

Literacy Policy

Approved by Governor committee:

N/A

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Responsibility of:

Vice Principal

Date approved by Principal:

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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.

We recognise that literacy is the primary predictor of academic success and long-term life outcomes, influencing everything from health and wellbeing to future employment. We ensure that every student, regardless of their starting point, is equipped with the tools necessary to access the full breadth of the Academy's rigorous and knowledge rich curriculum.

At the core of our approach is disciplinary literacy, which acknowledges that every teacher is a teacher of literacy within their own subject. We empower our staff to explicitly teach the unique ways that experts read, write, and communicate in Science, History, Art, and beyond. By breaking down complex academic texts, providing targeted vocabulary instruction for tier 2 and tier 3 vocabulary, and structuring opportunities for high-quality talk, we ensure that literacy is the vehicle through which subject knowledge is unlocked and deepened.

We are committed to a proactive, whole Academy culture where literacy is a shared priority for all leaders and practitioners. We provide a coordinated system of support, including high-quality interventions for students who struggle most, to ensure that no learner is held back by a literacy gap. Through evidence informed practice and a dedication to disciplinary excellence, we strive to create an environment where every student can articulate their understanding with confidence.

2. Reading

The core aspects of reading that must be explicitly taught include the development of disciplinary literacy, targeted vocabulary, and strategic comprehension skills. Students must be taught to navigate complex academic texts by activating prior knowledge, making predictions, and using questioning techniques to move beyond literal interpretations toward a deeper understanding.

We recognise that many of our students transition to secondary school below the expected reading standard. Providing them with the required reading tools is essential to ensure they can independently "read like experts" in every discipline, thereby preventing them from being held back by the increasing linguistic demands of the curriculum.

In addition, we strive to cultivate a whole Academy culture of reading for pleasure. Whilst high quality classroom instruction is essential, fostering motivation and personal engagement with reading helps students build the extensive background knowledge and rich vocabulary necessary to access the increasingly complex texts encountered in secondary school. By prioritising a culture of reading for pleasure, the academy ensures that literacy is not just a curricular requirement but a meaningful, self sustaining practice that empowers all students to become independent and successful lifelong learners.

The Academy will achieve this through:

2.1 Universal Provision

- Conducting annual New Group Reading Test (NGRT) for students in Year 7, Year 10 and Year 12 so that teachers and members of the SEND team are able to access the reading ages of individual students in their classes so that they can adapt teaching to support all students.

- Embedding the explicit teaching of reading into our pastoral curriculum. On a weekly basis, learning coaches in each year group (inclusive of Sixth Form) will model the reading aloud of a carefully selected text in order to model reading for accuracy, automaticity and prosody.
- In every lesson, teachers deliberately plan for and explicitly teach **Tier 2** (high-frequency academic words) and **Tier 3** (subject-specific terms) vocabulary at appropriate points alongside modelling how to interrogate a text (through activation of prior knowledge, prediction, questioning, clarification and summarisation).
- Sparx Reader is an online literacy programme intended to build KS3 students' literacy skills in both vocabulary and grammar. It is the responsibility of the English department to ensure all classes are set a weekly Sparx Reader based independent learning (IL) task for which compulsory completion is monitored by their teacher.
- The Academy's library is intended to be a key driver for a whole-academy culture of reading for pleasure by providing a diverse and accessible collection that caters to all interests and reading levels. It offers a dedicated space where reading is celebrated, helping to shift student attitudes and improve literacy outcomes over time.

2.2 Targeted Reading Intervention

- For students who are identified as having a reading age significantly below their chronological reading age following NGRT assessment in Year 7, appropriately tiered intervention is led by the Higher Level Teaching Assistants (HLTA) with explicit responsibility for literacy. These sessions seek to accurately diagnose and rapidly address identified barriers.

