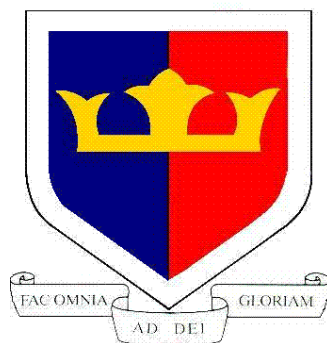




Kingsdale Foundation School

Literacy and Reading Policy

2025-2026



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1. Purpose

Literacy is the most significant factor in a child's success at secondary school and, as such, it is essential for our young people at Kingsdale to reach their full potential. Literacy underpins the school curriculum by developing students' ability and confidence to speak, listen, read and write for a wide range of purposes, using language to think, communicate, learn, organise and explore. It has repeatedly been demonstrated that more developed literacy skills can have a dramatic impact after a student leaves school.

All teachers are teachers of literacy and, as such, the staff of Kingsdale Foundation School are committed to developing literacy skills in all of our students in the belief that this will support their learning and raise standards across the curriculum, because:

- Information literacy is a key life skill that allows students to read, make sense of and synthesise information presented in a wide range of different ways, e.g., websites, graphs, charts, and schedules. Students need to also be able to create their own information texts.
- Improving literacy can have an impact on pupils' self-esteem, motivation, behaviour and overall achievement. It allows them to learn independently. It is therefore empowering.
- The teaching of literacy skills is most effective when it is done at the point of need, as opposed to provision through generic or stand-alone skill sessions.
- Students need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
- Reading helps us to learn from sources beyond our immediate experience.
- Writing helps us to sustain and order thought



2. Key Aims, Intended Outcomes and Success Criteria

The key literacy aims and intended outcomes of Kingsdale Foundation School are:

- To enable our students to develop into powerful communicators.
- To ensure our students have the reading, writing and speaking & listening skills needed to access the school curriculum.
- To improve the technical aspects of students' writing, e.g., spelling, punctuation, and grammar.
- To promote wider reading, reading for enjoyment and critical reading.
- To develop teachers' knowledge and understanding of the assessment and teaching of literacy skills.
- To promote a consistent approach to literacy across the school (Professional Teachers' Standards 2011: demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject)

Success Criteria

At Kingsdale Foundation School we will make use of available data to assess the standards of pupils' literacy. Senior managers, Heads of Departments and the literacy coordinator will decide how to monitor progress in the school. Possible approaches are:

- Looking at samples of students' writing
- Reviewing departmental schemes of work and development plans.
- Observing lessons and Form Time
- Meeting with teaching staff, support staff and students as appropriate.
- Interviewing students as appropriate
- Encouraging departments to share good practice by exhibiting or exemplifying pupils' work.



3. The Policy in Practice

It is the responsibility of all staff, students and parents of students at Kingsdale Foundation School to raise standards in literacy.

Students

The overall responsibility of all Kingsdale students is to take responsibility for recognizing their own literacy needs and make both directed and independent improvements.

It is the responsibility of all students to:

- Follow the whole school guidance about accuracy of written communication and presentation of written work.
- Make use of the advice and feedback they are given with regard to improving their literacy and communication skills.
- Make full use of the opportunities offered in lessons and in the library to develop themselves as speakers, readers and writers.
- Ensure they read widely and make use of the school libraries

It is the responsibility of Pupil Literacy Champions to:

- Endorse literacy by engaging in promoting initiatives e.g., Word of the Week, Library 'Click and Collect' service, reading competitions.

Parents

It is the responsibility of all parents to:

- As far as possible, provide access to the resources needed at home to improve literacy skills e.g., a dictionary and a thesaurus.
- Support and encourage their children to edit, correct and improve their written work.
- Promote the idea of reading a wide range of text types and the use of the library
- Encourage their children to use the range of strategies they have learnt to improve their levels of literacy
- To ensure they have accessed the 'Literacy Hub' for parents

Subject Teachers

It is the responsibility of all subject teachers to:

- Ensure that all internal and external documents model accurate and clear use of written English.
- Promote understanding of the importance of Standard English and the contexts for which it should be used.
- Promote literacy through using the marking code.
- Adhere to and promote the agreed format regarding the presentation of students' work.
- Know the literacy demands of their subject and any changes in those demands.
- Use questioning strategies in a meaningful and effective manner.
- Identify the strengths and weaknesses in students' reading, writing, speaking and listening and give feedback that supports students' development in these areas.
- Provide literacy tasks that appropriately stretch and challenge all students.
- Model how to speak and listen, read and write for different purposes and search for information and interact with different resources.
- Make use of the information available in the SEN register when planning for the literacy needs of all students.
- Provide frequent opportunities for students to develop their literacy skills including writing at length where appropriate.



