



# LITERACY POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	<b>Sept 24</b>
Next Review Due	<b>Sept 25</b>
Agreed with Teacher Trade Unions and Professional Associations	n/a

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## Introduction

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**Rationale:** At our academy, we believe that literacy is the cornerstone of learning for life. Our literacy policy is designed to empower students with the skills, knowledge, and passion for reading that will not only enhance their academic achievements but also equip them for a lifetime of continuous learning. We are committed to fostering a love of reading, developing subject-specific vocabulary, and implementing guided reading strategies across all year groups.

### Context:

- to create consistency of explicit teaching of vocabulary in every subject area
- adherence to the whole academy literacy marking policy
- Advancing higher level discussion to create critical thinkers which will be conducive to exceptional written progression
- to perpetuate a love of reading that is already deeply rooted within the school's ethos

## Aims

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Pre- teach key vocabulary at the beginning of units using a range of strategies

Revisit key vocabulary in schemes of work, ensuring understanding of those key words through retrieval tasks

Use the literacy marking grid to identify and act upon literacy misconceptions and errors as part of professional practice

Provide scaffolds and success criteria for writing tasks as relevant

Use guided reading strategies to access texts including during form time, as relevant

### **Quality First Teaching:**

At Welland Park Academy, literacy is the responsibility of teachers across all subjects, thereby ensuring that students receive a comprehensive education. We take pride in our commitment to delivering high-quality literacy provision for all learners. It is expected that there will be emphasis on teaching subject-specific key vocabulary, ensuring that students develop a robust understanding of terminology essential to each subject area. Furthermore, adherence to the academy literacy marking policy is paramount, ensures clarity in feedback provided to students, with the expectation that students will write in full sentences and all staff are responsible for correcting literacy misconceptions. We actively promote scaffolded extended writing, offering students the necessary support structures and guidance to excel in their written assignments according to need, accompanied by clearly defined success criteria to guide their progress. Through these concerted efforts, we strive to empower our students with the essential literacy skills that will serve them well beyond the classroom.

### **Teaching Key Vocabulary:**

A whole academy emphasis on the acquisition and understanding of subject specific vocabulary is paramount for academic advancement and access to the curriculum. By prioritising vocabulary comprehension, we lay the foundation for quality learning experiences across all subjects. Staff dedication to pre-teaching key vocabulary (10 key words per topic) and employing multifaceted teaching strategies, such as visual, abstract, and concrete approaches, ensures that students grasp essential concepts effectively. A robust vocabulary not only facilitates understanding of complex texts but also enhances critical thinking and problem-solving skills. Moreover, by systematically integrating vocabulary instruction throughout the curriculum, students are empowered to express themselves confidently and engage meaningfully in academic discourse. Ultimately, a deliberate focus on vocabulary enriches the educational experience, and equips students with the linguistic tools necessary for success in both academic and real-world contexts.

**Ethos:** Our academy ethos revolves around the belief that literacy is not only a fundamental academic skill but a tool for personal and intellectual growth. We strive to create an environment where students feel inspired to engage with diverse texts, build their vocabulary, and develop critical literacy skills. The ethos of "Learning for Life" emphasizes that literacy is a lifelong journey and a key to unlocking opportunities in both academic and personal realms.

### **The Role of Oracy and Guided Reading:**

From 2025 in weekly form time sessions, we will cultivate critical thinking skills through engaging oracy discussions focused upon a selection of challenging reading materials that celebrate diversity and culture. These sessions serve as a platform for students to explore, analyse, and debate various perspectives, encouraging them to think critically about societal issues and cultural differences. To ensure the success of these discussions, in 2024-25 our staff will undergo iterative training in oracy delivery and effective methods for accessing challenging reading materials.

Each week, students across all year groups will explore challenging articles, with specific guided reading strategies tailored to scaffold their thinking and facilitate discussion. Staff will scaffold reading for students with a low reading age, supporting literacy across all year groups. By providing a common ground for dialogue and employing diverse reading materials, we aim to cultivate an inclusive learning environment where students develop not only their critical thinking skills but also their appreciation for diverse

perspectives and cultures. The impact of oracy and guided reading will be measured against NGRT testing of students in year 7-9.

#### **Values:**

- Inclusivity: Tailor literacy initiatives to accommodate diverse learning styles and abilities.
- Collaboration: Foster collaboration among teachers to share best practices and resources for literacy development.
- Continuous Improvement: Regularly assess and update literacy strategies to meet the evolving needs of students, the local demographic and the curriculum.
- Celebration of Achievements: Recognise and celebrate literacy achievements through awards, displays, and events.

#### **Year Group Implementation:**

##### **Year 7 and 8: Establishing Roots**

- Introduction of a structured form time reading program to establish a strong foundation
- Reading Rampage program to promote a love of reading
- A Creative Writing club to develop imaginative expression, expanding vocabulary and increasing knowledge of structuring stories
- Engage students in form time discussions about heritage and identity through oracy discussion
- NGRT reading test

##### **Year 9 and 10: Subject Integration**

- Integration of subject-specific vocabulary development into lessons.
- Promote the "9 for 9" reading book club, encouraging students to explore diverse literary works.
- Facilitate oracy discussions in form time focusing on heritage months and identity literature texts.
- **Y9:** NGRT reading test

**Y10:** Provide opportunities for students to mentor younger peers in literacy initiatives.

##### **Year 11: Exam Preparation and Beyond**

- Debate club that cultivates critical thinking and communication
- Annual newsletter that engages students to produce engaging pieces developing proof reading skills
- Facilitate oracy discussions in form time focusing on heritage months and identity literature texts
- Boost revision programme developing analytical skills and diverse revision skills to support exam preparation

#### **Implementation Activities:**

**Training:** Consistent, iterative training over the course of two academic years, followed up by department time to review.

