

# Literacy Policy

**Approved by Governor committee:**

**N/A**

**Date to be reviewed:**

**Spring 2026**

**Responsibility of:**

**Vice Principal - Quality of Education**

**Date approved by Principal:**

**ELT - 14th March 2024**

## Literacy policy

### 1. Vision of Literacy at Chelsea Academy

Chelsea Academy strives to ensure all students flourish in their ability to communicate effectively and express themselves meaningfully. Developing student's literacy skills is an Academy priority and is highly necessary to ensure students flourish and benefit fully from our rich academic curriculum

Through high quality literacy teaching, all students will leave Chelsea Academy confident in reading, writing and oracy. Students will be able to access challenging academic content and will be equipped with the necessary skills to communicate effectively and progress in life beyond the Academy.

### 2. What is Literacy?

Literacy is the ability to read, write, speak and listen in a way that helps us to communicate effectively and make sense of the world (National Literacy trust, 2022). Literacy skills are a vital cross-curricular skill that underpin success across the curriculum. Furthermore, literacy goes beyond educational attainment as the skills developed - expression and comprehension - are skills needed for success in adult life.

Chelsea Academy is committed to building and embedding a **culture of oracy**. Purposeful talk is to be used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. The deliberate, explicit and systematic teaching of oracy across Key Stages and throughout the curriculum will support students to make progress in the four strands of the Oracy Framework (Appendix 3). As part of the Voice 21 Oracy programme we are fortunate enough to be able to create an oracy embedded curriculum which supports students to develop excellent speaking and listening skills.

#### 2.1 Reading

Fluency in reading is a crucial skill and one which every teacher is responsible for. [Fluency in reading](#) includes: **accuracy** (reading words correctly), **automaticity** (reading words automatically), **prosody** (reading with appropriate stress and intonation) (EEF, 2021). To develop this, lessons should include a range of different reading strategies, and teachers should model reading aloud. Reading strategies should be taught explicitly, and may include:

- Paired reading
- Teacher, and/or supporting adults, reading aloud to students, modelling appropriate tone and intonation
- Explicit teaching of key vocabulary that is in the text.
- Students reading aloud
- Using questioning to gauge understanding
- Using peer and self-questioning strategies to practise the strategies (such as reciprocal reading)

CATS scores and reading test results will be readily available to staff, and all teachers should know how to access these for students in their classes. Class teachers should ensure class texts are

accessible to all and are aware of the reading ages of individual students in their classes so that they can adapt teaching to support all students. Curriculum Leaders should provide a list of books for wider reading within the curriculum area, for KS3, KS4 and KS5.

For students who are Low Prior Attainers and score significantly below their reading ages may need to undergo specialist interventions, including phonics support. For students who are High Prior Attainers, teachers should ensure reading tasks are appropriately challenging, be able to signpost to students relevant wider reading and create and sustain a culture of ambition and aspiration in reading.

## 2.2 Writing

Students need consistent, regular and sustained opportunities for extended writing, and writing in different formats. For example: transactional, descriptive, scientific etc. Students should be explicitly taught the conventions of different styles of writing and when it's appropriate to use them.

Disciplinary literacy is a teaching approach that enables learners to think, read, write and speak like experts in a particular subject. Curriculum Leaders should provide a clear list of Tier 2 vocabulary for their subject area, appropriate for each Key Stages. All students should be explicitly taught Tier 2 and Tier 3 vocabulary when reading academic texts. This list should be easily accessible by staff and students.

Explicit strategies for writing should be used by teachers, taking into account High and Low prior attainers, SEN and EAL students. Strategies may include:

- Live modelling by teacher.
- Paired writing.
- Use of sentence frames/starters.
- Use of talk for writing.
- Breaking down complex writing tasks.
- Providing acronyms for writing structures.
- Annotating effective examples of writing.
- Making explicit reference to the tier 2-3 vocabulary in class.

## 2.3 Oracy

Oracy is the ability to communicate effectively using spoken language.

It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views. These are all fundamental skills that support success in both learning and life beyond school.

It is purposeful classroom talk which develops children's speaking and listening skills, and enhances their learning through the effective use of spoken language. Oracy is to speech what literacy is to writing and numeracy is to maths - <https://oracy.inparliament.uk/>

## 3. Feedback

Literacy is a cross-curricular responsibility and as such all teachers should be assessing literacy and actively correcting errors in spelling, punctuation and grammar (SPaG). Staff should encourage students to correct their own SPaG using feedback codes in the front of their books. Presentation in books is also important and staff should regularly check for presentation using THUD (Title, Handwriting, Underlining, Date).

