



# WROTHAM SCHOOL

## LITERACY POLICY

At Wrotham School we recognise that the development of proficient reading, writing and oracy skills is an essential part of a student's education. We aspire to develop effective communicators and ready our students for life beyond school.

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### Intent

- To develop our student's confidence and proficiency in reading
- To encourage reading for pleasure
- To develop student's understanding and use of Tier 2 and Tier 3 vocabulary
- To develop our student's written communication skills

### Reading

At Wrotham School we believe that reading is a vital part of developing student's confidence with writing, obtaining a wider vocabulary and also helping support their mental health. Reading helps students to relax and unwind, as well as helping them to expand their knowledge of the world around them and their passion for different subject areas. We provide opportunities for active reading in lessons and during Progress Time.

### Reading opportunities in lessons

As part of our whole school approach to reading, we encourage our students to read aloud or independently in lessons to build reading confidence and to address any misconceptions.

### **The Book Nook**

The Book Nook provides students with an opportunity to read for pleasure and for their enjoyment. Students are encouraged to choose books which interest them and to therefore expose themselves to different writers, genres and text types.

### **Progress Time Reading**

As part of our Progress Time curriculum, students read books linked to our whole school Character strengths. These reading sessions develop student's reading comprehension skills and draw links between our whole school character values and the characters, themes and topics covered in the novels.

### **Sparx Reader**

At Wrotham School we use an educational reading platform called Sparx Reader. The platform assesses student's reading levels and provides a reading age. The software then suggests books that match a student's reading level. We utilise the Star Reader data to inform planning, target reading interventions and reading support.

'Students are offered fantastic books at their level from a wide range of texts'<sup>1</sup>. 'As they read, students answer regular questions, helping them to stay engaged in the story'<sup>2</sup>.

'Readers earn Sparx Reader Points (SRP) and can compete with others to climb the league table'.

<sup>3</sup>Furthermore, 'homework tasks are also personalised, so all students can experience regular success in reading'.<sup>4</sup>

### **SSP Phonics Little Wandle Letters and Sounds Rapid Catch-Up programme**

Some of our students are identified to complete a Little Wandle Rapid Catch-Up programme. The programme 'mirrors the core Little Wandle phonics programme, but has a faster pace.'<sup>5</sup>

### **Vocabulary**

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<sup>1</sup> <https://sparxreader.com/>

<sup>2</sup> <https://sparxreader.com/>

<sup>3</sup> <https://sparxreader.com/>

<sup>4</sup> <https://sparxreader.com/>

<sup>5</sup> <https://www.littlewandlelettersandsounds.org.uk/whats-included/rapid-catch-up/>

At Wrotham School we prioritise the teaching of subject specific Tier 3 vocabulary. This vocabulary is used in lessons and students are taught to utilise Tier 3 vocabulary in their studies. Tier 2 vocabulary is taught in lessons to enable students to communicate and comprehend effectively.

### Writing

At Wrotham School we promote a proficiency in written communication through ‘breaking down writing.’<sup>6</sup> Where applicable, sentence starters and writing frames are used to support learners with their writing. Where appropriate, students are provided with opportunities to plan and redraft their written pieces through the process of levelling-up.

### Oracy

At Wrotham School we develop student’s verbal communication skills by encouraging students to partake in student voice, class discussions, group work and pair work activities. We try to avoid a hands up approach as this ‘cuts down pupils’ opportunities for learning and talk.’<sup>7</sup>

### Literacy interventions

Lower than expected Literacy skills on entry are recognised as a barrier to general curriculum access for some students. Where students are identified as behind in their progress in English we offer bespoke intervention sessions to quickly improve literacy skills.

### Monitoring and evaluation

- This policy is reviewed annually
- All national guidance on changes to curriculum and assessment are reflected in our Literacy policy

### Linked policies

Curriculum and Assessment, Assessment and Homework and Teaching and Learning.

**END**

**This policy was adopted by the Governors Curriculum Committee**

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<sup>6</sup> [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf?v=1695044815](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1695044815)

<sup>7</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/116896/0/The\\_Reading\\_Framework\\_July\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/116896/0/The_Reading_Framework_July_2023.pdf)

**To be reviewed on an annual basis – September 2025**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1168960/The\\_Reading\\_Framework\\_July\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf)

[https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf?v=1695044815](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1695044815)

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial>

<https://sparxreader.com/>

<https://www.littlewandlelettersandsounds.org.uk/>