3. Writing

We recognise that writing is a cognitively demanding task that requires students to recall information, generate ideas, and apply specific subject-level conventions simultaneously. When students struggle with the mechanics of writing, such as transcription or sentence structure, their working memory becomes overloaded, which directly hinders their ability to express complex subject knowledge. By prioritising writing instruction in every discipline, we ensure that our students are not just learning facts but are also developing the necessary tools to articulate their understanding with accuracy and depth in a way that is unique to each subject.

Students need consistent, regular and sustained opportunities for extended writing, and writing in different formats.

The Academy will achieve this through:

- 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 use of tier 2-3 vocabulary in class.

4. Oracy

The Academy's approach to embedding oracy in all aspects of our provision is informed by the [Future of Oracy Education in England](#) report published by the Oracy commission in 2024. Oracy is defined as the foundational "fourth R," essential for academic success and life beyond school. It serves as a vital tool for students to flourish because it enables them to navigate an increasingly complex world by teaching them to ask questions, articulate ideas, and formulate powerful arguments. By prioritising oracy provision,.

Explicit oracy instruction provides the necessary tools to access the curriculum and build social emotional wellbeing. Quality first teaching, which uses talk to stimulate and extend thinking, allows students to expose misconceptions and interact critically with their peers' ideas.

Furthermore, oracy provision equips students with the essential skills demanded by the modern economy. Beyond academic grades, developing strong communication and interpersonal skills directly impacts employability and leadership potential, especially in an era of artificial intelligence where human-centric skills like listening and persuasion grow in value.

Chelsea Academy provides students with the "golden thread" that connects learning across all subjects, helping them to acquire specialist knowledge more deeply through speaking and listening activities. We seek to empower all our students to find their voice, build healthy relationships, and move successfully to the next stage of the academic career.

The Academy will achieve this through:

- Embedding Disciplinary Oracy across the intended curriculum - Ensuring teachers in every subject explicitly teach the specialist vocabulary and unique communication styles of their specific discipline.
- Embed oracy into the pastoral curriculum, personal development, and extracurricular activities like debate clubs or student leadership programs to value and develop every student's ability to articulate themselves with accuracy and confidence
- Use oracy as a tool for real time formative assessment, gathering information on student progress through classroom dialogue rather than relying solely on written tests
- Provide professional development for teachers focused on language development, dialogic pedagogy, and strategies to support students with Speech, Language, and Communication Needs (SLCN)
- Connect to oracy to Future Pathways (CEIAG) by developing workplace-linked experiences, such as mock interviews and presentations, to help students understand the value of communication skills for their future careers.

5. 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).

6. Roles and Responsibilities

6.1 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
- Collaborate with Teaching Assistants (where appropriate) in the planning and support for their students
- 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

6.2 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 scaffolds as appropriate to help develop their writing
- Collaborate with classroom teachers in the planning and support for their students

6.3 The role of the Curriculum Leader

- Model effective practice in regards to literacy, using Curriculum Time as a vehicle to **lead** 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.
- 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

6.4 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
- Evaluate the effectiveness of literacy teaching in their Year team as part of the Academy's QA processes
- Learning Coaches will lead the initiative of reading in Coaching Time; to encourage students to take part in a range of reading activities, including opportunities for House Competitions and literacy based projects as they are introduced
- House Leaders support literacy initiatives in inter-house competitions and in assemblies

6.5 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 qualityWorking alongside the Assistant Principal responsible for feedback to ensure that staff development needs are met

6.6 The role of the Leadership team:

- Model outstanding practice
- Monitor the implementation of the Literacy policy as part of the Academy's QA processes
- 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
- 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

6.7 The role of the Library Services Officer

- Inspiring a love of reading
- 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
- Coordinate with Curriculum Leaders to ensure that reading lists are stocked and the curriculum is enlivened with library lessons

6.8 The role of the Director of Careers and Library Services

- Strategic oversight of Library services including digital and physical resourcing and engaging key stakeholders to enhance student learning opportunities