



Literacy Policy

September 2026
(to be reviewed September 2027)

Literacy Policy 2026-27

"Pupils should be taught in all subjects to express themselves correctly and appropriately and to read and write accurately and with understanding."

(QCA Use of Literacy Across the Curriculum Report)

Larches High School is committed to raising standards of literacy in all its pupils through a co-ordinated approach.

Every staff member has a stake and a duty in this process.

RATIONALE

Literacy underpins the school curriculum by developing pupils' ability to speak, listen, read and write for a range of purposes, using language to learn and communicate, to think, explore and organise.

Helping pupils to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects. Many pupils who arrive at Larches have experienced continuing failure to attain and develop the basic skills of literacy. Poor levels of literacy impact negatively on pupil confidence and self-esteem. We aim to develop our pupils' ability to read confidently and express themselves clearly both orally and in writing so they become confident communicators in the next steps of their lives.

AIMS OF THE POLICY

- To raise pupils' own expectations of achievement and develop their confidence and self-expression
- To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening
- To promote knowledge and understanding of the pupils' standards of achievement and assessment in speaking and listening, writing and reading and the identification of any areas of strength and weakness
- To raise staff awareness of key literacy strategies through INSET and the dissemination of good classroom practice
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning
- To support the development of literacy using a range of resources in the school including IT where appropriate
 - To use data/assessment to target appropriate interventions

ROLES AND RESPONSIBILITIES:

Senior Managers: Lead and give a high profile to Literacy. Use lesson observations, learning walks and work scrutiny to ensure that the Literacy Policy is being utilised correctly within a teaching and learning framework.

LITERACY COORDINATOR: To oversee the implementation of The Literacy Policy and this year's whole school literacy targets as outlined in the plan. Continue to develop opportunities for the delivery and promotion of cross-curricular literacy. Conduct and resulting feedback delivered during whole school INSET.

Our whole school targets for this year are:

- 1: Prioritise 'disciplinary literacy' across the curriculum**
- 2: Provide targeted vocabulary instruction in every subject**
- 3: Develop students' ability to read complex texts**

Quality assure the implementation of these across subjects with regular drop-ins and meetings with subject leaders and the intervention team, in order to monitor impact. Word of the Week emailed out weekly to be displayed in classrooms and pupils encouraged to use in context and in end of term quizzes for Green Slip rewards. Disseminate reading data from the New Group Reading Tests to all staff, with suggestions on how to use classroom strategies to help pupils improve their reading comprehension and fluency. Quality assure the texts, vocabulary and questions used during Reading Weeks and deliver regular literacy CPD/updates to whole staff in directed time after school sessions. Regular meetings with Lancashire Literacy Co-ordinator for support and guidance.

INTERVENTION TEAM: Identify and implement additional support for individuals from data provided on entry and in Induction – AAB Battery scores. Use IDL to identify the lowest reading ages and get those pupils involved in the 'Reading Buddy' scheme. Targeted intervention will be used to support pupils to address their 'weaknesses' or gaps in their knowledge as quickly and effectively as possible in order to maximise access to the curriculum. This might take the form of additional 1:1 support for a period of time, or withdrawal from lessons. IEP documents will be created for those with the greatest needs and reviewed termly.

ENGLISH TEACHERS: Provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively (outlined later in the policy). Make termly reviewed literacy targets for pupils which are shared with pupils and all staff. Teachers will refer students to the intervention team if they identify individuals who require targeted intervention, which is additional to classroom support, in order to help them make progress.

TEACHERS ACROSS THE CURRICULUM: Ensure pupils' termly literacy targets are stuck in all subject books. Teach the explicit Tier 2 and Tier 3 vocabulary for the term using various strategies. Take part in the half-termly week specifically dedicated to READING. During READING WEEKS, teachers will follow specific guidance to model how reading prosody should look – aiming for pupils to eventually be confident in reading fluency. Use the literacy marking codes and encourage pupils to check work regularly and make any amendments to ensure their specific literacy target is met.

TEACHING ASSISTANTS: Support the teaching of literacy skills throughout the school through modelling and effective targeted support.

PUPILS: Take increasing responsibility for recognising their own literacy needs and making improvements.

READING STRATEGIES:

- Across the curriculum teachers will provide activities for pupils to:
- Read and follow written instructions
- Learn how to decode words through targeted Tier 2 and Tier 3 explicit vocabulary instruction
- Read to explore and develop understanding

- Learn how to extract information from a text and take notes
- Teachers will provide reading material of high quality, which is up to date, relevant and appropriate for the age and ability of the pupils.

WRITING STRATEGIES:

Across the curriculum teachers will provide activities for pupils to:

- Use writing to plan and organise
- Plan, draft, discuss and reflect on their writing using ICT where appropriate
- Write for a range of purposes and audiences
- Make notes in a variety of formats, e.g. mind-mapping
- Teachers will set writing tasks that are objective driven and which are appropriate for the ages and ability of the pupils concerned.
- Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and punctuation.
- Where pupils are expected to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.
- Provide frameworks and task plans where appropriate
- Display Key Words and alphabets in classrooms
- Teach subject specific vocabulary and spelling
- Encourage high standards of presentation

SPEAKING AND LISTENING COMMUNICATION STRATEGIES:

Across the curriculum teachers will provide activities for pupils to:

- Listen and carry out instructions
- Explore and develop ideas with others, through talk.
- Ask questions as well as answer them
- Where appropriate within subjects, provide opportunities to plan and deliver a spoken presentation to peer groups.
- Work collaboratively with others