Icknield Literacy Policy 2025-2026

At Icknield High School, literacy is central to students' intellectual, emotional and social development; it has an essential role across the curriculum and helps students' learning to be coherent and progressive. Through the curriculum that the school offers, we will help our students develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language to equip them with the skills to become lifelong learners.

Aims

The aim of the Whole School Literacy Policy is to raise literacy attainment at every level of ability. All staff work together to integrate and teach the skills of listening, speaking, reading and writing into the curriculum to maximise the potential of each student. By the time students leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations. We want every student to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Rationale

> *Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life.*
>
> *Kofi Annan (Seventh Secretary-General of the United Nations)*

The development of an effective literacy skillset is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life.

Objectives

- **Oracy**
  At Icknield High School, we place a strong emphasis on developing students' speaking and listening skills. We aim to equip students with the ability to use spoken language effectively to communicate, think, explore ideas, and organise their thoughts. Through structured opportunities to speak and listen in varied contexts, we help students build confidence, articulate their views clearly, and engage meaningfully in discussions across all subjects.
- **Writing**
  The ability to express ideas clearly and accurately in writing is central to our curriculum. We support students in expanding their vocabulary and developing written communication that serves a range of purposes. Whether crafting narratives, constructing arguments, or explaining complex ideas, students are taught to write with clarity and intent. This focus on writing not only strengthens their subject knowledge but also prepares them for success beyond school.
- **Reading**
  Reading is fundamental to academic and personal development. At Icknield High School, we are committed to nurturing a love of reading, with a particular focus on reading for pleasure. We recognise its positive impact on students' cognitive growth and social communication. Our goal is for every student to read at or above their chronological age. To achieve this, we implement a rigorous programme of assessment, targeted intervention, and ongoing data analysis to track and support progress.

Roles and Responsibilities

Staff	Responsibility
Senior Leadership Team	The Senior Leadership Team will take an active role in supporting the overall initiative. • Develop policies that support the development of literacy. • Raise literacy as a whole school priority.
Subject Leader and Curriculum areas	Subject and Curriculum Leaders have the crucial role of leading and supporting Literacy activities within their curriculum areas. They will: • Nominate a Literacy Representative who will feedback to the department on new developments and discuss concerns/needs that arise and work closely with the Literacy Coordinator. • Identify how they are meeting the school's literacy policy through their departmental documentation. • Ensure that all schemes of work refer to reading, writing and oracy • Implement literacy based strategies in lessons.
Literacy Coordinator	To raise the standard of Literacy across the school. • Provide a range of practical strategies, specific to different curriculum areas, such as the Literacy Toolkit. • To coordinate literacy intervention. • To monitor NGRT reading data and KS2 data in order to identify students who would benefit from intervention (YARC) • To communicate with all stakeholders about the importance of literacy. • To work with curriculum areas to ensure a robust literacy curriculum that include reading, writing and oracy. • Annual report to SLT with termly report to SLT link • Promote literacy for progress and pleasure. • Provide staff with student profiles with strategies to help readers • Provide home school communication and support literacy development at home through the literacy newsletter. • Monitor attitudes to Literacy through surveys • Monitor implementation of literacy strategies using learning walks and work scrutiny • Implement the priorities identified in the school development plan

	• Work alongside the AR coordinator to provide resources for DEAR and DEAL
Pastoral Leader	Heads of Year are expected to take a key role in supporting tutors implement Literacy: • Literacy included in the Tutor Programme. • Distribute the Day article and other literacy-based activities to the Tutor Team.
Tutors	Tutors will • Demonstrate their belief in the importance of reading for pleasure and model good reading habits. • Encourage students to read for pleasure on a regular basis. • Read The Day online newspaper to help promote discussion and build vocabulary. • Promote the use of good oracy for example through discussion, question and answer. Lead literacy activities during morning registration including activities based around The Day, DEAR/DEAL
Learning Support Department (SEND)	Learning support will help identify students who have literacy difficulties to help improve literacy. • Provide literacy intervention and support to learners with SEND. • Provide classroom support to students including those with SEND under the supervision of the classroom teacher. • HID to provide pre-teaching support and consolidation of class work to some deaf students.
EAL Specialist Learning support assistant	• Teach phonics and English skills to those new to learning English • Run intervention for students including EAL students • Provide expert teacher instruction in EAL lessons to develop all aspects of literacy
Teaching Staff	All staff have a responsibility to plan and teach lessons which make good use of opportunities to develop students' literacy skills. • Implement literacy based strategies of reading, writing and oracy in lessons. • Provide expert teacher instruction in lessons to help students write, speak and read like experts • Provide a variety of challenging questioning techniques in all lessons to promote discussion and debate

	• Provide opportunities for extra curricular activities linked to oracy such as debating
LRC	Promotes reading for pleasure and progress • Deliver and support Extra English lessons, Accelerated Reader and intervention for Year 7 and 8 students. • Reading Intervention using Bedrock, small group reading and fluency for Year 9-10 • Paired Reading with staff and reading ambassadors • Purchase recommended books and share information with students and staff. • Encourage students and staff to write book reviews and promote recommended reads • Coordinate Book Fairs. • Support school events such as World Book Days, Author Visits, and DEAR/ DEAL • Conduct YARC assessments
A.R Coordinator	To ensure the successful implementation of the AR programme • Monitor progress and attitudes to reading • Promote reading across the school. • Identify students who require intervention using the NGRT data, STAR testing • Offer targeted intervention to students in KS3 • Annual report to SLT and termly report to SLT link • Promote reading for progress and pleasure using rewards, assemblies and trips. • Co-ordinate author visits • Provide learning resources for DEAR and DEAL and The Day
Student Reading Ambassadors /Student Librarians/ Oracy Ambassadors	To promote reading with Key Stage 3 students • Reading Ambassadors support and encourage students to make reading progress through positive role modelling. • Student Librarians support LRC staff in running the library, e/g/ book returns and recommending books • Oracy Ambassadors speak in assemblies, to guests and visitors and also train up other students in the art of talking