**Session 1:** Whole school literacy marking policy and key vocabulary review. Introducing oracy and guided reading

**Session 2:** Literacy and guided reading recap and new academic year launch

**Session 3:** Oracy form-time review: examples of best practice (led by Teaching and Learning Champions) - successes, pitfalls, future plans

**Student Launch:** Assemblies to be delivered in the new academic year introducing the concept of oracy and guided reading

**Coaching:**

- In school support from Teaching and Learning Champions to provide ongoing coaching and training in different subject areas.

**Monitoring:**

- Periodic SLT and Teaching and Learning Champion learning walks and work scrutiny to feed into whole school CPD and coaching.
- Built into monitoring calendar and SLT meeting agendas
- Clear, actionable results followed up by SLT and Teaching and Learning Champions
- Use of NGRT testing to gauge impact and progress made in year 7, 8 and 9

**Educational materials:**

- Access to CPD training materials
- All Teaching and Learning Champions and key staff to have access to Alex Quigley's 'Closing the Vocabulary Gap'
- Guided reading guidance
- Oracy materials
- Literacy Lead attendance at TELA Literacy meetings

At Welland Park Academy, we are dedicated to fostering a culture of reading for pleasure, which supports our aspirational literacy goals. We believe that developing a love for reading is fundamental to achieving academic success and personal growth. Our reading policy outlines the strategies and practices we employ to encourage a love of reading among our students.

**Key Aspects to Encourage a Love of Reading**

- Offer a wide range of texts for students to read during form-time and beyond, ensuring that materials are diverse, engaging, and challenging to stimulate interest and intellectual growth.

- Integrate wider reading into all subjects, encouraging students to explore texts that extend beyond the curriculum, fostering a deeper understanding and appreciation of various disciplines.

Promoting reading is a shared responsibility across the entire school. This includes:

- **Oracy:** Encouraging spoken language activities to discuss and share reading experiences.
  - **Guided Reading:** Structured reading sessions with teacher support.
  - **Personal Reading:** Encouraging students to read independently.
- Through guided reading sessions, all staff will be equipped with an understanding of the key concepts that underpin learning to read. This will include decoding, vocabulary development, and language comprehension.
  - Regularly organise a variety of competitions and challenges to inspire and engage students, making reading a fun and rewarding activity. These include: Year 7 Reading Rampage, KS3 Leicestershire Creative Services 9 for 9 reading challenge and a Year 9 book club.
  - Teaching Assistants provide targeted intervention and pair students for silent reading sessions to support developing readers.
  - Progress is monitored through various assessments through KS3
  - Rapid + reading, including comprehension questions and discussion

## Implementation and Monitoring

- Progress in reading will be gauged through NGRT (New Group Reading Test) testing for Years 7-9
- Year 7 Lexonik programme that is designed to support decoding skills and enhance word recognition and comprehension skills.
- Our library serves as a central hub for reading activities, from Year 7 induction to regular book clubs, fairs, and competitions.
- KS3 students experience bi-weekly library sessions to choose individual readers and receive aspirational reading suggestions as part of the English curriculum.
- Form time reading and weekly Year 7 reading lessons are dedicated to allowing students to explore their personal interests in reading.
- A Year 6 Summer Reading Project is implemented to maintain reading momentum over the break.
- Provision of age-appropriate form book boxes
- Summer Reading Competition
- Engaging and challenging fiction and non-fiction texts for form time guided reading
- Half term rotation of personal reading, guided reading, and oracy-based discussion of challenging texts
- Individual and paired reading to support struggling readers

- Regular staff training sessions to enhance their understanding of teaching reading across the curriculum.
- A collective approach to fostering a love of reading and improving literacy for all students

### **Proposed Model for Teaching Reading**

- Before introducing new texts, teachers review students' prior knowledge of relevant contextual information and vocabulary to build a foundation for understanding.
- Teachers model reading aloud, checking for comprehension of vocabulary and ideas presented in challenging texts. This practice helps students engage with the material meaningfully.
- Providing opportunities for students to read aloud or in pairs helps build confidence and aids in comprehension, reinforcing the meaning of the text.
- Focus upon fluency, accuracy, and expression to support understanding

### **Reflect on Reading**

- Students will reflect on their reading experiences through think-pair-share activities and oracy discussion points, promoting critical thinking and communication skills.

Welland Park Academy is committed to creating a rich reading environment that nurtures a lifelong love of reading. Through diverse strategies and a whole-school approach, we aim to develop confident, independent readers who can navigate and appreciate the complexities of reading.

Through this literacy policy, we aim to create a learning environment that not only prepares students academically but also instils in them a love for reading that will stay with them throughout their lives.