



Literacy Policy

This policy was approved by Cox Green School
on

| Version | Authorisation | Approval Date | Effective Date | Next Review |
|---------|----------------------------------|---------------|----------------|-------------|
| 1 | Cox Green School Leadership Team | | | |
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1. Introduction

Cox Green literacy core principles

Be Kind. Be Respectful. Be Determined.

To support a consistent approach in the delivery of literacy support and whole school literacy; we have identified that an effective and literacy rich strategy will:

- show evidence of high expectations in the promotion of reading and literacy within curriculum design and teaching and learning
- ensure that tier two and three vocabulary is explicitly taught
- provide opportunities for students to develop oracy skills
- provide opportunities for students to read a wide range of texts within and outside the curriculum
- provide opportunities for students to improve their reading fluency through modelling and reading aloud
- include carefully designed research proven interventions to support students with literacy needs
- ensure a rigorous assessment and monitoring system is embedded to measure the progress of students
- celebrate and promote wider reading and reading for pleasure across the school
- ensure that all students have the necessary literacy skills to achieve success

2. Purpose of policy

The purpose of this literacy policy is to outline the expectations and vision for literacy instruction within our secondary school. Our school recognises that literacy is an essential skill that is fundamental to success in both academic and personal settings. Our goal is to promote a love for reading and writing, while also fostering the development of critical thinking and effective communication skills and to ensure that all students leave Cox Green fully literate.



Cox Green Literacy Core Principles

The Cox Green curriculum and classroom: We teach literacy at every opportunity

- We explicitly model reading fluency, the decoding of texts and use of standard English in both written and oral activities
- We take every opportunity to explicitly teach tier 2 and 3 vocabulary teaching etymology, use of frayer modelling and spelling strategies
- We develop oracy skills through structured class debates, group discussions and presentations and opportunities to read aloud
- We encourage wider reading through our reading weeks and enrich our curriculums through wider reading recommendations
- We promote reading for pleasure and encourage students to read texts aloud to each other using the PALS strategy
- We effectively adapt our teaching of literacy to support students with specific literacy needs based on current data and CPD

Literacy support: We provide personalised literacy interventions

- Students who join Cox Green are tested on arrival to identify any support they need using CATs data
- Students identified with scores of 100 and below are further tested using NRG T testing to ensure we provide personalised intervention matched to their needs
- Students receive specialised support by trained staff: one-to-one, small group and paired reading interventions using Lexonic Leap, advanced and McGraw reading boxes are provided dependent on need
- The literacy lead and Senco working closely together to ensure a joined-up strategy to support SEND students
- Teaching staff and Pas are aware of students' receiving intervention through the sharing of data: reading ages, scores and specific literacy levels of need to support adaptive teaching
- The reading progression of students identified as having a literacy need are continuously monitored and if necessary additionally supported throughout KS3 and KS4

Wider reading: We promote wider reading and celebrate success

- Cox Green tutor time reading runs through KS3 to KS5. Tutors utilise research proven fluency strategies to develop reading fluency skills with their tutees
- KS3 and KS4 students are exposed to a range of carefully selected texts which explore diversity, social, moral and contemporary issues to build on their cultural capital and develop an enjoyment of reading non-fiction texts. KS5 students read a range of texts aimed at developing both reading fluency and critical thinking skills; preparing them for the next steps of their education and career choices
- Years 7 and 8 engage in the Cox Green incentivised reading challenge throughout the year, run and supported by the English department and on-site library
- Reading for pleasure is embedded within the English curriculum and students in years 7 and 8 are given the opportunity to read their texts with guided questions and to read aloud with their teachers
- Each year we promote reading through assemblies, reading and writing competitions and our annual World book day activities
- We celebrate and encourage reading through rewarding students with achievement points, certificates and prizes. All students have the opportunity to be celebrated for their participation in reading across the school throughout their time at Cox Green



4. Communication of policy

This policy is published on the school website and the staff intranet.

5. Evidence of implementation

Evidence of impact shall be gathered from: student data, lesson drop-ins, work reviews and open classrooms

6. Review of Policy

This policy shall be reviewed every 3 years by the Leadership Team of Cox Green School.



Our Cox Green literacy core principles