Implementation

Reading

- Encourage reading for pleasure and learning; provide opportunities to introduce students to a range of texts.
- Model reading strategies that are suitable for different subject areas for example, ruler reading, paired reading, skimming, scanning, detailed reading, echo, choral and guided reading
- Provide students with challenging texts to stretch students' reading abilities.
- Encourage students to build vocabulary and word power by exposing them to Tier 2 and Tier 3 vocabulary using strategies from the Literacy Toolkit.

Writing

- Model the process of academic writing using the visualiser
- Build a range of writing opportunities into the curriculum including extended writing where appropriate
- Make effective use of model answers and the process of modelling.
- Encourage students to use Tier 2 and Tier 3 vocabulary accurately in their writing
- Promote a high standard of presentation, spelling, punctuation and grammar.

Oracy

- Literacy Representatives from each department to map oracy across their subject area
- Model high standard of speaking including Standard English.
- Provide students with structure for talk e.g. speaking stems, ABC (Agree, Build Challenge), hand structure and PEEEP
- Encouraging students to talk using subject specific terminology.
- Provide opportunities for students to give presentations to a wider audience with confidence
- Utilise a range of oracy based strategies from the Talk Toolkit to embed oracy in the curriculum such as speech writing, debates and discussions

Monitoring

Year 7 and 8 students are assessed using an NGRT Reading assessment, with the weakest readers completing diagnostic testing (YARC). Tests are taken in the Autumn term (Year 7 and Year 10 only) and Summer terms (Years 7 and 8). Year 7 and 8 students are also monitored termly using the Accelerated Reader STAR Testing. Data is analysed by the Literacy and A.R. Coordinators; students whose reading age is below chronological reading age (lowest 20%) are provided with intervention including, Bedrock, small reading intervention groups during registration. Granular testing using YARC to identify specific needs of students not reading at chronological reading age are offer targeted intervention at KS3 and Year 10. The Literacy and A.R co-ordinators present an annual KPI to the leadership Team and termly to SLT link.

APPENDIX 1

Whole school strategies

- **The Day**

Tutor read The Day online newspapers which they read to students. There are topical debates based on The Day

- **Debating Competition**

There are a range of speaking opportunities including debating. This is coordinated by the English Department.

- **Author Visits**

The school holds a number of author visits where the students have a special assembly by the author followed by student targeted workshops including for more able, pupil premium students and Year 7 Catch Up students.

- **DEAR/DEAL**

Drop Everything and Read and Drop Everything and Listen happens termly where everyone stops what they are doing and read or listen. Texts are selected for years 7 to 10 with non fiction aligned to curriculum topics; there is a range of fiction and non fiction.

- **Events such as World Book Day and Shakespeare Week**

An opportunity for students to engage with literacy and reading. We hold events for World Book
Day where students receive a book token and take part in activities in tutor groups and the LRC. The holds a book fairs and other events such as Shakespeare Week. Topical displays of books are chosen to reflect the event.

- **Literacy Toolkit on Teams**

Subject areas have access to the literacy toolkit with a range of strategies to develop Literacy. Teachers can use these in their teaching.

- **LRC**

The LRC and staff promote reading for pleasure and the development of literacy. They hold a number of interventions and lessons including Extra English where students complete Accelerated Reader, handwriting, paired reading and Bedrock Vocabulary.

- **Bedrock Vocabulary**

Used to develop the vocabulary of students at in Years 7-10 .

- **Accelerated Reader**

Accelerated Reader is used during the Extra English (year 7 and 8) lessons which is timetabled every 2 weeks and gives students the opportunity to take quizzes so progress can be tracked. Measures reading ability but also the number of words read to help reward and motivate students.

- **Staff CPD**

Annual staff development using INSET, Professional Learning, research articles, the staff teaching and learning newsletter has a literacy section. Recently, training has been delivered by literacy and AR coordinators as well as advisors from the local authority. Both AR and Literacy coordinators hold NPQLL

- **Vocabulary Development and Tier 2 and 3 words**

Vocabulary is developed through The Day, teaching of Tier 2 and Tier 3 in lessons. Staff have training of vocabulary development based on the work of Beck, McKeown, and Kucan' Bringing words to life (2013), Quigley's Closing the Vocabulary Gap (2018) and Oxford University Press'
Closing the word gap (2018). We offer a range of strategies to develop key word use including Bedrock Vocabulary and teaching key words in lessons. Vocabulary acquisition is also an aspect of the Literacy Toolkit

- **Handwriting Resources**

Handwriting club and resources shared with students and parents to try to improve the legibility, fluency and speed of writing as sustained ability to write is needed for the demands of examinations.

- **Staff Awareness**

Staff Awareness of students reading ability shared using the Edulink Marksheet. The NGRT reading ages are on the marksheet, and staff are also informed of struggling readers and those completing intervention.