LITERACY POLICY

September 2026

Literacy through the Madeley Teaching and Learning Framework

Our Core Message

Every Teacher is a Teacher of Literacy:

Reading, Writing and Oracy

Related documents:

- Madeley School Reading Strategy
- Teaching: The Madeley Way – A Quick Guide
- Teaching: The Madeley Way – Quality Assurance, Professional Growth and Instructional Coaching Framework

1. Rationale

At Madeley School, we believe literacy is the gateway to learning. The ability to read fluently, communicate clearly, write effectively and understand increasingly complex vocabulary enables pupils to access learning, think critically and participate confidently in society.

Literacy is not the responsibility of one department. It is a whole-school commitment that underpins our Teaching and Learning Framework and is embedded within every curriculum area through our mantra: ***Every Teacher is a Teacher of Literacy.***

Through high-quality teaching and a coherent Reading Strategy, we ensure every pupil develops the knowledge, language and confidence needed to flourish academically and personally.

2. What do we mean by literacy?

At Madeley, literacy encompasses:

- Reading fluently and with understanding.
- Developing a rich academic vocabulary.
- Speaking and listening effectively through purposeful classroom discussion.
- Writing accurately and appropriately for different audiences and subjects.
- Understanding the specialist language and conventions of each curriculum discipline.

We recognise that literacy looks different in different subjects. Every curriculum area therefore explicitly teaches pupils how to read, write, speak and think like experts within that discipline.

3. Literacy through the Madeley Teaching and Learning Framework

Literacy is one of the cross-cutting threads within our Teaching and Learning Framework and is embedded in every classroom through high-quality teaching and supported by the Teaching WalkThrus.

READING Teachers provide regular opportunities for pupils to read challenging texts, model fluent reading and explicitly teach strategies that develop fluency and comprehension using our 'Unlocking Reading Strategies'	**VOCABULARY** Teachers explicitly teach Tier 2 academic vocabulary and Tier 3 subject-specific vocabulary through direct instruction, revisit key words regularly and expect pupils to use precise academic language in speaking and writing.
ORACY Teachers develop pupils' confidence to articulate ideas through structured discussion, expert questioning and purposeful classroom talk.	**WRITING** Teachers model high-quality writing, explicitly teach subject conventions and provide opportunities for pupils to write frequently, receive feedback and improve over time.

These expectations are embedded within our **Teaching and Learning Pillars** through expert modelling, explicit instruction, adaptive teaching, purposeful questioning and effective feedback.

Supporting Literacy through Expert Adaptation

We recognise that pupils will require different levels of support to access the literacy demands of the curriculum. Through our **Expert Adaptation pillar**, teachers respond to pupils' starting points and needs while maintaining high expectations for all.

Guided practice and purposeful scaffolding are used to enable pupils to participate successfully in reading, oracy and writing. This may include the explicit teaching and reinforcement of key vocabulary, modelling the use of academic language, and providing appropriate supports such as sentence stems, connectives, vocabulary banks and structured models.

Scaffolds are selected according to need and adapted or removed as pupils develop greater confidence, fluency and independence. In this way, literacy support enables access to ambitious curriculum content rather than reducing its challenge.

4. Reading at Madeley

Reading is the foundation of our whole-school literacy strategy. We believe that regular, purposeful reading enables pupils to access an ambitious curriculum, broaden their vocabulary and become confident, independent readers.

Reading for Progress

The heart of our reading provision is Sparx Reader, which provides every pupil with a structured opportunity to read for progress.

All students in Years 7-11 participate in a protected 30-minute Sparx Reader session during form time every week. This dedicated reading time is prioritised within the school timetable, demonstrating our commitment to making reading a visible and valued part of school life.

Through Sparx Reader:

- every pupil reads appropriately challenging texts matched to their reading ability;
- reading fluency, accuracy and comprehension are continually developed;
- reading progress is tracked using live data, allowing staff to identify success and intervene where needed;
- engagement and achievement are celebrated through tutors, assemblies and whole-school recognition;
- every pupil develops positive reading habits and builds reading stamina over time.

By prioritising protected reading time, monitoring participation and celebrating success, we foster a culture where reading is valued by every member of our school community.

A Graduated Reading Strategy

Alongside this universal reading provision, pupils are supported through our graduated Reading Strategy:

- **Tier 1 -** High-quality classroom practice where every teacher explicitly develops reading, vocabulary and disciplinary literacy.
- **Tier 2 -** Targeted intervention for pupils requiring additional support with reading comprehension and fluency.
- **Tier 3 -** Intensive specialist intervention, including systematic phonics, for pupils with significant barriers to reading.

Further information regarding assessment, intervention, monitoring and parental engagement can be found in the Madeley School Reading Strategy.

5. Roles and Responsibilities

All Teachers

- Explicitly teach vocabulary.
- Model fluent reading and disciplinary literacy.
- Plan opportunities for purposeful classroom talk.
- Support pupils to access increasingly challenging texts.
- Maintain high expectations for spoken and written language.

Middle Leaders

- Ensure disciplinary literacy is planned, taught and monitored within their curriculum areas.

Literacy Lead

- Coordinate the whole-school Reading Strategy, lead professional development, monitor implementation and evaluate impact.

Senior Leaders

- Ensure literacy remains a strategic priority through quality assurance, curriculum leadership and ongoing professional development.

6. Monitoring and Evaluation

The implementation of this policy is monitored through:

- Teaching and Learning Quality Assurance;
- learning walks;
- reading assessment data and Sparx Reader engagement;
- student voice;
- book scrutiny;
- departmental reviews;
- evaluation of the whole-school Reading Strategy.

Findings are used to inform future professional development and school improvement priorities.

Approved By	Madeley Academy Council
Last Review Date	November 2026
Next Review Date	November 2029