



Trevelyan Middle School
Inspire • Challenge • Grow

Whole-School Literacy Strategy 2026-2029

Contents	
1. Purpose	2
2. Strategic Aims	2
3. Core Principles 3.1 Reading 3.2 Writing 3.3 Vocabulary 3.4 Oracy	2-5
4. Implementation Stages and Behaviours 4.1 Explore 4.2 Prepare 4.3 Deliver 4.4 Sustain	5-9
5. Three-Year Implementation Roadmap	9
6. Strategy Summary Table	10-12
7. Expected Outcomes 7.1 Key Stage 2 Outcomes 7.2 Key Stage 3 Outcomes	13
Appendices	
A. Explicit Vocabulary Instruction	14-15
B. Reading Across the Curriculum	16-17
C. Writing Across the Curriculum & Literacy Expectations	18-19
D. Developing Greater Depth Writing	20-21
E. Literacy During Tutor Time	22-23
F. Year 5 Autumn Literacy Programme	24
G. Handwriting & Basic Skills Expectations	25
H. Oracy Expectations Across Subjects	26
I. Addressing Pupil Underachievement	27-28
J. Reading for Pleasure and Culture	29-30

Written and developed by:

Grant Strudley (Headteacher)

Emily Butzen (Deputy Headteacher)

James Redman (Assistant Headteacher)

Adam Spinks (Assistant Headteacher / SENCO)

Lauren Kidson (Head of English Faculty)

Nicola Aplin (Assistant SENCO)

Alison Hallissey (Pioneer Reading Improvement Partner)

Trevelyan Middle School

Whole-School Literacy Strategy 2026-29

1. Purpose

This document outlines the school's whole-school strategy for improving reading, writing, vocabulary and oracy across Years 5–8. The strategy reflects the school's secondary teaching model and therefore places a strong emphasis on embedding literacy within all subjects, not solely within English lessons.

The strategy draws on structured implementation principles to ensure improvements are sustainable and embedded across the school. It is informed by the Pioneer Educational Trust Reading Strategy and a range of research evidence, which suggests that strong literacy development depends on:

- explicit teaching of vocabulary (Bringing Words to Life, Beck *et al*, 2002)
- regular engagement with challenging texts (Teach Like a Champion: The Science of Reading, Lemov *et al*, 2025)
- opportunities to write about subject knowledge (guidance reports produced by the Education Endowment Foundation)
- structured classroom talk to support reasoning and language development (Voice21)
- pupils being able to increasingly complex texts using strategies such as activating prior knowledge, questioning and summarising (Supporting Reading in the Secondary Classroom, Greenshaw Research School, ND)

2. Strategic Aims

The school will implement a consistent approach that ensures:

- Reading is embedded across all subjects.
- Vocabulary is taught explicitly across subject disciplines and revisited regularly.
- Writing skills and writing genres are applied across the curriculum.
- Oracy is developed systematically through structured classroom talk.
- Curriculum time is used strategically to support literacy development.
- Year 5 pupils receive targeted support on entry to strengthen foundational literacy skills.⁸

3. Core Principles

Reading

Reading is central to pupils' academic success and will be developed systematically across the school. The strategy prioritises fluency, comprehension, vocabulary development and reading for pleasure, ensuring all pupils become confident, capable and motivated readers.

Reading is embedded across all subjects and is the responsibility of all teachers.

Reading Across the Curriculum

Pupils will regularly engage with challenging, subject-specific texts, including explanations, sources, reports and multi-modal texts. Reading activities will be structured and purposeful, supporting both knowledge acquisition and disciplinary thinking. Teachers will:

- model expert reading
- use questioning to check understanding
- support pupils in interpreting subject-specific texts
- provide opportunities for structured discussion and written response

Fluency as the Foundation of Comprehension

Fluency is a key priority. Pupils will develop:

- accuracy
- automaticity
- prosody (expression and meaning)

Teachers will regularly model reading aloud and provide structured opportunities for pupils to practise reading with increasing confidence and control.

