Literacy Policy 2026/27

1. Introduction and Purpose of this Policy

1.1

This policy outlines Waltham Toll Bar Academy's commitment to developing high standards of literacy for all students.

1.2

We recognise that literacy underpins success across the curriculum and enables students to access learning, communicate effectively and achieve their potential.

1.3

Literacy is the responsibility of all staff and all curriculum areas. A consistent whole-school approach is essential in supporting students to become confident readers, writers and communicators.

1.4

The Academy is committed to identifying and supporting students with additional literacy needs through assessment, intervention and targeted support.

1.5

We recognise that strong literacy skills are fundamental to students' academic achievement, personal development and future success. Through high-quality teaching, effective intervention and a culture that values reading, we aim to ensure all students can access the full curriculum and participate confidently in society.

2. Aims and Objectives

2.1

Our aim is to ensure that all students develop the literacy knowledge and skills required to access the curriculum and succeed in education and beyond.

2.2

We seek to:

- Promote high standards of reading, writing, speaking and listening.
- Develop students' academic vocabulary and disciplinary literacy.

• Encourage regular reading and positive reading habits.

• Remove barriers to learning caused by low levels of literacy.

• Provide targeted support for students requiring intervention.

• Ensure literacy is embedded across all curriculum areas.

• Promote reading through enrichment opportunities, including author visits, reading clubs, competitions and literacy events.

• Foster a culture in which reading is valued by students, staff and the wider Academy community.

3. Expectations of Students

3.1

Students should:

• Engage positively with reading and literacy activities.

• Read regularly both in school and at home.

• Take pride in the quality and accuracy of their written work.

• Use appropriate vocabulary when speaking and writing.

• Respond positively to feedback to improve their literacy skills.

• Support the Academy's culture of reading and learning.

4. Roles and Responsibilities

4.1

All staff are responsible for promoting literacy through high-quality teaching, modelling effective communication and reinforcing literacy expectations within their subject areas.

4.2

Subject Leaders will ensure literacy opportunities are embedded within their curriculum and will support the development of subject-specific vocabulary and disciplinary literacy.

4.3

The Literacy Lead will oversee whole-school literacy provision, assessment, intervention and literacy development across the Academy.

4.4

Senior Leaders will ensure literacy remains a strategic priority and that sufficient resources are allocated to support literacy improvement.

5. Assessment and Intervention

5.1

The Academy will use assessment information to identify students requiring additional literacy support.

5.2

Assessment information may include standardised reading assessments, screening tools, teacher assessment and ongoing monitoring of student progress.

5.3

Targeted interventions may include:

- Reading Plus.
- Fresh Start Phonics.
- Small-group literacy support.
- Individual literacy interventions.
- Bespoke programmes designed to address identified areas of need.

5.4

The impact of interventions will be monitored regularly to ensure students make sustained progress and are able to access the wider curriculum.

6. Developing Reading Habits

6.1

The Academy recognises the importance of regular reading in developing vocabulary, fluency, knowledge and academic success.

6.2

Students will be provided with regular opportunities to read through curriculum lessons, form-time reading, library provision and wider literacy initiatives.

6.3

The Academy will promote reading and literacy through:

• Author visits and workshops.

• Reading clubs and enrichment activities.

• Reading competitions and celebration events.

• Library-based activities.

• Literacy-themed events and activities.

• Participation in local and national reading initiatives.

• Partnerships with external organisations that support literacy development.

6.4

The Academy actively seeks opportunities to engage with regional and national literacy programmes and initiatives, including government reading campaigns, the Lincolnshire Reading Pledge and other projects that promote reading engagement and literacy achievement.

6.5

Students will be encouraged to read for a range of purposes, including learning, information, enrichment and personal interest.

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7. Library and Community Engagement

7.1

The Academy library plays a central role in promoting literacy and supporting students' reading development.

7.2

The library will provide access to a diverse range of high-quality texts that support both curriculum study and independent reading.

7.3

The Academy will use the library as a hub for reading promotion through events, competitions, reading challenges and enrichment activities.

7.4

The Academy will work in partnership with families, community organisations and external agencies to promote literacy and reading across the wider Academy community.

7.5

Where appropriate, the Academy will collaborate with external organisations and literacy-focused partners to enhance literacy provision and opportunities for students.

8. Literacy Leadership and Professional Development

8.1

The Academy is committed to ensuring that literacy practice is informed by the latest educational research and evidence.

8.2

Literacy provision will be supported through ongoing professional development for staff, drawing upon guidance and recommendations from:

• The Department for Education (DfE).

• The Education Endowment Foundation (EEF).

• The National Literacy Trust.

• Relevant examination boards, professional associations and educational research organisations.

8.3

The Academy will regularly review its literacy provision, assessment approaches and intervention programmes to ensure they remain aligned with current national guidance and emerging best practice.

8.4

Staff will be provided with opportunities to develop their understanding of literacy, reading, vocabulary development and disciplinary literacy to support consistent implementation across the curriculum.

8.5

The Academy will promote a culture of professional learning in which staff remain informed of developments in literacy education and evidence-informed practice.

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9. Monitoring and Evaluation

9.1

The effectiveness of this policy will be monitored through:

• Reading assessment outcomes.

• Student attainment and progress data.

• Evaluation of literacy interventions.

• Learning walks and lesson visits.

• Work scrutiny.

• Library engagement data.

• Student, parent/carer and staff feedback.

9.2

The Senior Leadership Team and Literacy Lead will review the policy regularly to ensure that it continues to meet the needs of all learners and reflects current best practice.

9.3

This policy will be reviewed annually or sooner where changes to national guidance or Academy priorities require amendment.