



**Holmer Green Senior School**

**Literacy Policy**

**February 2026**

## Rationale:

This policy reflects the requirements and expectations set out in:

- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)
- The [National Curriculum programmes of study for English](#)

Literacy is defined as the ability to read, write, speak and listen. It is also the ability to understand, use and apply what you read and to communicate effectively in writing as well as speaking. Research and policy guidance shows that secondary schools need to prioritise disciplinary literacy, embedding reading, writing, speaking and listening in every subject, to ensure no student is left behind.

*(National Literacy Trust)*

Our aim at HGSS is to ensure that our students are receiving **consistent, frequent and effective** teaching and learning of literacy.

Literacy underpins the whole school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All teachers are teachers of literacy and as such, the staff at Holmer Green Senior School are committed to developing the literacy skills ~~in~~ of all our students, in the belief that it will support their learning, raise standards across the curriculum and prepare them for education and employment.

We recognise that:

'All teachers should demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of Standard English, whatever the teacher's specialist subject.'

***Teachers' Standards, Department for Education, December 2021***

## Aims:

- To adopt a whole school, multi-disciplinary approach to Literacy across the Holmer Green Senior School curriculum.
- To develop a shared understanding between all staff of the importance of literacy in students' learning and how all teachers are responsible for promoting literacy, in order that they both contribute to and benefit from the development of students' ability to communicate effectively.
- To recognise that students' ability to use language is essential so that they can become articulate and effective communicators.
- To recognise increased reading for pleasure is integral to student success in all subjects.
- To foster a love of reading so pupils regularly enjoy reading for pleasure
- To close the gaps in reading within identified and targeted focus groups.
- To close gaps between specific groups caused by prolonged absences.

Our aims and priorities at HGSS are to:

### 1. **Provide targeted vocabulary instruction in every subject**

- All departments plan and teach the Tier 2 and 3 vocabulary in the curriculum which needs to be explicitly taught to pupils.

- Create opportunities for students to voice their ideas beyond the classroom, embed a breadth of vocabulary and present themselves in a range of formal settings to develop oracy.

## **2. Prioritise 'disciplinary literacy' across the curriculum**

- Departments plan for disciplinary literacy in each subject and build the necessary skills into the curriculum.
- Gaps in pupil literacy are identified through systematic assessment and addressed in curriculum and lesson planning.
- Well-designed schemes of work develop literacy within every subject
- Guided reading is used across the curriculum is used to support the understanding of texts.

## **3. Model and teach academic speaking in every subject**

- Teachers demonstrate accurate and fluent academic speaking when delivering lessons.
- All curriculum plans have integrated a focus on Oracy and literacy

## **4. Promote Reading for Pleasure across the school**

- Reading is promoted in the LRC and in LRC lessons
- Watch the trailer, read the book is a weekly feature of Friday notices.
- Yearly celebration in assemblies for World Book Day with a range of activities to support this lead through the LRC.

## **Roles and Responsibilities – Implementation**

Successful implementation of this literacy policy is dependent upon the extent to which we:

- Take account of the needs of all students, with regard to ethnicity, gender, ability, and social and cultural factors
- Value students' language achievements including those in languages other than English.
- Support students' literacy and vocabulary needs for reading materials given in and out of lessons.
- Structure lessons appropriately in ways that support and stimulate.
- Show a passion for reading for pleasure

## **The Head of English and Whole School Literacy Coordinator will:**

- Monitor and evaluate literacy across the curriculum.
- Keep up-to-date with current initiatives and recommended good practice.
- Co-ordinate cross curricular literacy initiatives by working closely with heads of department.
- Audit staff professional development needs and lead appropriate professional development.
- Consult with departments who need support developing literacy within their subject.
- Monitor reading ages across Key Stage 3 and identify students in need of intervention.
- Inform SENDCo of all students who have a reading age of more than 2 years below their actual age, and who may need additional testing.
- Organise and lead reading interventions for students identified as needing support.
- Ensure form time reading-promotes students' reading for pleasure as well as providing appropriate level of challenge across year groups.
- Monitor morning reading groups and lead on relevant professional development for staff ensuring there is a focus on vocabulary and comprehension.
- Students who have been identified as needing phonics support, are given intervention through Lexia.
- Ensure all teaching staff have access to and are familiar with reading age information gathered from testing.

## **Heads of Department will:**

- Ensure that subject specific literacy is clearly identified in schemes of learning, and that there is obvious progression through the Key Stages.
- Provide Tier 2 and 3 vocabulary in schemes of work.
- Ensure that there are oracy opportunities throughout units of work.
- Ensure that all texts used within the department are accessible to all students.
- Ensure that all department members are aware of the literacy expectations in their subject and it is evident in schemes of work and planning.

#### **All teaching staff will:**

- Ensure that they are familiar with the specific literacy demands of their subject, particularly Tier 2 and Tier 3 vocabulary.
- Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills.
- Use SEND information and reading age information to ensure that resources and teaching and learning activities are scaffolded accordingly.
- Consistently use relevant Tier 3 vocabulary with definitions as appropriate to the lesson.
- Consistently use Tier 2 vocabulary as relevant to students' written work.
- Ensure that students receive relevant feedback and opportunities to respond.
- Ensure that expectation of standards of accuracy and presentation are consistent
- Teachers use the same terminology to describe language.
- Teachers always insist on full sentences, both in writing and speaking.
- Teachers adopt a 'say it better' policy in classrooms.
- Teachers adopt a talk, model, write policy, where appropriate
- Teachers insist that pupils are checking their work for literacy errors.

#### **Learning Support Assistants will**

- Support teachers in the planning and delivery of literacy in lessons.
- Undertake/support literacy activities when working in the classroom or with individual pupils where appropriate.
- Use information about SEND pupils, or others whose literacy has been identified as a development area, in order to support those pupils effectively.
- Support students with increased use of Tier 2 vocabulary and with definitions for Tier 3 vocabulary.
- Support literacy interventions including guided reading and early phonics reading interventions in registration periods.

#### **Inclusive Approaches**

We strive to support all students' achievement in Literacy; for all students to achieve their full potential. We have a moral duty to ensure all students, regardless of gender, prior attainment, Special Educational Need and/or family background are able to speak, read and write exceptionally well.

#### **Monitoring and Evaluation of Literacy**

Literacy across the curriculum is monitored through the whole school Monitoring Evaluation Review Cycle system including:

- Literacy lead to attend Departmental meetings and reviews.
- Monitoring of schemes of work
- Learning walks
- Student voice
- Literacy lead to monitor form time reading sessions on a regular basis to ensure quality delivery.
- Literacy lead to provide professional development for form tutors implementing reading

- groups.
- Literacy Lead to provide SLT with an annual Action Plan and evaluation to include success criteria and milestones.
- The provision of a termly feedback to SLT that summarises progress towards that action plan, and includes strengths, areas to develop and any resulting action points.

The Deputy Headteacher with responsibility for Teaching & Learning, plus School Literacy Lead will report progress to the School Leadership Team and Governors. This Policy will be reviewed bi-annually.

Approved at Governors: Feb 2026

To be reviewed: Feb 2028