



RHODES WOOD HOSPITAL SCHOOL

LITERACY POLICY

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Rhodes Wood Hospital School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. Statement of Intent

- 1.1 Rhodes Wood Hospital School (RWHS) firmly acknowledges the essential importance of literacy. We are dedicated to enhancing our students' attainment and progress and equipping them with the necessary skills for a successful life. Literacy is not just a tool for the present but a key to a bright future. It is integral to our core purpose: to inspire confident learners to thrive in a changing world.
- 1.2 RWHS's curriculum is deeply rooted in developing students' abilities to speak, listen, read and write for a wide range of purposes. This includes using language to learn, communicate, think, explore and organise. By helping students to express themselves clearly, through the development of vocabulary, both orally and in writing, we enhance and enrich teaching and learning in all subjects. This preparation equips the student for life after school, inspiring them to reach their full potential.

2. Aims

- 2.1. Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- 2.2. Increase students' literacy and across the curriculum.
- 2.3. Raise students' own expectations of achievement, thus raising standards and aspirations.
- 2.4. Develop a shared understanding, between all staff, of the role of vocabulary in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- 2.5 Support staff to implement effective literacy development and wider achievement across the school.

3. Speaking and Listening

- 3.1. Teachers and Teaching Assistants will encourage students to participate widely in lessons. Lessons will be planned in which students are regularly required to be actively involved in speaking and listening.
Appendix A: Developing Literacy Skills
- 3.2. Participation in lessons is a key indicator of engagement and thus is included as one of the statements within the effort strands.
- 3.3 Oracy is to be timetabled for all students every week

4. Reading

- 4.1. Word conscious students can more easily access the breadth of the secondary school curriculum and find ways to understand unfamiliar content. Teachers use strategies to explicitly teach students key vocabulary to develop their word consciousness.

- 4.2. Teachers use available data on students' reading abilities to make informed choices about appropriate texts and to plan support for students, in order that they can successfully access texts. We promote reading for pleasure across the school through a range of planned activities. **Appendix C: Policy on Reading.**
- 4.3 Reading sessions are timetabled for all students every week.

5. Writing

- 5.1. Our whole school aim is for every student to produce writing to be proud of. The Lead Teacher for Literacy works closely with subject leaders and departments to develop effective strategies for teaching the written text types used in their subject.
- 5.2. The school's Marking Policy ensures that teachers mark writing to reinforce correct English punctuation, grammar, and spelling.
- 5.4 Work will be marked for literacy using the following symbols:
- **SP** = spelling
 - **Circle or add in, in red** = punctuation
 - **Circle or correct** = misuse of the capital letter
 - **//** = new paragraph
 - **?** = not clear
 - **^** and add in = something's missing
 - **v v double tick** = an excellent point made

6. Responsibilities

a) The Senior Leadership Team will:

- Promote a culture of and love for literacy and reading.
- Ensure opportunities are provided to develop literacy practice through the facilitation of the highest-quality and most relevant professional development.
- Ensure the regular monitoring of literacy and reading across the school through our quality assurance programme; this includes work scrutiny, lesson visits and learning walks within subject areas and across the school.
- Ensure systems are in place to identify students with weak literacy and reading skills who require additional intervention and support.
- Provide analysis and evaluation of the programme to the Governing Body.

b) All Subject Leads:

- Provide a clear subject/curriculum intent which incorporates literacy and reading within well-designed schemes and sequences of work.
- Provide opportunities for subject specific professional development within the Curriculum / Subject Area to explore, model, discuss and share best learning practice.
- Monitor and evaluate the quality of literacy through regular lesson visits, work scrutiny and subject collaboration.

c) SENDCO will:

- Support the provision and development of literacy through training and materials around High Quality Teaching.
- Provide a meaningful Reading Intervention programme for students with SEND where they do not make expected progress.
- Collaborate with the English Department to deliver the Reading Intervention programme, which identifies and supports students with reading challenges.
- Monitor students receiving a personalised curriculum through the SEND Support Plans.

d) Teachers will:

- Take responsibility for promoting high disciplinary and general literacy standards and oracy.
- Embed opportunities to read subject specific texts, articles and other materials across the curriculum. Students will:
- Use every opportunity to develop and improve disciplinary and general literacy and oracy within their work, aspiring to Rhodes Wood Hospital School's high expectations.

