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The Gilberd School

Literacy Policy

Aims and Principles

At The Gilberd School, our teachers believe in the importance of high standards of literacy so that all students may fully access and enjoy the curriculum. We also recognise that high standards of literacy enable our students to access opportunities throughout their lives. Literacy is an area that has a foundation in English but to make sure our students have a good level of literacy we need to ensure that we are consistent across the whole school. Our aims are:

- To promote awareness amongst staff that learning in most subjects is dependent upon a student's level of literacy.
- To promote positive action from all teachers at The Gilberd School to contribute to each student's acquisition, development and use of language.
- To provide a focus for raising awareness of existing whole school strategies, which have been designed to promote improvements in reading, writing (including spelling) and oracy.

What is Literacy?

- Reading ability is a combination of fluency, understanding and appreciation.
- Writing involves creating ideas; it is dependent on the ability to sequence complex ideas; on the manual skill of handwriting and technical accuracy.
- Oracy develops students' confidence to communicate effectively in a range of personal and professional situations that includes speech and writing.

Relationship to other policies

This policy should be read alongside other policies of the school, particularly:

- Teaching and Learning Policy.
- SEND Policy.
- Marking and Feedback Policy
- Homework Policy.

Responsibilities

Teachers

- It is the responsibility of all teachers to ensure that they have good literacy skills, as outlined by the professional teaching standards.
- All teachers are responsible for supporting the development of the literacy skills of their students, by making explicit reference to effective oracy, reading skills and accurate written communication in their lessons.
- All teachers must provide feedback and guidance on students' written work in line with their subject Feedback Strategy.

Subject Leaders and Curriculum Leaders

- It is the responsibility of the Subject Leaders and Curriculum leaders to ensure that effective oracy, reading skills and models of accurate written communication are highlighted in schemes of work, and that resources to support literacy are in place where appropriate.
- It is their responsibility to ensure that subject specific effective oracy, reading skills and accurate written communication are being developed by those teaching their subject as part of their monitoring of the quality of the teaching and learning.
- The Subject Leader is responsible for ensuring that good practice in subject specific literacy is shared regularly.
- The Subject Leader will work with the Literacy Coordinator and Senior Leadership Team to implement and monitor literacy strategies, as per the school's development plan.

The Lead Teacher of English and Literacy

- The Lead Teacher for English and Literacy is responsible for helping to ensure that the Literacy Policy is adhered to and that literacy standards across the school are monitored. The Lead Teacher for English and Literacy helps in the provision of Continuing Professional Development, supports subject areas in the implementation of literacy strategies and encourages subject areas to share good practice. The Lead Teacher for English and Literacy works with the Librarian to promote reading across the school and the library as a centre for research and study.

The Assistant Headteacher for Teaching and Learning

- The Assistant Headteacher for Teaching and Learning is responsible for ensuring that literacy is given a high profile in the school and that Continuing Professional Development opportunities are provided to support teachers' understanding of literacy. They also monitor and evaluate any Literacy initiatives undertaken in conjunction with the Lead Teacher of English and Literacy.

Processes by which we develop Literacy

Reading:

Intervention

- Accelerated Reader programme including termly analysis and adjustment;
- Tiered support for students identified at risk including One to One sessions and paired reading;
- Student reading mentors.

Across the curriculum

- Active reading CPD and strategies shared with staff and embedded in teaching and learning monitoring expectations;
- Exam skill specific reading skills taught throughout Key Stage 3 and Key Stage 4 english lessons;
- Increased access to reading comprehension materials across subject area class and homework tasks;
- A whole school focus on vocabulary and Oracy;
- The development of wider reading lists across subject areas.

Extra-curricular

- Timetabled tutorial reading sessions;
- Reading Leaders maintaining a reading noticeboard with recommended reads and reviews for fellow students;
- Active and engaging library timetable of events and competitions.

In addition, students will have opportunities to:

- Access a range of texts and use reading as a resource of further study.
- Attend book clubs / shared reading experiences led by student Reading Leaders.
- Engage in reading for different purposes across a range of subject areas.
- Develop reading fluency by exploring texts suited to their reading age/attainment level.
- Access challenging reading materials.
- Enjoy reading for pleasure.

Writing, Vocabulary and Spelling:

Intervention

- Dyslexia support group;
- Targeted feedback linked to task criteria and key abilities;

Across the Curriculum

- Exam skill specific writing skills taught throughout Key Stage 3 and Key Stage 4;
- Threshold vocabulary embedded into all schemes of work;
- Proofreading checklist resources.

Co-curricular

- Writing competitions;
- Spelling BEE;
- Creative Writing Club.

In addition, students will have opportunities to:

- Write in a variety of forms for different purposes and audiences that are specific to different subject's needs.
- Develop their writing skills regularly.
- Plan, draft, proofread and redraft their writing.
- Use writing to organise thoughts and aid learning.
- Use models of excellent writing to support the acquisition of their own writing skills.
- Receive feedback on the quality of their written communication, and make further improvements to their written work.
- Present their writing in line with The Gilberd School's expectations.

Oracy:

- Public Speaking workshops at Key Stage 3;
- Mock Bar competition at Key Stage 4;
- New post for the development of Oracy across the curriculum to support structured talk and student confidence with verbal structures;
- Assemblies.

In addition, each subject will aim to offer opportunities for students to:

- Use talk for a range of purposes and audiences, including exploring, solving problems and evaluating, as a valuable tool for learning.
- Recognise and practise the effective use of key subject key vocabulary.
- Ask and answer questions fully using a range of connectives, in both individual and group settings.
- Value and respect the talk of others, drawing up agreed guidelines with students for class talk.
- Select the appropriate degree of formality when speaking.
- Recognise the difference between Standard English and varied dialect and accents around the school.
- Foster self-esteem and pride in their own language as a Student Voice is developed.

Monitoring of the Policy by the Local Governing Body

Governors will monitor the Literacy Policy through the regular meetings of the Governors' Curriculum Committee and monitoring visits to the school.

Appendix 1

Marking Codes and Presentation checklist.

Please note:

CF = Challenge factor target

Appendix 1

Marking Codes:

WWW = What went well...

EBI = Even better if...

CF = an extra challenge to complete

Appendix 2

Presentation of work at The Gilberd

- Write in blue or black ink.
- Use THUD.
- Do not use Tippex.
- Draw in pencil.
- Stick in loose sheets.

Appendix 3

Proofreading checklist:

1. Have you used capital letters and fullstops in the right place?
2. Have you used apostrophes where needed?
3. Are your paragraphs clearly separated?
4. Have you used appropriate end of sentence punctuation?
5. Is the writing free from errors in spelling and grammar?
6. Does the writing contain some complex vocabulary?
7. Have the ideas in each paragraph been fully developed?
8. Have connectives been used to link ideas?
9. Does the writing contain a range of punctuation marks?
10. Has the correct format been used?
11. Is the language appropriate to task and audience (for example, an appropriate degree of formality suitable language devices used)?