The HENRY BEAUFORT School

At The Henry Beaufort School, there are no limitations to success.

Literacy Policy

'To learn to read is to light a fire'

Last Reviewed on:	N/A -new policy	March 2025
Approved by:	Curriculum Committee	March 2025
To be Reviewed:	Annually	March 2026

Table of Contents

1. Aims

Literacy empowers and liberates people. Beyond its importance as part of the right to education, literacy improves lives by expanding capabilities which in turn reduces poverty, increases participation in the labour market and has positive effects on health and sustainable development.

This policy aims to set out:

- Our approach to teaching, monitoring and assessing literacy and reading knowledge and skills

How we will make sure our provision for the teaching of literacy and reading is consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- National Curriculum programmes of study
- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Equality Act 2010
- Reading Framework 2023

3. Our vision for literacy in our school

Our school aims to develop students' skills in reading, writing, speaking and listening. By the time that students move on from our school, our aim is for them to:

Be fluent readers and writers

Have a positive attitude towards books and reading, reading widely for pleasure and information

Enjoy writing in different contexts and for different purposes and audiences, adapting their language and style for different purposes

Write clearly, accurately and coherently, adapting language and style accordingly

Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words

Have a wide vocabulary, and understanding of grammar and linguistic conventions

Competently speak in group discussions and be able to clearly explain their understanding and ideas

Listen carefully and sensitively to those around them.

4. Our guiding principles for teaching literacy

We teach literacy best when:

There is a joyful culture around reading and reading for pleasure in the school

All staff feel they have the knowledge, skills, understanding and professional support they need to teach literacy effectively

There is sufficiently detailed and frequent ongoing assessment of student progress specifically for those with interventions

We expose students to different types of reading material, such as through visually stimulating, high-quality and curiosity-inspiring classroom displays

We involve families in supporting their children's reading and writing

The curriculum is coherently planned and sequenced

We identify where students have learning gaps or do not make expected progress, and put in place interventions that target these

Teaching resources are available, up to date, varied and diverse, and match student and curriculum needs

We engage students in high-quality verbal interactions

We model new language and accurate grammar to students

We support students with speech, language and communication needs

Students have plenty of opportunities to develop their speaking and listening skills through activities such as small-group work, presentations, role-play and extra-curricular clubs.

5. Roles and responsibilities

5.1 The Headteacher

The headteacher is responsible for:

- Building a strong reading culture.

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write fluently and effectively

- Providing teachers with the appropriate training and resources so that they can competently create and deliver literacy through the curriculum

- Creating a stimulating school environment where students are exposed to different types of reading material, such as through displays, books and other resources

- Promoting a culture of reading for pleasure at the core of the curriculum

- Developing links with organisations such as school and public library services, reading charities and reading mentors

- Involving parents and families in supporting their children's reading.

5.2 Whole School Literacy Lead though work with Future Change Group and Academic Leaders/ Heads of Department/ Subject Leaders

Are responsible for providing leadership and management of literacy to secure:

- High-quality teaching and subject knowledge of staff

- A coherently planned and sequenced curriculum

- Consistent assessment and accurate teacher judgements in line with our Feedback Policy that includes literacy

- Effective use of resources

- Promote oracy – 'all talk is useful'[Reading Framework 2023].

5.3 Teachers [supported by training from the Whole School Literacy Lead/ Future Change group]

Teachers are responsible for:

- Planning effective use of literacy in lessons

- Considering the specific approaches required for reading in their own subject

- Providing opportunities for students to apply their literacy skills in a variety of ways including how to read critically

- Ensuring that identified students who need support with reading when moving from primary to secondary school are supported in their reading during lessons

- Completing the relevant marking and assessment in line with The Feedback Policy

- Making sure that the support staff have:

    - Access to adaptive planning materials and resources

    - The knowledge and skills they need to support and develop students' literacy including reading aloud, assisted and repeated reading.

6. Curriculum

Individual subjects will reference where there are opportunities for developing speaking, listening, reading and writing skills, detailing:

What students will learn across the five-year journey. Reference Curriculum Statement and Subject Curriculum Maps.

6.1 Library Lessons

- Library Lessons are delivered in Year 7,8 and 9 with the intent of:

- Developing students' reading for pleasure.

- Developing an appreciation for reading challenging texts and to offer the opportunity to read widely

- Offering students the opportunity to develop creativity through reading journals and complete tasks linked to independent reading

- Signposting a variety of fictional texts to support students' ability to confidently analyse and evaluate ideas in an unseen extract and to write creatively and originally (AQA Language Paper 1 skills)

These are monitored and evaluated by the Whole School Literacy lead and the Subject Leader [English] responsible for Library Lessons and through Learning Walks.

6.2 Cross-curricular links

We will facilitate cross-curricular learning of literacy skills, making sure the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects, such as:

Use of key words and transferable command words

Promote decoding skills

- Annotating sources
- Group discussions
- Comprehension
- Topic-based research
- And further relevant cross-curricular activities to support the learning, literacy and reading skills

6.3 Differentiation

We will provide suitable differentiation to make sure that every student makes maximum progress in literacy, by:

- Recognising where some students need specific help with their English skills – for example, if they have dyslexia or English is a second language
- Providing resources such as writing frames to scaffold student learning
- Identifying students who would benefit from more support and running small intervention groups for targeted support to aid their progress and attainment. The SEND team will monitor these closely to move students in and out of these groups as needed and according to progress.
- Enabling reading intervention through assisted reading with the paired reading and community reading programmes
- Making sure students experience stretch and challenge using additional, more demanding and open-ended tasks and planned vocabulary challenges within each scheme of work.

7. Marking and feedback

Please refer to the school's Feedback Policy in conjunction with the Teaching and Learning Policy.

8. Monitoring, assessment and moderation

Please refer to the school's Feedback Policy in conjunction with the Teaching and Learning Policy.

9. Learning environment

Pupils will learn literacy in spaces that:

- Are well-organised

- Contain appropriate and good-quality resources for students to refer to (in a space where they can find or see them easily)

- Are quiet if required

- Have minimal distraction if required

- Are visually stimulating where appropriate

10. Resources

10.1 Books

The school will select and use books in our school library that meet the recommendations from a variety of sources including the 2023 reading framework, The School Library Service, The Literacy Lead teacher. They should:

- Cover a wide range of subjects and vocabulary

- Reflect the literacy levels of all students in school

- Are accessible to students with English as a second language

- Elicit a strong emotional response

- Have a strong narrative

- Are visually stimulating

- Have illustrations that are engaging and reflect children from all backgrounds and cultures

- Include fiction, non-fiction, modern and traditional stories.

We will:

- Refresh the library regularly (at least once a year), as new books are published and the school reviews progress in literacy year on year.

- Dictionaries and thesauruses

- To support with writing and spelling, we will make sure that students have access to dictionaries and thesauruses by:

- Having at least 1 dictionary and thesaurus available in each classroom

- Where appropriate allow students to use the computer during learning to look up word meanings and synonyms

- Ensure teachers receive training on how to use a dictionary/thesaurus.

11. Review

This policy will be reviewed biannually by the Curriculum committee, once ratified the policy review will be shared with the full governing board with a focus on data tracking for evaluation of impact on whole school reading ages.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum document
- The Teaching and Learning Policy
- SEN/SEND policy and information report
- The Feedback policy
- Home-school agreement
- Equality information and objectives
- The Positive Behaviour Policy
- Performance Management and Individual Performance Planning Policy.