



Kingsdale Foundation School

Literacy and Reading Policy

2026-2027



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1. Purpose

Literacy is fundamental to success at secondary school and beyond. It underpins the 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.

All teachers are teachers of literacy. Staff at Kingsdale Foundation School are committed to developing literacy across the curriculum so that every student can access learning, communicate effectively and make strong progress.

Our approach recognises that:

- Information literacy is a key life skill. Students need to read, interpret, evaluate and synthesise information presented in a wide range of forms, including digital texts, websites, graphs, charts and schedules.
- Strong literacy supports self-esteem, motivation, independence, behaviour and achievement.
- Literacy is most effectively developed within meaningful subject contexts and at the point of need.
- Students require a rich vocabulary, accurate expression and organisational control to meet the cognitive demands of different subjects.
- Reading enables students to learn from experiences, perspectives and knowledge beyond their immediate world.
- Writing enables students to organise, develop and communicate thought.
- Spoken language and oracy support thinking, participation, confidence and learning across the curriculum.



2. Key Aims, Intended Outcomes and Success Criteria

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

- Enable students to become confident, thoughtful and powerful communicators.
- Ensure students have the reading, writing, speaking and listening skills needed to access the full curriculum.
- Improve the technical accuracy of students' writing, including spelling, punctuation and grammar.
- Develop vocabulary and disciplinary literacy across all subject areas.
- Promote wider reading, reading for pleasure and critical reading.
- Identify students who require additional literacy support and provide timely, evidence-informed intervention.
- Develop teachers' knowledge and understanding of effective literacy teaching.
- Promote a consistent whole-school approach to literacy while recognising the distinct literacy demands of individual subjects.

Success Criteria

The school will use available assessment information and quality assurance processes to evaluate literacy standards and the impact of provision. This may include:

- Analysis of reading-age, literacy and curriculum assessment information.
- Reviewing samples of students' writing and work across the curriculum.
- Reviewing curriculum plans and schemes of learning.
- Learning walks and lesson observations.
- Monitoring form-time and literacy provision.
- Student voice and discussions with teaching and support staff.
- Reviewing the progress of students receiving literacy intervention.
- Sharing effective practice across departments.



3. The Policy in Practice

Raising standards in literacy is a shared responsibility across the school community.

Students

- Take increasing responsibility for recognising their own literacy strengths and areas for development.
- Follow whole-school expectations for accurate written communication and presentation.
- Use feedback to improve literacy and communication skills.
- Make full use of opportunities in lessons, form time and the library to develop as speakers, readers and writers.
- Read widely and engage positively with reading for pleasure.

Parents and Carers

- Encourage regular reading at home and discussion about books, articles and other texts.
- Support students to edit, correct and improve written work where appropriate.
- Encourage access to a wide range of text types and use of the school library.
- Use the school's Literacy Hub and other guidance shared by the school.

Subject Teachers

- Model accurate, clear and appropriate spoken and written English.
- Explicitly teach the vocabulary, reading, writing and communication demands of their subject.
- Use questioning and discussion purposefully to develop understanding and oracy.
- Identify strengths and barriers in students' reading, writing, speaking and listening and provide useful feedback.
- Plan literacy tasks that appropriately support and challenge students.
- Use information available through the SEND register and pupil passports when planning for students' literacy needs.
- Provide opportunities for extended reading and writing where appropriate.
- Use exemplar material and modelling to make subject-specific literacy expectations clear.

Teaching Assistants

- Support students to develop spelling, punctuation, grammar and subject-specific vocabulary.
- Encourage appropriate use of dictionaries, glossaries and other literacy tools.
- Model effective speaking, listening, reading and writing.
- Use information from the SEND register and pupil passports to provide appropriate support while promoting independence.

Librarian

- Guide students towards appropriate and engaging reading materials and reliable information sources.
- Support reading for pleasure across the school.
- Work with teaching colleagues to identify resources that complement curriculum learning.
- Develop the library as an inclusive resource for the whole school community.
- Support students and families with book selection and reader development.

SENDCO

- Monitor and develop provision for students with identified communication, literacy or specific learning needs.
- Share inclusive strategies with colleagues.
- Monitor the progress of students with SEND in relation to literacy and support the planning of appropriate interventions.

