POLICY
Wirral Grammar School for Boys

Policy	Whole School Literacy Policy
Responsible Manager	Lauren Doyle
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Approved by	Headteacher

Contents:

1. Introduction and Rationale

At Wirral Grammar School for Boys (WGSB), we recognise that literacy is fundamental to academic success and lifelong learning. This policy sets out our whole-school approach, using the DRIVE framework, to ensure consistency and clarity in promoting literacy across all subjects and key stages.

2. The DRIVE Framework: Summary

Disciplinary Literacy
Reading
Intervention
Vocabulary
Effective Feedback

Each element of the framework is embedded across the curriculum, ensuring all students become confident readers, writers, and communicators.

3. Whole-School Literacy Policy: KS3

3.1 Vision and Rationale

At KS3, students build foundational literacy skills that underpin success in later years. Our policy ensures a consistent approach to developing reading, writing, speaking, and listening skills across all subjects, fostering confident, articulate learners.

3.2 Aims

- Embed literacy across all subjects and year groups.
- Develop students' vocabulary, comprehension, and communication skills.
- Ensure all staff contribute to literacy development.
- Identify and support students with literacy difficulties early.
- Cultivate a love of reading and writing.

3.3 Roles and Responsibilities

- **Leadership Team:** Champion literacy, provide training/resources, monitor provision and outcomes.
- **Literacy Coordinator:** Lead strategy/initiatives, support departments, coordinate interventions, track progress.
- **Heads of Department:** Embed literacy in schemes of work, monitor teaching/assessment, share effective practice.
- **All Teaching Staff:** Model high literacy standards, teach vocabulary/writing conventions, encourage structured talk, provide consistent feedback.
- **Students:** Engage actively, take responsibility, use feedback to improve.

3.4 Key Strategies

Disciplinary Literacy

- Explicitly teach subject-specific vocabulary using tiered strategies.
- Provide accessible reading materials.
- Structure speaking, listening, and writing tasks for all learners.
- Model and scaffold essay structures and exam-style questions.

Reading

- Daily opportunities (e.g., reading in lessons, tutor reading, access to the libarary).
- Use of diverse, age-appropriate texts across subjects.
- Teach reading strategies: prediction, inference, summarising.
- Embed reading in every lesson using transactional, topical, and fictional extracts.

Writing

- Emphasise sentence structure, punctuation, and grammar.

- Use scaffolds and model texts.

- Promote extended and creative writing.

Speaking and Listening

- Encourage oral rehearsal before writing.

- Use structured talk activities (think-pair-share, debates).

- Teach active listening and respectful dialogue.

Vocabulary Development

- Explicit teaching of Tier 2 (complex vocabulary) and 3 (subject-specific) vocabulary.

- Use vocabulary walls and glossaries.

- Reinforce vocabulary through retrieval/application.

3.5 Intervention and Support

- Baseline literacy assessments in Year 7.

- Targeted support for students below expected levels (e.g., 1:1 reading, sixth form mentoring, scaffolding, model paragraphs, sentences starters).

- Literacy catch-up programmes and small group interventions.

- Collaboration with SEND Head of Year teams.

- Specific support for dyslexic readers, EAL learners, lower-attaining readers, and PP/FSM students

Intervention Strategies:

- Inference development (visual prompts, structured questioning).

- Comprehension tasks (summarising, predicting, questioning).

- Vocabulary enrichment (pre-teaching, word maps, etymology).

- Scaffolded texts, gradual removal of support.

- Reading buddies/peer mentoring.

- Accelerated Reader programme for tracking and matching texts.

3.6 Monitoring and Evaluation

- Literacy-focused learning walks and book scrutinies.

- Student voice and engagement surveys.

- Departmental literacy audits.

- Data tracking and progress reviews.

3.7 Continuing Professional Development (CPD)

- Literacy training for all staff.

- Sharing best practice and resources.

- Access to current literacy research and strategies.

