



# Literacy Policy

Headteacher: Ms C Senior

Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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# Blackfen School for Girls

## 1. Aims

This policy is for staff, parents and governors. It 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 of consistently high quality

## 2. Legislation and guidance

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

- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
- [Reading framework 2023](#)

## 3. Our vision for Literacy in our school

Blackfen School for Girls is committed to raising the standards of Literacy and understand that Literacy skills are fundamental to learning. Literacy is seen as integral to the school curriculum by developing students' abilities to speak, listen and communicate, read, question and express themselves confidently and coherently both orally and in writing. All departments and all members of staff understand they have a crucial role to play in supporting the development of students' literacy and that competent literacy skills enable students to read, understand and access examination materials, so that students are able to achieve their full academic potential across all subject areas. Enrichment opportunities such as whole school competitions, library lessons, and DICE opportunities ensure that all students can build these essential skills both within and outside the classroom.

## 4. Our guiding principles for teaching Literacy

- 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
- assessment of pupil progress is recorded and used to adapt teaching methods and resources
- We expose pupils to different types of reading material, such as through 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 and the students have the opportunity to revisit and practice
- We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions such as Hackney Lit or Bedrock reading strategy and support
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils

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- We support pupils with speech, language and communication needs – for example, with extra small-group activities
- Pupils have plenty of opportunities to develop their speaking and listening skills through activities such as small-group work, presentations and role-play
- Use the Whole School Strategies for teaching reading. There are four ‘must’ strategies:

1 - Vocabulary and knowledge building support reading comprehension development:

We must: Link reading/key vocabulary to prior learning in the subject and across the curriculum.

2 - Student capacity to read words accurately supports comprehension because it helps them to build an accurate base understanding of the text. Student capacity to read words with automaticity allows readers to devote more cognitive attention to comprehension.

We must: Teach the meaning (and etymology, where possible) of key words and terms before setting in-class or independent reading.

3 - Comprehension processes vary by what and why one is reading: Reading comprehension is affected by the text type and purpose of the reading task.

We must: Explain the purpose of the reading task and what happens next with the knowledge that is gained.

4 - Reading comprehension is not automatic even when fluency is strong.

We Must: Monitor the quality of pupil comprehension and correct misconceptions at an early stage

## 5. Roles and responsibilities

### 5.1 AHT for Teaching and Learning

to liaise with Literacy Coordinator to ensure smooth running of Literacy initiatives

### 5.2 Literacy Coordinator

Is responsible for the Librarian. In addition the literacy coordinator will take lead responsibility for providing leadership and management for literacy to secure:

- High-quality teaching and subject knowledge of staff
- Teacher expertise on tier 2 and tier 3 vocabulary
- A coherently planned and sequenced curriculum in reading across the school
- Improved standards of literacy for all
- Consistent assessment of reading ages and tracking of mainstream targeted interventions, such as Bedrock and Hackney Literacy
- Effective use of resources
- Use extensive, up-to-date knowledge to lead literacy across the school, and keep up to date with developments in pedagogy and the curriculum

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- Ensure the planned curriculum is effectively and consistently implemented across the school by supporting curriculum development to enhance subject level literacy
- Work with teachers and other subject leads to build links between literacy skills and the wider curriculum
- Promote a high standard of speaking, listening, writing and reading of English among colleagues
- Provide training, practice and coaching so all staff become experts in teaching reading, spelling and writing
- Attend relevant training courses and share new knowledge with colleagues
- Quality assure data to ensure it is accurate, reliable and valid
- Analyse internal and external assessment data to track pupil progress and attainment
- Identify where pupils have gaps or are not making the expected progress, and make sure interventions target these
- Monitor the quality of teaching and learning of literacy, including book scrutinies, lesson observations and learning walks
- Establish positive working relationships among colleagues, modelling effective teamworking and support
- Appraise colleagues and help them develop professionally following the school policy
- Audit, check and manage literacy resources termly, to ensure they are available, up to date, varied and diverse, and match pupil and curriculum needs
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Provide reading materials for tutor time as requested by the Deputy Headteacher for inclusion

## 5.3 Teachers

- be aware of the techniques used in other subjects to promote Literacy and provide assistance and advice to other faculty areas, so that a correct and consistent approach is used
- provide information to other staff on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups
- work to ensure that pupils have appropriate skills to be able to access the work in all areas of the curriculum.
- Be aware of student reading ages and record these in planners and quality first teaching strategies to support literacy skills
- Use the Whole School Strategies for teaching reading i.e. the 4 reading strategies outlined above.

## 5.4 Cross-curricular links

We will facilitate cross-curricular learning of English and 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:

- Annotating sources
- Group discussions
- Comprehension
- Topic-based research
- Use of adaptive teaching strategies

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## 5.5 Differentiation and Adaptive Teaching

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

- Recognising where some pupils need specific help with their literacy skills – for example, if they have dyslexia
- Providing resources such as writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson
- Adapt teaching activities and resources in lessons where formative assessment has identified gaps in learning, misconceptions or need for more challenge

## 6. Monitoring, assessment and moderation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Literacy Coordinator and AHT Teaching and Learning will monitor and evaluate the impact of teaching on pupils' learning through:

Twice yearly reading age tests to monitor progress and make decisions about appropriate intervention

- Conducting learning walks
- Termly pupil progress meetings
- Book scrutinies