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SHOREHAM ACADEMY

Whole School Literacy Policy

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Summary of Changes from Previous Version:	<ul style="list-style-type: none"> ▪ Replaced named commercial interventions with bespoke school-led literacy intervention strategy. ▪ Introducing additional reading initiatives.
Name of Originator/Author (including job title):	<ul style="list-style-type: none"> ▪ Suzanne Butler – Assistant Principal
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Literacy Policy Ethos:

Our goal at Shoreham Academy is to create vocabulary rich, literate learners. Literacy is at the heart of everything we do. Without the ability to read for comprehension, critically respond to written texts, express their ideas successfully in written form and communicate effectively verbally, students will neither be able to access the curriculum successfully nor engage in the world beyond school. Therefore, it is recognised that every teacher at Shoreham Academy is a teacher of literacy and every subject requires confidence and fluency in literacy for students to flourish. There is a coherent approach to supporting the development of students' literacy.

Shoreham Academy Statement of Intent:

Every student at Shoreham Academy deserves to leave full time education at the highest level of literacy that they can achieve.

Every student leaves the academy at least at their chronological reading age.

Every student learns how to and builds confidence in oracy.

Every student deserves to be exposed to a wide and varied range of literature to improve their social and cultural awareness and maturity.

It is vital that our students have the literacy skills to enable them to access the curriculum, the exam and the wider environment outside of school.

Our intention is to create vocabulary rich literate learners.

A consistent whole school approach to the teaching of vocabulary.

Teachers at Shoreham Academy are required to:

- Be Teachers of Literacy.
 - Use the Frayer Model as the base of explicit vocabulary instruction.
 - Compile a list of key vocabulary that will enable the students to access a wide spectrum of their subject or topic within that subject.
 - Model what good reading looks like.
 - Cold call to check understanding.
 - To model extended writing using the vocabulary acquired from the Frayer Model.
 - To find and develop opportunities in lessons for verbal responses (discussion, exploration and presentation) from the students.
 - Demonstrate appropriate knowledge and understanding of the literacy opportunities in the subject area being taught.
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- Have a secure knowledge of the Reading Age of the students in their class.
 - Use a range of complex and diverse texts to support and develop students' reading strategies.
 - Deliver their curriculum using disciplinary literacy.
 - Provide swift and effective intervention in all Key Stages to raise the attainment of those students who need more assistance.
 - Ensure that marking and feedback is consistent with the school literacy marking policy. Opportunity for Live Marking should be implemented as this has a massive impact particularly for the SEND and PP students.
 - Challenge and develop the culture of reading in both themselves and the students they teach.
 - Be aware of an individual's special educational needs and adapt feedback to enable progress.
 - Provide dedicated time in lessons for feedback to be addressed and improved upon.
 - Focus on the recovery of students' learning and knowledge and to use the Rosenshine principles to develop students' comprehension and reading ability.

As an Academy we will achieve this through:

- Enthusiasm and consistency.
- Developing and maintaining the Mentor Reading programme. Giving students access to a wide range of contemporary and classic fiction.
- Imbedding Oracy into our curriculum. Understanding the need and the importance of getting our students confident to verbalise their ideas and opinions whilst listening actively to others.

Making sure they are able to communicate to explore, discuss and present their ideas effectively and eloquently.

- Using NGRT tests at Key Stage 3 to get accurate Reading Age data for our students. Sharing this information with teachers to ensure they have a detailed knowledge of their students.
- Using targeted Intervention with year 7 and 8 students who come to us below chronological reading age to 'catch up – keep up'. This involves using data from primary schools and reading test data from the first few weeks of year 7 to highlight and target those students who will benefit from focused intervention. This will develop their reading and writing ability and improve their communication.
- Implementing a bespoke Literacy Intervention Strategy designed by our Literacy Team to develop our students' ability to decode and comprehend the text in any given subject or context.

UtterlyLit: a fantastic new programme designed by our Librarian bringing a number of schools in the UL group together to read contemporary novels build a network of authors and a community of readers across the country.

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Literacy Leader Groups: Year 9 students reading with yr 7 students and Year 10 students reading with year 8 to aid their confidence in reading and their comprehension.

- Sharing good ideas and practice around the school. Through CPD, INSET and meeting with various work parties around the school. This will also be shared with staff through the Teaching and Learning weekly information.
- Provision of an outstanding CPD programme personalised to meet the identified needs of all colleagues in order to build their confidence in areas of development.
- A commitment to identifying and reviewing what constitutes good literacy skills.
- Giving feedback to students that is effective and meaningful and allows them to respond showing development of their literacy skills.
- Book Prescriptions - tailor made recommendations from our Literacy Team delivered to specific students.
- DeliverBoo[k] – a free online delivery service provided by the Library Team.
- After School clubs: Bookbuzz – games and socialising with reading at the heart of it.
- Robust Quality Assurance of Literacy through:
 - Review through the Teaching and Learning Work group to assess how literacy is addressed in each subject.
 - Supportive Learning Walks in Mentor time to maintain consistency of Reading programme.
 - 'Book Looks' to evaluate the effectiveness of marking feedback, quality and consistency.
 - Performance Management Observations.
 - Provide Reading Books via the RED bookcases around the school to enable students to bring and swap books for free.

Parents and Carers

Parents and carers can support the implementation of this policy by:

- Being enthusiastic about their child's reading. This has a major impact on the children from a very early age.
Reading with their children and encouraging them to read more widely. Asking questions about what their children are reading and making sure that they are taking an active role in their child's progression.
- Buying books as presents or encouraging the student to buy their own.
- Visiting libraries or literacy events.
- Reading the comments written by teachers regularly.
- Supporting the school in checking that students are correcting misspellings and grammar. This is important in oracy too.
- Supporting the school in providing a bag that can accommodate books comfortably.
- Making every effort to attend parents' evenings as required.
- Reading and engaging with the one word at a time suggestion emailed out weekly

Students

Students can support this policy by:

- Being enthusiastic and engaged in their lessons and in intervention sessions.
- Use the vocabulary they learn from the Frayer model in their verbal and written responses.
- Writing down ideas before they say them out loud. Stop and Jot.
- Use mini whiteboards to aid their engagement and swift response to Q+A.
- Writing answers to questions using full and complete sentences.
- Taking time to read feedback and address issues that are required for them to improve.
- To show an enthusiasm for reading and get into a regular reading routine. (Sparx)
- Spelling words correctly and using support materials (e.g. dictionaries, word walls) to help spell words they may find difficult. Thinking about words in different contexts to see if it helps them understand it.

- Structuring work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
- Using punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly.
- Beginning a sentence with a capital letter, along with all proper nouns.
- Use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion.
- Planning, organising, drafting, editing and reflecting on their writing.
- Using formal Standard English in their writing as appropriate.
- Not using "text speak", inappropriate informalities and abbreviations.
- Through their reading and writing, being increasingly familiar with the key vocabulary of each subject.
- Taking pride in the presentation of their work.
- Writing the title and date of all work in full.
- Complete and engage with their SPARX homework.
- Seek out books to read for pleasure.