

Testwood School Literacy Policy

Key Responsibility area:	RM
Last Review:	May 2025
Next Review:	May 2026

Revision History

Version	Date	Amendments	Initials
V2.0	01.05.20	Updated Governors to Trustees Included LSAs in responsibilities	JP
V3.0	26.04.21	Added Turn on the sub-titles hyperlink	JP
V4.0	29.04.21	Revision dates updated Literacy party changed to Literacy coordinator	JB
V4.1	28.04.23	Revision dates updated	
V5.0	07.05.24	Update the policy to reflect changes in new CPD focus and expectations by staff on delivering literacy.	RM
V6.0	29.04.25	Update the dates of review	RM

Principles:

At Testwood School, we believe that literacy is not only a fundamental skill but also a lifelong pleasure that enriches our lives and expands our horizons. As the UK faces the challenges of illiteracy among school leavers, it is our responsibility as educators to prioritise reading and ensure that every student develops strong literacy skills.

Purpose

The policy recognises that:

Students have many and varied opportunities to read across the curriculum. Through these opportunities, they are exposed to a range of genres and texts which support their learning and develop their cultural capital. Students who find literacy challenging are identified and supported to develop their literacy skills.

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences, adapting their language and style for different purposes

- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
- Have a wide vocabulary, and understanding of grammar and linguistic conventions
- Competently speak in group discussions and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to those around them

The evolving practice aims to ensure that:

- the teaching of literacy skills is undertaken by all teachers (and LSAs)
- students recognise the transferability of literacy skills across all areas of learning
- there are similar expectations across all subject areas about teaching and learning for literacy
- all staff are provided with training as part of the school's ongoing CPD to be able to teach reading, oracy and vocabulary.
- all staff are made aware of how to deal with literacy issues as they appear within the subject

Key Objectives

All departments are expected to adopt common approaches to literacy, to ensure similar standards in:

- spelling and vocabulary
- active reading strategies
- reading for information
- making notes to support learning
- using the library/learning resource centre
- assessing for literacy
- the management of group talk
- listening
- non-fiction writing
- the use of different writing styles

Whole-school implementation -

Outcomes:

As a minimum:

- all subjects will identify where they will plan, teach and mark to the key literacy objectives

Putting the policy into practice – Consideration of the following points will inform the developing practice to improve literacy skills:

- the policy will inform curriculum plans and the Assessment and Feedback Policy, which will enable systematic implementation of the objectives, highlighting training and equipment needs
- whilst several literacy objectives are relevant to all departments critical departments will be selected for the implementation of the objectives most relevant to their subject.
- the implementation of this policy which will require staff training, will be planned over a period of time, the review point to judge progress.