Literacy and Oracy Strategy Summary (2026-27)

Developing Literacy

At The Henry Beaufort School, we are committed to ensuring that every student develops the literacy skills needed to access learning successfully across the curriculum. During 2026-27, our literacy strategy will focus on identifying individual reading needs, delivering targeted interventions, and embedding effective literacy practice in every classroom.

Key priorities include:

- **Improving reading assessment and diagnosis** through the FFT Reading Assessment Programme (RAP), enabling staff to identify specific reading strengths and barriers for all students.
- **Developing staff expertise in literacy instruction** through whole-school training, including the use of reciprocal reading strategies: reading, predicting, questioning, clarifying and summarising.
- **Embedding literacy interventions** for students requiring additional support, with progress reviewed regularly through data analysis and intervention reviews.
- **Promoting challenge for the most able readers**, encouraging wider reading, higher-level vocabulary acquisition, independent research and critical thinking through carefully selected resources.

Success will be evidenced through:

- Improved reading outcomes and progress measures.
- Increased use of subject-specific vocabulary.
- Higher quality extended writing.
- Greater student confidence when reading, interpreting and responding to texts.
- Consistent use of literacy strategies across all subjects.

Developing Oracy

Oracy is central to effective learning, confidence and future success. Our 2026-27 oracy strategy aims to develop students' ability to communicate clearly, listen actively and engage thoughtfully in discussion.

Key priorities include:

- **Building staff confidence in teaching oracy** through high-quality professional development focused on dialogic teaching [interactive classroom talk to stimulate

thinking, build reasoning skills and co construct knowledge], Socratic [open ended] questioning and effective classroom discussion.

- **Developing students' communication skills** by embedding structured talk strategies, including sentence stems, Think-Pair-Share activities and collaborative learning opportunities.
- **Creating a culture that celebrates oracy**, recognising and promoting the many opportunities students have to speak, present, debate, mentor and lead both within and beyond the classroom.

Students will have opportunities to develop their speaking and listening skills through:

- Student leadership roles.
- Student hosting and parent tours.
- Paired reading programmes.
- Tutor time discussions.
- Extra-curricular clubs and societies.
- Character development opportunities and interview preparation.
- Engagement with primary schools and community events.

Success will be evidenced through:

- Increased confidence when speaking in a range of contexts.
- Improved use of subject-specific and academic language.
- Stronger reasoning and explanation skills.
- Effective participation in discussion and debate.
- Greater involvement in leadership and enrichment opportunities.

Our Vision

By embedding consistent approaches to literacy and oracy across the school, we aim to ensure that every student can read fluently, think critically, communicate confidently and achieve their full potential, both academically and personally.