7. Monitoring and Evaluation

- We will assess reading ages upon entry to Rhodes Wood Hospital School at KS2 through to KS4 and when and if required, providing early identification of students who may require intervention and support using an AARR model (Assess – Action – Review – Repeat) each term, allowing us to ensure students are making progress.
- We use a coherent approach to reading and intervention in the school. This includes reading for enjoyment programmes, debating, writing speeches, and discreet phonic lessons for those who require them.

8. Management Committee will:

- Review the policy annually (or sooner if operationally required) and regularly monitor its implementation and impact.

Appendix A: Developing Literacy Skills summary.

Top 5 tips for developing talk

1. Always structure group work to meet the needs of the task. Do students need to work in small or large groups? Are friendship groups appropriate or do you need to select which students work together? Are you going to need to group by ability?
2. Be clear about why students are talking; give all speaking and listening tasks clear outcomes and success criteria.
3. Consider your role when students are working in groups. Will you need to support a particular group? How will you ensure groups remain on task?
4. Try to vary the strategies you use for organising group talk. (Rainbow, Jigsaw, Envoy etc.)
5. Model effective talk.

Top 5 tips for developing listening skills

1. Provide a focus or a hook for listening tasks, e.g. a specific question for each group.
2. Give students a format for recording information to support retention, e.g. diagram, flow chart, note-making frame.
3. Before a task, model listening and note-making.
4. Break up the listening into chunks and gradually increase the complexity and demands of tasks to build up listening stamina.
5. Plan regular group activities where students are required to feedback and listen to each other; ask them to build on the information they hear to encourage close listening.

Top 5 tips for developing reading skills

1. Pre-read any text you plan to use with students. This will help you to spot any potential issues re: vocabulary, layout etc.
2. Model the reading of any new or challenging text. Discuss the reading strategies you are using, any difficult vocabulary and any specific features of the text that students need to be aware of.
3. Ensure any reading activities have a clear purpose. Why are students reading? (To make notes, answer questions, for understanding etc.).
4. Regularly remind students about the reading strategies they can use to access texts, e.g., skimming, scanning, and close reading.
5. Use DARTS activities (directed activities related to text) to encourage active reading, e.g., sequencing, reconstruction of text.

Top 5 tips for developing writing skills

1. Use the teaching sequence for writing to structure the writing process for your students, particularly when the text type is unfamiliar.
2. Model the writing process for your students. What type of text is it? What are the key features of the text?
3. Provide examples of the texts the students are going to produce. Annotated examples of texts from a previous year group are particularly useful as students can see how and why texts are successful and what they need to do to reach a particular level/grade.
4. Ensure any writing task has a clear audience and purpose. Why are students writing? Who is the writing for? Try to provide 'real' audiences for writing.
5. Encourage students to plan their writing and provide time for them to check their ideas through (and make changes where appropriate).

Top 5 tips for developing spelling and vocabulary

1. Avoid word wallpaper. It is important to have key words displayed in your classroom, but only useful if they are actively used by students and referred to during lessons.
2. Display key vocabulary in context, ensuring a disciplinary approach to literacy.
3. Consider the importance of tier 2 vocabulary. Students find words such as 'evaluate', 'explain', 'compare' and 'contrast' challenging as they have a variety of meanings across the curriculum.
4. Provide students with a range of spelling strategies for the key vocabulary in your subject. The SEEC (Select, Explain, Explore, Consolidate) model provides options.
5. When marking written work, pay attention to the organisation of writing, spelling and vocabulary use alongside content. This gives students the message that the organisation of writing, spelling and the correct use of vocabulary are important across the curriculum. Draw attention to but do not explicitly correct errors and allow time for students to reflect upon these.