Literacy Co-ordinator

- Review and update the Literacy and Reading Policy and whole-school literacy priorities.
- Co-ordinate, implement and evaluate literacy development work.
- Contribute to whole-school professional development.



- Support departments with literacy strategies and resources.
- Monitor literacy through appropriate quality assurance activities.
- Provide enrichment opportunities such as author visits, workshops, competitions and reading events.
- Monitor the impact of Bedrock Literacy for Years 7 and 8 alongside wider literacy provision.

Curriculum Middle Leaders

- Promote disciplinary literacy within their curriculum area.
- Ensure key vocabulary, reading and writing expectations are embedded in curriculum planning.
- Work with the librarian and Literacy Co-ordinator to identify relevant resources.
- Use department time to share effective literacy practice.
- Monitor the implementation of agreed literacy approaches.

Heads of Learning and Form Tutors

- Promote reading and literacy through form-time activities.
- Model effective spoken and written communication.
- Encourage students to have suitable reading material available.
- Deliver and support the agreed form-time reading and literacy programme.

Senior Leaders

- Provide active and sustained support for whole-school literacy.
- Ensure appropriate resources and professional development are available.
- Monitor the implementation and impact of the literacy strategy across the school.



4. Literacy Hub

Kingsdale Foundation School provides literacy guidance for parents, carers and staff through its Literacy Hub resources.

The Literacy Hub for Parents and Carers provides practical guidance on supporting reading, writing, vocabulary, speaking and listening at home, together with recommended reading and useful strategies.

Staff literacy resources provide subject teachers with guidance on disciplinary literacy, vocabulary, reading, writing and oracy. Departments are expected to adapt whole-school approaches so that they are meaningful within their subject context.

Literacy Champions and curriculum leaders support the promotion and regular review of literacy resources within their subject areas.



5. Current Literacy Provision

Kingsdale's literacy provision combines universal classroom practice, curriculum-based literacy teaching, assessment and targeted intervention. Provision is reviewed in response to student need and available evidence.

Bedrock Literacy - Years 7 and 8

Students in Years 7 and 8 use Bedrock Literacy as part of the school's approach to developing vocabulary, reading comprehension and wider literacy. Engagement and progress are monitored so that teachers can identify students who may require additional support or challenge.

Year 9 Literacy Lessons

All Year 9 students have a dedicated literacy lesson once per week. These lessons build on the literacy foundations established in Years 7 and 8 and support students to develop the increasingly sophisticated reading, vocabulary, writing and communication skills required across Key Stage 4.

Targeted Support

Reading-age and other relevant assessment information is used alongside teacher knowledge to identify students who may benefit from additional literacy support. Intervention is matched to need and its impact is reviewed.

Whole-school Literacy

Literacy is reinforced across curriculum subjects through explicit vocabulary teaching, reading, writing, speaking and listening. Staff professional development supports a consistent approach while maintaining the distinct disciplinary literacy of each subject.



6. Reading Focus

Kingsdale Foundation School recognises that reading is fundamental to education. Proficiency in reading, writing and spoken language is vital to students' success in school, further education, training, employment and adult life.

Reading for pleasure is a key part of the school's literacy culture. The school seeks both to improve reading proficiency and to develop positive reading habits, ensuring that students encounter a wide range of authors, genres, viewpoints and forms.

Reading is promoted through:

- Equitable access to the school library and appropriate reading materials.
- Regular opportunities for reading during form time.
- Reading recommendations and promotion through school communications.
- Competitions, celebrations and events linked to reading and literature.
- Recognition of reading engagement and progress.
- Staff professional development on the teaching of reading and disciplinary literacy.
- Celebration of national reading events, including World Book Day and National Poetry Day.
- Reading-age and literacy assessment information used to identify students requiring additional support.
- Bedrock Literacy for students in Years 7 and 8.
- A dedicated weekly literacy lesson for all students in Year 9.
- Additional literacy intervention where assessment identifies a need.
- Subject-specific wider reading and reading lists across the curriculum.

The school will continue to review its reading provision and curriculum in response to student need, evidence of impact and national guidance.



7. Useful Documents and Websites

The following sources inform and support the school's approach. Staff should use the most current version of statutory guidance and evidence available.