## 4. Reading Intervention

### 4.1 Bedrock

Bedrock is an online literacy programme intended to build on students' literacy skills in both vocabulary and grammar, for students in Key Stage 3. It is the responsibility of the English department to ensure all classes are set an appropriate number of lessons per week of Bedrock IL and monitored by their teacher. Moreover, it is the responsibility of KS3 Learning Coaches to remind their classes regularly to be completing Bedrock IL at home. All KS3 teachers should be familiar with the reading resources and Bedrock Tier 3 Vocabulary Map

so that they can make concrete and meaningful links with students when teaching Tier 3 vocabulary. Instructions on how to use Bedrock for staff are available on the CALC.

#### **4.2 Thinking Reading**

Thinking Reading is a targeted reading intervention programme with trained tutors to provide 1-2-1 intensive 6-8 week reading intervention programmes for the bottom 20% of students who struggle to decode words / read phonetically. Tutors will be carefully selected to ensure that they have the capacity within their roles to run the 1-2-1 30 minute sessions.

It was also important that the tutors have the skills to engage, motivate and keep students on track through the sessions - students in this group do not like to read and will be very creative in distracting the tutors from the core purpose of the sessions which is to read so they have to have a warm/strict relationship with the students. Ofsted were highly complimentary of the Academy's approach to prioritising reading, especially for those with low reading ages.

#### **4.3 Sixth Form The Big Read**

In Years 12 and 13, all students and learning coaches are provided with a copy of a book each year for the Chelsea Academy Sixth Form Big Read. The book is chosen by staff and/or students to help discussions around particularly difficult or relevant topics. Examples of previous Big Read books are The Gilded Ones by Namina Forna and Never Let Me Go by Kazuo Ishiguro.

### **5. Roles and Responsibilities**

#### **5.1 The role of the teacher**

- Ensure that over a sequence of lessons students have opportunities to practise a range of extended writing and reading tasks using strategies as outlined in the policy
- To use student data, CAT scores and reading ages, in the planning and implementation of learning across all their classes
- Ensure literacy is a focus in teacher feedback and that feedback codes are used.
- Ensure that students take pride in their presentation
- Ensure that they have a firm understanding of the Literacy policy

#### **5.2 The role of the Teaching Assistant**

- Assist students in responding to literacy feedback and re-drafting work
- Provide students with literacy support as required
- Providing students with writing frames/sentence starters as appropriate to help develop their writing
- Collaborate with classroom teachers in the planning and support for their students

#### **5.3 The role of the Curriculum Leader**

- Model outstanding practice
- Provide a list of Tier 2 to improve Disciplinary Literacy. Words should be differentiated for different Key Stages. This should be easily accessible to both staff and students
- Provide a list of wider reading for their curriculum area, as appropriate for Key Stage 3-5 This should be easily accessible to both staff and students
- Ensure the implementation of the Literacy policy across their teams
- Model effective practice in regards to literacy, using Curriculum Time as a time to share this across the department
- Evaluate the effectiveness of literacy teaching in their curriculum area through learning visits, collaborative book looks and student learning conversations, as part of the Academy's QA processes.

#### **5.4 The role of the Pastoral Team: HOYs, DHOYs & Learning Coaches**

- Heads of Year are expected to take a key role in supporting a culture for reading in Coaching Time
- Learning Coaches will lead the initiative of reading in Coaching Time; to encourage students to take part in a range of reading activities, including Bedrock (KS3), opportunities for House Competitions and literacy based projects as they are introduced
- House Leaders support literacy initiatives in inter-house competitions and in assemblies

#### **5.5 The role of the Literacy Leads:**

- Model outstanding practice.
- Evaluate effective Literacy practice across the Academy, identify areas of strength and for development and devise strategies for these
- Deliver training and coaching to ensure that literacy feedback provided by teachers is of high quality Working alongside the Assistant Principal responsible for feedback to ensure that staff development needs are met

