



Limehurst Academy Policy Document

Literacy Policy

Date Approved by Governors: Autumn 2025

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Headteacher's signature:

Chair of Governors' signature:

Literacy across the Curriculum

Limehurst Academy is committed to raising the standards of literacy for all students. Literacy sits at the heart of the school curriculum by developing students' abilities to read, write, speak, listen and communicate effectively. All departments have a central role to play in supporting students' literacy development and disciplinary literacy is a central part of our whole school priorities.

In-school training sessions regularly have a literacy focus sharing evidence-based research and also excellent in-school practice. In addition, two teachers in the English Department have completed the NPQLL.

Whole School Reading Culture

All students undergo reading tests to identify reading ages. These are conducted with Year 7 students every year in the Autumn Term. Reading ages are then identified on class seating plans so that teachers are aware, and teaching is adapted to meet the different needs of the students in classes.

We actively encourage students to develop a love of reading in a range of ways:

- Tutor group weekly reading programme for Years 7-10. Teachers model effective reading by reading aloud from a weekly text which can be either fiction or non-fiction, selected and provided by an English teacher who has completed the NPQLL. Each session concludes with follow-up activities, including discussions designed to promote oracy and comprehension.
- The LRC has a wide range of fiction and non-fiction books. The LRC is open to students of all year groups at break, lunchtime and after school.
- All Year 7 students have an introduction to the library lesson in the Autumn Term.
- All Year 7 students have two sessions promoting reading for pleasure with the Creative Learning Service. One session in the Autumn Term and a follow up session in the Spring Term.
- Promotion of reading for pleasure. This is through events like World Book Day and also in displays around school, especially in the English Department and LRC.
- LRC Reading schemes promoted with all year groups e.g. "7 for 7" and Alphabet reading scheme.
- The EAL Department supports reading with EAL students in beginners sessions and through specialist TA support in lessons.
- In addition to SEN TA support in lessons, a specialist TA supports reading through using Lexia and Wordshark with students in small groups and 1:1 sessions. These students also have access to Wordshark online to use at home. Disadvantaged and vulnerable students are prioritised to take part in these sessions.
- Challenging texts are chosen in English and across other departments.
- Teachers model how to read a text as a historian, scientist etc. Where possible, students should be able to see any text read to them.
- Teaching and learning strategies also include: teacher-led reading with questioning for understanding, students reading short passages aloud, and students reading a piece of text silently and then answering questions to check for understanding.

Disciplinary Literacy

- Disciplinary literacy is promoted within the different subject areas of the curriculum and has three strands: reading, writing and oracy.
- Curriculum areas teach students to:
Read like a (historian/scientist/geographer)

Write like a (historian/scientist/geographer)

Speak like a (historian/scientist/geographer)

- Curriculum areas identify Tier 3 vocabulary for their subject area, the subject-specific language that students need to know in order to read fluently.
- Subject staff use teaching and learning strategies to enable students to decode these words and understand their meanings. For example, focusing on prefixes.
- Staff training sessions also focus on the need for teachers to ensure that students are secure with the Tier 2 language that is regularly used in their subject areas.
- The teaching of disciplinary literacy is promoted through regular staff training sessions.
- Explicit literacy skills are taught and revised within KS3 English lessons.

Writing

- Across the curriculum, students are required to complete demanding work that is “high challenge but low threat” (Mary Myatt, *Teachit Talks 2021*).
- Students are enabled and challenged to do their best written work by teachers modelling and scaffolding using the “I do, We do, You do” approach.
- Students may be shown model answers “WAGOLLS” (What A Good One Looks Like) of different grades, and/or live modelling, to produce quality pieces of written work.
- Key words, phrases or concepts and effective use of annotation are modelled.
- Scaffolding often include sentence starters or writing frames, which may reduce over time as confidence grows to allow for independence.
- Key words and connectives are displayed on power point slides in lessons and/or on walls in teaching areas.
- The Creative Learning Service works with our LRC and English Department to provide creative writing sessions. These take place in the Summer Term for some of our more able students from Year 9.

Speaking and listening

- Our focus on oracy reflects our understanding that helping students develop the ability to speak clearly, confidently, and with purpose supports their success both in school and in life beyond the classroom.
- To promote oracy, in lessons teachers model high-quality talk and create opportunities for structured discussion. A key focus is creating an environment conducive for discussion.
- Speaking and listening skills are supported through disciplinary literacy and by using “I do, We do, You do” in lessons. These approaches are aimed at developing student confidence in their ability to *Speak like a historian/scientist/geographer etc.*
- In their English lessons, students practice their speaking and discussing skills in preparation for the spoken language GCSE paper. The disciplinary literacy skills developed through KS3 and 4 across the curriculum help to underpin students’ ability to undertake this paper.
- All KS3 students have specialist drama lessons with a qualified drama teacher in Years 7,8 and 9. The oracy skills of speaking and listening are central to the work students produce in their Drama lessons.
- The development of disciplinary literacy skills is also aimed at equipping students to communicate effectively and confidently as they move on to their post-16 destinations.