Department for Education - The Reading Framework

www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

Education Endowment Foundation - Improving Literacy in Secondary Schools

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4

National Literacy Trust - Secondary

literacytrust.org.uk/secondary

National Literacy Trust - Secondary Resources

literacytrust.org.uk/resources/?phase=secondary

BookTrust - Secondary Schools

booktrust.org.uk/how-we-help/teachers-schools/secondary-schools

Bedrock Learning

bedrocklearning.org

School resources and links should be reviewed annually so that outdated or superseded material is removed.



Appendices

1. Literacy Key Skills
2. Spelling Strategies
3. Word of the Week
4. Kingsdale Marking for Literacy



Appendix 1: Literacy Key Skills

Use of language across the curriculum

Students should be taught in all subjects to express themselves accurately and appropriately and to read with understanding. Standard English, written and spoken, is central to curriculum communication, while departments should also explicitly teach the specialist language and conventions of their disciplines.

Speaking and Listening

Spoken language is central to thinking and learning. Students should develop confidence in explaining ideas, listening actively, selecting relevant information, building on the contributions of others and challenging ideas appropriately.

Reading

Reading includes accurate decoding and fluent reading as well as comprehension strategies such as retrieving information, making inferences, summarising, evaluating, comparing and interpreting vocabulary in context.

Writing

Students should develop accurate spelling, punctuation and grammar; organise longer writing coherently; use subject-specific vocabulary precisely; and adapt language, structure and style for different purposes and audiences.



Appendix 2: Spelling Strategies

Students may be taught a range of strategies so that they can select those that are most useful to them.

1. Sounding out and syllables

Break an unfamiliar word into manageable sound or syllable units and say each part carefully.

2. Mnemonics

Create a memorable phrase or association to support recall of a difficult spelling.

3. Highlight the difficult part

Identify and visually emphasise the part of a word that is easy to misspell.

4. Find a word within a word

Use familiar letter patterns or smaller words within a longer word to support memory.

5. Word families and morphology

Explore roots, prefixes, suffixes and related words. Understanding how words are constructed supports both spelling and vocabulary development.

6. Commonly confused words

Teach commonly confused words in meaningful sentence contexts so that spelling, meaning and grammatical function are learned together.



Appendix 3: Word of the Week

Word of the Week supports a whole-school culture of vocabulary development. The aim is for students and staff to encounter, discuss and use ambitious vocabulary across different contexts.

Each word should be shared with its pronunciation, definition and an example in context. Subject teachers are encouraged to explore how the word connects with, or changes meaning within, their discipline.

A broad vocabulary strengthens listening, speaking, reading and writing and supports students to communicate with increasing precision.

Word	Subject	Possible discussion
Diatribes: a forceful and bitter verbal attack	History	How have political or historical figures used diatribe? What makes it effective or ineffective?
Cacophony: a harsh or unpleasant mixture of sounds	Science / Music	What makes sounds seem unpleasant? How can sound be described scientifically or musically?
Adjacent: next to or adjoining	Mathematics	How is the word used precisely in mathematics, and how does that compare with everyday usage?



Appendix 4: Marking for Literacy

Key Principles

- Prompt and praise.
- Expect active involvement from students: do not simply correct; use prompts and questions that encourage students to notice and improve their own work.
- Provide timely feedback.
- Make literacy expectations appropriate to the subject and task.

Kingsdale Foundation School Literacy Marking Scheme

Target	Symbol	Action for student
A good or correct point		Keep up the good work.
An incorrect point	x	Check the work carefully.
Something does not make sense	?	Rephrase the sentence.
Spelling mistake	sp	Check and correct the spelling.
A word or phrase is missing	^	Add the missing word or phrase.
Missing full stop	0	Add a full stop at the end of the sentence.
Missing capital letter	caps	Add a capital letter where appropriate.
New paragraph required	//	Start a new paragraph.

Make marking criteria explicit

When setting a task, teachers should make clear which literacy features are important for success. These should be proportionate to the task and subject.

Mark selectively

Feedback should focus on the literacy features most relevant to the task, the student's needs and the subject-specific use of language.

Prompt and praise

Literacy feedback should go beyond proofreading. Where appropriate, it should draw attention to clarity, sentence construction, vocabulary, cohesion, spelling and punctuation, while recognising what has been done well.

Expect active involvement from students

Students should be encouraged to proofread and self-check before submitting work and to respond meaningfully to feedback.

Provide timely feedback

Where possible, feedback during the process of reading, speaking or writing can support immediate improvement and productive dialogue about language choices.