



Literacy across the Curriculum

Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Catherine Johnson
Status & Review Cycle:	Three-year
Last Review Date:	Feb 25
Next Review Date:	Feb 28

Literacy across the Curriculum Policy

Overview:

Good levels of literacy are a key enabler for all subjects. Adeptness and familiarity will facilitate making the most of learning opportunities and for success in careers as well as the wider rich and fulfilling life. Through a recognisable and cohesive programme, pupils will:

- experience of a culture of engaging with quality literature
- have access to structure and challenge to enhance both creative and qualification-based writing skills
- have the opportunities to develop speaking and listening skills through literature promoted in various guises such as theatre, technical language, literary devices (language for winning), debate
- be guided in an ambitious focus on the raising of reading skills and the love of reading.

Intent:

At North Cestrian School, we recognise that the development of literacy is an entitlement for all pupils and the responsibility of the whole school community. We take opportunities across the curriculum to enable pupils to develop literacy skills in order to:

- Ensure that staff's and pupils' needs, ideas and development are at the heart of this policy
- Ensure that the best practices of primary schools are used to support pupils' further literacy development
- Raise individual literacy attainment at every level of ability, with special attention to improving access to the curriculum teaching, learning and assessment.
- Support pupils in redrafting and refining their work

Pupils will have the opportunity to become effective readers, writers and communicators. Opportunities are sequentially developed to build fluency, confidence, comprehension, accuracy, vocabulary and enjoyment by...

- prioritising 'disciplinary literacy': technical vocabulary and command words
- providing targeted vocabulary instruction
- increasing the level of sophistication and ability to read complex academic texts
- breaking down the literacy requirements of complex tasks
- combining writing instruction with reading
- providing opportunities for structured talk

Our intent is to enable literacy to further flourish by...

- providing all staff with strategies to encourage literacy development through lessons which are supported through their own literacy ability.
- involving parents in their child's literacy development
- continuously developing a Cross-curricular map of literacy
- ensuring that literacy is at the heart of the recovery curriculum
- ensuring that pupils in cohorts including English As an Additional Language, Disadvantaged, SEND and those below the necessary ability to access the secondary school curriculum are fully provided for

Implementation:

Each subject area will promote the links between reading, writing, speaking and listening within and across subjects. Each subject will provide a member of staff to the Literacy Working Party to support the intent, implementation and impact of literacy across the curriculum (including visiting primary schools). The working party will also provide a range of practical strategies, specific to their curriculum area, to encourage literacy development such as writing

frames, key terminology, modelling features of text type and ensure key terminology is used knowledge atlases and prep tests.

Each year group will provide Pupil Literacy Prefects to lead on supporting transition at primary schools and buddying up to intervene and support pupils' literacy development within and between Key Stages.

As well the specific subject-based foci a rolling calendar of foci, for which staff and pupils are trained, will be followed. The training is realised in the first opportunities delivered throughout the curriculum. Following quality assurance, the foci rotation is followed for a second time in the year to check for improvement (led by English Faculty, SLT and HOF).

Reading...

- encourage reading for pleasure whenever possible by introducing pupils to a range of genres of texts (via a bank of subject magazines/papers, the NCS100 mobile library, form time Big Read, use of class readers in English, trips to and membership of local libraries, and a wider resource for online book borrowing)
- Baseline test to help intervention impact with weaker readers, including retesting to assess progress as necessary.
- Intervention will take the form of phonics/ rapid reader interventions, delivered by a literacy lead LSA and the Literacy Leader. Both the whole school intervention and the teacher based subject intervention will use [Vocabulary Knowledge and the 'Frayer Model'](#).
- All subjects, especially English, Geography, History and RE, to enable reading development through the school agreed reading strategy. Teachers also nominate pupils to benefit from intervention as well as supporting and challenging pupils in the reading-based subject tasks.
- encourage students to be part of the weekly Reading Buddies system, where KS4 students mentor KS3 students
- identifying different reading strategies, which are suitable for their subject area (skimming, scanning, detailed reading)
- provide challenging texts to stretch pupils' reading abilities via lessons and learning opportunities. For example, use of articles (newspaper, book, journal, web) to support the Literacy policy and the development of sophistication in lessons and learning opportunities.
- encouraging pupils to de-code specialised vocabulary, through the etymology and morphology of words, with reference to Tier 2 and 3 words
- drawing pupils' attention to the structure and layout of a text, either informational or narrative
- drawing pupils' attention to the purpose of a text (inform, advise, persuade, imagine)
- link to the pupils' previous approaches to reading and learning of language construction at primary level, in partnership with feeder schools. The Literacy Lead will keep up-to-date with EEF [Improving Literacy in Secondary Schools | EEF](#), [Reading-Reconsidered-Curriculum-Guide-Plus.pdf](#), and other suitable CPD to inform strategy.

Writing...

- make regular use of modelled and annotated examples of writing, so that pupils know what is required of them.
- defining the appropriate style for pieces of writing and use a standard layout for longer written answers (regularly deployed in lessons) and providing space for redrafting (e.g. double line spacing and wide margins around the text)
- displaying useful phrases to help pupils link and develop their ideas
- teaching and subsequently testing pupils spelling of subject specific vocabulary

- marking work according to the school's Literacy Marking Policy which is displayed in each room and also in pupils workbooks
- ensuring pupils respond to marking via the use of feedback sheets to highlight spelling and grammatical errors in their work and allow pupils the opportunity to correct errors + ensuring pupils (re)plan, (re)draft, discuss and reflect on their writing. The Cestrian Way use of purple pen is crucial to showing metacognition and the action of improvement of individual answers over and above copying of models and correction
- ensuring pupils appreciate the differences between standard English and nonstandard forms of the language (in speaking and listening versus writing)
- build on students' previous written styles and taught structures at primary level

Speaking and Listening...

See the Oracy Across the Curriculum 2025 policy.

Primary School Links...

- during transition from KS2 pupils will be guided to write about which House they wish to join at North Cestrian
- Outstanding Primary school teacher visits with North Cestrian staff
- Opportunities for joint CPD

Parents...

- to involve parents in the literacy workshops, home and school supported reading initiatives, and to assist in continuing the appropriate best practice from feeder primary schools

Quality Assurance of impact:

The English Faculty along with HOFs and SLT will lead and support Literacy development by gathering evidence to analyse the improvement over time and the reduction in pupils repeating SPAG errors and displaying fluency, accuracy and confidence in expressing their ideas and full answers. This will be done through:

- regular monitoring and audits of current literacy procedures and practises through lesson observations, learning walks, book trawls, reviewing schemes of work, staff voice, pupil voice, literacy assessment on-line and collecting data from the SPAG component, observation and assessment of Big Read performance.
- planning, organising and leading staff training
- collation of information and data related to literacy (may include reading and spelling ages where appropriate)
- liaising with departments on their specific literacy needs and providing guidance
- working with each subjects' link teacher who will identify how they are meeting the school's literacy policy, feedback to the department on new developments and discuss concerns/needs that arise
- judging the effectiveness of Big Read sessions including how tutors go on to encourage pupils to read for pleasure on a regular basis, share recommendations of interesting and appropriate literature, and promote the use of good oracy through the use of structured discussion