#### **5.6 The role of the Leadership team:**

- Monitor the implementation of the Literacy policy.
- Evaluate Literacy practice across the Academy and guide Literacy Leads towards whole school improvement
- Provide opportunities for Literacy Leads to deliver CPD and feedback to staff
- Model outstanding practice
- Strategically guide the Curriculum Leaders in the development of literacy within their areas as part of their Line Management cycle, working with the Literacy Leads to do this

#### **5.7 The role of the Librarian**

- To provide opportunities for students to engage with the library space and take ownership over it, including the role of Student Librarians
- To provide a safe space for students to access books and read in peace
- To keep an up to date catalogue of books, including new releases and be able to recommend books for students of all ages and abilities
- To partake in programmes with the National Literacy Trust, such as National Poetry Day, World Book Day and First Story
- Inspiring a love of reading
- Working with student librarians and all students in the recommendations for new reads
- Coordinate with Curriculum Leaders to ensure that reading lists are stocked and the curriculum is enlivened with library lessons

**Appendix 1**

**The CAW4Literacy**

	<b>Standard Met</b>
<b>High Expectations</b>	Students have high expectations of themselves and their work, this should include not just work in their exercise books and also on Google classroom. Teachers have high expectations of students' written literacy and oracy. Students and staff have high expectations of spoken language also. Staff have high expectations of resources given to students, from reading materials to scaffolds. High expectations of spelling, punctuation and grammar consistently across all subjects. Across all subjects, teachers expect correct use of SPaG and actively teach this when incorrect.
<b>Engagement</b>	Teachers use a range of strategies to engage classroom reading. Departments to synchronise curriculums where possible. Teachers encourage both pair and group work to increase engagement. Departments have appropriate reading lists to recommend for KS3-5 to encourage curiosity and interest in their subject. CLs and TiCs review texts and materials annually to ensure they are still relevant and engaging.
<b>Match to Need</b>	Teachers explicitly pre-teach Tier 2 and tier 3 vocabulary. Teachers provide scaffolding and sentence stems to support students to develop their writing, and incorporate active modelling into their lessons. Teachers provide opportunities for structured debate and talk, including sentence stems and vocabulary to be used. Teachers differentiate across students through questioning. Teachers provide challenging reading materials to all students, pre-teaching done to ensure all can access this. LCs promote regular use of Bedrock and expect students to complete this.
<b>Feedback</b>	Teachers feedback to students to include literacy (SPaG), across all subjects. In terms of feedback to spoken language (eg, through questioning) teacher feedback includes students' spoken delivery including use of Tier 2-3 words and full sentences.
<b>Progress</b>	All teachers provide specific time for students to respond to feedback, which should include literacy. Students are asked to redraft their work with a literacy focus. With spoken language, teachers ask students to rephrase until they are using correct vocabulary and full sentences, and teachers to model this at all times.

**Appendix 2**

**The CAW4Oracy**

	<b>Standard Met</b>
<b>High Expectations</b>	<ul style="list-style-type: none"> <li>Teachers establish and model ambitious and challenging norms for talk, ensuring that students understand the expectations for talk in their classroom.</li> <li>Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that students are well prepared to meet expectations.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>Teachers use a range of strategies to engage classroom oracy.</li> <li>Departments to synchronise curriculums where possible to encourage deliberate and strategic oracy teaching.</li> <li>Departments have appropriate resources to encourage the use of oracy in their subject. <b><i>Please see Appendix i for 'Student Talk Tactics'.</i></b></li> <li>Teachers encourage both pair and group work to increase oracy engagement.</li> </ul>
<b>Match to Need</b>	<ul style="list-style-type: none"> <li>Teachers explicitly teach Tier 2 and 3 vocabulary to guide oracy tasks. Teachers provide scaffolding and sentence stems to support students in order to develop their oracy and incorporate active modelling into their lessons. <b><i>Please see Appendix i for 'Student Talk Tactics'.</i></b></li> <li>Teachers differentiate across students through questioning. <b><i>Please see Appendix ii for 'Teacher Talk Tactics'.</i></b></li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>Teacher feedback to include oracy (spelling and grammar) across all subjects.</li> <li>Formative feedback to include students' spoken delivery and provide the opportunity to utilise feedback immediately to maximise efficacy.</li> </ul>
<b>Progress</b>	<ul style="list-style-type: none"> <li>Teachers evaluate their students' progress in oracy and use this to inform their teaching.</li> <li>Opportunities are created for students to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers.</li> </ul>

**Appendix 3**



# The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