3.8 Parental Engagement

- Guidance on supporting reading and writing at home.

- Regular communication (newsletters, parent evenings).

- A list of age-appropriate books is available on request.

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4. Whole-School Literacy Policy: KS4 & KS5

4.1 Vision and Rationale

Literacy is the foundation of all learning. At KS4 and KS5, students must read critically, write fluently, and communicate effectively to succeed in examinations, higher education, and employment.

4.2 Aims

- Embed literacy across the curriculum.

- Raise standards of reading, writing, speaking, and listening.

- Ensure all staff take responsibility for literacy.

- Support students with specific literacy needs.

- Prepare students for literacy demands of further education/workplace.

4.3 Roles and Responsibilities

- **Leadership Team:** Promote literacy, provide CPD/resources, monitor policy impact.

- **Literacy Coordinator:** Lead initiatives, support departments, track students.

- **Heads of Department:** Integrate literacy strategies, monitor provision, share best practice.

- **Teaching Staff:** Model high standards, teach subject-specific vocabulary, provide opportunities for extended writing/discussion, correct errors sensitively.

- **Students:** Take responsibility, engage with tasks, use feedback to improve, engage with wider reading.

4.4 Key Strategies

Reading

- Encourage reading for pleasure (library access, reading lists).

- Use subject-specific texts for comprehension/inference.

- Teach skimming, scanning, close reading.

Writing

- Teach planning, drafting, editing, proofreading.
- Use writing frames/scaffolds.
- Emphasise accurate SPaG.
- Promote extended writing in all subjects.

Speaking and Listening

- Structured talk (debates, presentations, group discussions).
- Encourage academic language and full sentences.
- Provide feedback on clarity, tone, articulation.

Vocabulary Development

- Explicitly teach Tier 2 complex vocabulary) and 3 (subject-specific) vocabulary.
- Use word walls, glossaries, vocabulary journals.
- Reinforce through repetition and application.

4.5 Intervention and Support

- Identify students with low literacy (assessments/teacher referrals).
- Targeted interventions (reading recovery, writing workshops, 1:1/small group support).
- Liaise with SEND/EAL for tailored support.

4.6 Monitoring and Evaluation

- Regular learning walks/book looks.
- Student voice surveys.
- Departmental audits.
- Assessment data reviews.

4.7 Continuing Professional Development (CPD)

- Annual literacy training for all staff.
- Share best practice via INSET/staff meetings.
- Access to literacy resources/research.

4.8 Parental Engagement

- Guidance for supporting literacy at home.
- Share reading lists and tips (newsletters, website).
- Wider-reading lists are available upon request.

5. Appendix: Literacy Intervention Strategies

Intervention	Description/Examples
Inference Development	Visual prompts, short texts, structured questioning
Comprehension Tasks	Summarising, predicting, questioning, clarifying
Vocabulary Enrichment	Pre-teaching key words, word maps, etymology, context clues
Scaffolded Texts	Simplified/tiered texts, gradual removal of scaffolds
Reading Across Curriculum	Reading tasks in all subjects, subject-specific reading
Reading Buddies	Sixth formers paired with younger readers
Accelerated Reader	Regular quizzes, progress tracking, matching texts to ability

6. Appendix: Effective Feedback Examples

- **Live marking:** Annotate work in real time, prompt immediate corrections.
- **Code marking:** Use codes (SP for spelling, P for punctuation, V for vocabulary) for students to act on.
- **Whole-class feedback:** Address common strengths/areas for development as a class.
- **Verbal feedback:** Immediate spoken guidance during activities/discussions.
- **Feedback on extended writing:** Targeted comments on structure, clarity, and vocabulary.

7. Review and Evaluation Procedures

- Policy reviewed annually by the Literacy Coordinator and SLT.
- Evaluation based on student outcomes, staff feedback, and parental engagement.
- Adjustments made in response to data and stakeholder feedback.