- Ensure students present their work correctly and use exemplar material to model this.
- Liaise with the librarian to identify resources to support the teaching of their subject.
- Make the literature of their subject visible through the use of display and wider reading activities.
- Plan activities that activate prior learning from other subject areas and that examine how skills vary in different contexts.
- Create an atmosphere where pupils evaluate their own and others' work.
- Take opportunities within the lesson to develop the literacy across the curriculum focus for the week.

Teaching Assistants

It is the responsibility of all teaching assistants to:

- Identify spelling, punctuation, and grammar errors in the writing of students they are supporting and help them to correct them.
- Focus on the spellings of key subject specific terms and vocabulary.
- Encourage students to use dictionaries, thesauruses and spelling logs in all subjects.
- Promote literacy when speaking with and supporting students.
- Model how to speak, listen, read and write for different purposes.
- Make use of the information available in the SEN register when planning for the literacy needs of all students.

Librarian

It is the responsibility of the librarian to:

- Guide students towards relevant resources, and more effective use of the Internet and relevant databases.
- Negotiate appropriate reading targets and support students in this achievement.
- Contribute to raising attainment and improving literacy in both reader development and information literacy across the school.
- Work with teaching colleagues to develop new curriculum and teaching approaches.
- Develop a library service for the whole school community.
- Advise students and staff on selection of resources.
- Provide an offer to parents in support of their child's reader development.
- Facilitate the Accelerated Reader programme for the development of reading for enjoyment and the assessment of Reading Ages.

SENCO

It is the role of the SENCO to:

- Monitor and develop the provision for those students who have struggled to develop literacy skills in line with their peers, in particular those with identified communication, literacy or specific learning difficulties.
- Share strategies with colleagues that promote inclusion of students with special educational needs.
- Monitor the progress of students with special educational needs with regard to literacy, plan and implement interventions as appropriate.

Literacy Co-Ordinator

It is the role of the Literacy Co-Ordinator to:

- Draft and update the literacy policy.
- Design, implement and evaluate the Literacy Development Action Plan.
- Contribute to whole school training as appropriate.
- Provide posters and other resources for whole school use.
- Support departments in the implementation of strategies and encourage departments to learn from each other's practice by sharing ideas.



- Monitor the focus on literacy through book sampling and learning walks.
- Provide opportunities for literacy enrichment through extra-curricular events e.g., author visits, writing workshops and competitions.
- Establish the Accelerated Reader programme and evaluate its impact.

Middle Leaders – Curriculum

It is the role of the Curriculum Middle Leader to:

- Nominate one member of the curriculum area to be the Literacy Champion.
- Liaise with the librarian to identify resources to support the teaching of their subject.
- Provide opportunities to promote literacy through speaking and listening, reading and writing.
- Make the literature of their subject visible through the use of display and wider reading activities.
- Monitor the implementation of strategies to promote literacy, e.g., through curriculum area meetings, lesson observations, schemes of work and book sampling.
- Provide exemplar material and model writing styles to encourage good practice and to provide support to structure extended writing e.g., through writing frames, mind maps, planning techniques etc.
- Use curriculum area meeting time to share good practice of teaching literacy within their subject (at least once a term).
- Ensure that schemes of work and most, although not all lessons, will include specific literacy objectives.

Heads of Learning

It is the role of the Heads of Learning to:

- Encourage and monitor the use of tutor time activities to promote literacy, e.g., through team games, reading a range of text types, watching, and discussing the news, spelling tests etc.
- Support form tutors in the delivery of PSHE and Literacy sessions in view of encouraging the correct speaking and listening, reading and writing of tutees.

Form Tutors

It is the role of the Form Tutors to:

- Promote literacy by implementing relevant activities as directed by Heads of Learning
- Model how to speak, listen, read, and write when delivering the PSHE and Literacy Scheme of work and when interacting with tutees.
- Promote and monitor the expectation that students should have a reading book every day and liaise with the librarians to provide books for students.
- Promote and adhere to the form time reading schedule at least once per week.

