Learning.



For the start of each academic year, a Reading Strategy detailing how the intent and implementation sections of this policy will be enacted will be produced; this will include naming and detailing the exact intervention programmes in place for the academic year and entry and exit criteria for students.

Monitoring and Evaluation: The Reading Strategy

- Lesson walks and lesson observations
- Work scrutiny
- Discussions with students, staff, parents/carers and Trustees
- External review where appropriate
- Review of NGRT data (SAS)

Monitoring and Evaluation: Students and intervention

- All students will be baseline assessed in terms of their reading and spelling at the start of the academic year when they join the Academy in Year 7. Following this baseline assessment, this will determine the reading programme they are placed on if they have been identified as requiring further intervention. We continue to assess reading ages at least twice per academic year for all students in Key Stages 3 and 4 and plan appropriate interventions where need is indicated.
- For those students on one of the tailored reading intervention programmes, baseline data will be collected at the start of each term and then progress data will be taken at the end of each term. The data will be collected and put into a report format but those colleagues leading on the initiative and then shared with the SENDCO to compile the overall short report.
- For those students who access Literacy Gold as an intervention for reading, their data will be collected and reviewed throughout their intervention and appropriate actions taken.