Senior Leaders

It is the role of the Senior Leaders to:

- Give active, consistent and sustained support to the development of good practice with regard to literacy.
- Ensure adequate resources are directed to the development of literacy in the school.
- Provide opportunities for CPD for all staff on literacy issues to support the whole school literacy strategy.
- Provide opportunities for key staff to receive training and updates on the national picture with regard to literacy and to share expertise between departments.
- Monitor departmental implementation of the literacy policy.



4. Literacy Hub

Kingsdale Foundation school provides the Literacy Hub for Parents and the Literacy Hub for Teachers. These important and informative documents can be accessed on the website for parents and are available for all staff on the O drive and intranet.

The Literacy Hub for Parents provides information for parents and carers on how to support students at home with any literacy needs. The document has advice and guidance for writing, reading and speaking and listening. The document also has reading lists for each subject and specific advice and tangible guidance for parents and carers.

The Literacy Hub for Teachers provides information for all subject teachers and for all subject area on how to support students' literacy needs. The document has advice and guidance for writing, reading and speaking and listening in each subject area. The document also provides reading lists for each subject and specific classroom-based advice.

All department Literacy Champions are involved in promoting the Literacy Hub and literacy initiatives. They are also key in keeping the Literacy Hub up to date for their subject areas.



5. COVID 19

As a result of the COVID19 pandemic Kingsdale Foundation School recognises how important the role of literacy is in the recovery curriculum. This will be a long-term focus and effort.

Kingsdale Foundation school is committed to identifying students who have developed literacy needs or have increased literacy needs as a result of the pandemic. The identification of these needs is something we have woven into our recovery curriculum and has become part of our selection process for extra support.

This adaptation to our approach will continue for the foreseeable future as the long-term negative effects to literacy levels and general progress due to the pandemic will need addressing continuously.

The school continues to provide the National Tutoring Programme scheme. Students most affected by the pandemic have been given preferential selection for the programme.



6. Reading Focus

Kingsdale Foundation school acknowledges that reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why Kingsdale Foundation School is committed to continuing to raise standards of literacy for all.

Reading for pleasure is one of Kingsdale Foundation School's key motivations. The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. The OECD emphasised: 'Reading practices can play an important role in reducing the gap between the reading proficiency scores of students from different socio-economic backgrounds'. This interleaves with the ethos of the school and our commitment to ensuring that every student succeeds. Closing the gap through reading is addressed at Kingsdale in a number of ways:

- Ensuring all students have equal access to the library including providing an online click and collect service
- Ensuring that all students have a reading book or reading materials with them as part of their equipment
- Dedicating Form Time to reading
- Giving Reading Recommendations in the newsletter every week from both staff and students
- Promoting reading through competitions throughout the year for every year group
- Celebrating our best readers and the readers who have made the most progress
- Ensuring that reading for pleasure is given a high profile in the school
- Offering CPD to staff on teaching reading
- Celebrating national reading events such as World Book Day and National Poetry Day
- Using reading ages data to identify and target literacy interventions from Year 7 onwards.
- Extra literacy lessons across KS3 and extra support lessons across KS4.
- Providing updated reading lists across the curriculum across the year.



8. Useful Documents and Websites

Literacy Guide for Secondary Schools 2016/17 (The National Literacy Trust, 2016)

Improving Literacy in Secondary Schools: A Shared Responsibility (Ofsted, 2013)

www.literacytrust.org.uk

www.tts-group.co.uk › Secondary

www.show-me-wow.com/secondary-school-literacy/

www.booktrust.org.uk › Programmes

www.educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/



Appendices

1. [Literacy Skills list](#)
2. [Spelling strategies](#)
3. [Word of the Week](#)
4. [Kingsdale Marking code and Marking for Literacy](#)



Literacy Key Skills List

Use of language across the curriculum

Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Standard English, written and spoken, is the most common language in which ideas and skills are taught and discussed and so pupils should be taught to recognise and develop their use of Standard English.

Speaking and Listening

Speech is our primary form of communication and is vital to thinking and learning. Pupils need to develop awareness of talking appropriately for their listeners, using listening skills to pick out relevant information and build upon or challenge the views of others appropriately.

Reading

Reading in the first place is the ability to decode text from the page using knowledge of phonics. Following becoming skilled in this, it involves techniques such as skimming for key information, inferring by using clues from the texts and being able to summarise contents and respond to it.

Writing

All pupils should aim to use correct spelling and punctuation and follow grammatical conventions. Handwriting should be well-presented and legible. Longer writing should be organised in a logical and coherent way. In subjects across the curriculum, specialist vocabulary should be explicitly taught. Students also should have the opportunity to rehearse language for a variety of text types and for a variety of audiences and be able to respond to certain keywords such as 'explain', 'persuade' and 'compare'.



Strategies to teach the spellings of frequently used words.

1. ***Sounding out the Word***

Sound the word out little by little. If it sounds wrong, try changing the vowel sound from long to short or vice versa.

Long or short?

Definite long – de/fine/it (fine as in fine day) short – de/fin/it (fin as in shark's fin)

2. ***Mnemonics***

Make a phrase or a sentence up about a word that you have difficulty spelling.

Parliament – I am parliament

Separate – there is a rat in separate.

3. ***Highlight Helper***

Colour in tricky parts of the word - say it as you spell it. This technique helps with picture words.

4. ***See a Word Within a Word***

Parliament – I am parliament.

Separate – there is a rat in separate.

Believe – never believe a lie.

5. ***Word Families***

Think about words that are linked by meaning and pattern.

This is a very interesting strategy and can help spelling by helping you love words and taking an interest in them.

-ject- (from Latin- throw) reject (throw away!)

-terr- (from Latin terra for earth, land, ground) terrain, territory, subterranean, Mediterranean extra-terrestrial, terrier (a dog that digs in the earth!)

-rupt- (from Latin for broken) rupture, interrupt, disruption, eruption, bankrupt, corrupt, abrupt...

6. ***Parts of Speech***

Affect/Effect: affect = verb, effect = noun.



The Word of the Week

The Word of the Week idea was introduced in 2017 and is now an essential part of the school day. The aim is for students and staff to use the word as often as possible throughout the week. Different subject areas generate the words.

A wide knowledge of vocabulary improves all areas of communication — listening, speaking, reading and writing. Word of the Week is a quick and easy way to make a massive difference to students' vocabulary.

The word of the week, with its pronunciation, definition and use within a sentence, are displayed in key areas around the school every week, is announced as part of Kingsdale's daily notices and is also included in the weekly bulletin.

Subject teachers are encouraged to use the word of the week in lessons and to discuss with their classes the associations with their subject.

For example:

Word of the Week	Subject	Discussion points
<i>Diatribes</i> : a forceful and bitter verbal attack against someone or something.	History	What historical leaders have used diatribe? How successful is diatribe for historical leaders? Why/why not?
<i>Cacophony</i> - an unpleasant mixture of sounds; harsh noise; discord	Science	Why are some sounds unpleasant? How does sound work?
<i>Adjacent</i> - adjoining	Maths	How do we use this word in Maths? Why is it important? How are words used differently in Maths?



Marking for Literacy

Key Principles

- Prompt and praise
- Expect active involvement from your child – do not ‘correct’ – ask questions
- Provide immediate feedback

Kingsdale Foundation School Literacy Marking Scheme

The Target	Symbol (written in the margin or by the target)	Action for student.
Indicates a good point or a point that is correct.		Keep up the good work.
Indicates an incorrect point.	X	Check work more carefully.
Indicates that something doesn't make sense.	?	Rephrase the sentence.
Indicates a spelling mistake.	sp	Try to use a dictionary more carefully.
A word or phrase is missing.	^	Check work more carefully.
Indicates a missing full stop.	o	Add a full stop at the end of a sentence.
Indicates a missing capital letter.	caps	Add a capital letter where appropriate.
Indicates that a new paragraph is required.	//	Try to write long answers in paragraphs.

Make marking criteria explicit:

When setting a task, attention should be drawn to the specific literacy features that the teacher will be looking for.

Mark selectively:

The focus of the marking could be on those linguistic features, which are related to:

- the specific task
- subject-specific uses of language

Prompt and praise:

Literacy marking is more than proof-reading and should draw attention to style (such as sentence structure, tense, connectives) in addition to spelling and punctuation; comments should be constructive and should offer specific advice.

Expect active involvement from pupils:

Pupils should self-check prior to submitting work for marking and should respond to advice and questions. Encourage this process by questions: e.g. 'There are three spelling errors in this paragraph; can you find them?'

Provide immediate feedback:

Wherever possible, while pupils are writing, give positive feedback. For maximum impact, comments made at the point of writing are:

- more beneficial to pupils
- talking about the literacy within the work facilitates dialogue about the work and encourages the pupils to articulate the reasons for their language choices.