Pupils who are not yet fluent readers will receive targeted support to develop fluency alongside comprehension.

Early Reading and Targeted Support

Pupils who enter the school with gaps in decoding or foundational reading skills will receive structured support, including phonics and fluency intervention where appropriate.

Assessment information will be used to identify need and ensure pupils receive timely and effective support (see Appendix I).

Structured Reading

Reading in lessons will follow consistent, structured approaches to ensure active engagement and clear understanding. Reading activities will include teacher modelling, guided practice and opportunities to respond to texts through discussion and writing (see Appendix B).

Vocabulary Through Reading

Reading will be a key driver of vocabulary development. Teachers will explicitly introduce key vocabulary, avoid overload and ensure that new vocabulary is revisited and applied in speech and writing (see Appendix A).

Reading for Pleasure and Culture

Developing positive attitudes towards reading is a central strand of the strategy.

Pupils will:

- read regularly through tutor time and curriculum opportunities

- have access to a range of high-quality, age-appropriate texts
- receive guidance in selecting appropriate and engaging books

All staff will promote reading by:

- modelling reading aloud
- recommending texts
- reinforcing the value of reading across subjects

Structured approaches such as Accelerated Reader will support reading habits and engagement, alongside teacher guidance to ensure breadth, challenge and sustained success (see Appendix J).

Writing

Writing expectations will be consistent across all subjects. Pupils will be expected to produce written responses that demonstrate:

- accurate punctuation
- correct capitalisation
- appropriate spelling of key vocabulary
- clear handwriting and presentation.

However, writing across the curriculum will go beyond short responses. Pupils will be expected to apply different writing genres and structures across subjects. Examples include:

- explanation writing (science, D&T, humanities)
- analytical writing (history)
- evaluation (humanities and science)
- description (humanities, creative tasks)
- argument and justification (PSHE, humanities).

Teachers should model high-quality written responses and explicitly teach the structure of these writing forms where appropriate.

Vocabulary

Vocabulary development sits at the centre of the strategy. Research indicates that vocabulary knowledge is a strong predictor of reading comprehension and academic success. Explicit vocabulary instruction has been shown to significantly improve pupils' understanding of complex texts. Pupils will:

- learn academic and subject vocabulary explicitly
- encounter new vocabulary through reading
- practise vocabulary through discussion
- apply vocabulary in writing and speech.

Vocabulary will be deliberately taught, practised regularly and revisited to support long-term retention.

Oracy

Oracy will be developed systematically across the curriculum to support learning, reasoning and communication. The school already works uses the Voice21 approach for classroom talk. This strategy therefore focuses on developing and refining existing practice. Structured classroom talk will support pupils to:

- articulate ideas clearly
- use subject-specific vocabulary in discussion
- build on the ideas of others
- justify and explain their thinking.

Teachers will continue to embed structured talk opportunities within lessons.

4. Implementation Stages and Behaviours

The school's approach to implementing this strategy follows the Education Endowment Foundation's (EEF) four-stage model: Explore → Prepare → Deliver → Sustain. These stages form a continuous cycle of improvement in which practice is planned, enacted, evaluated and refined.

Running through all four stages are the EEF's three central implementation behaviours: Engage - Unite - Reflect. These behaviours strengthen each phase of implementation by supporting staff understanding, shared ownership and ongoing evaluation.

How the Stages and Behaviours Interact:

- Explore is strengthened through Engage, as leaders build understanding of the school's literacy needs and create motivation for change.
- Prepare is strengthened through Unite, as staff develop a shared purpose and contribute to planning consistent whole-school approaches.
- Deliver and Sustain are strengthened through Reflect, as leaders and staff regularly review what is working, what needs refining and how to embed successful practice long-term.

Together, the implementation stages and the behaviours create the conditions for effective and sustainable improvement.

Explore

Our most recent performance data demonstrates the need for a coherent, whole-school literacy strategy that strengthens reading, writing, vocabulary and oracy across all subjects. Analysis of the Ofsted Inspection Data Summary Report (IDSR, March 2026) shows fluctuating outcomes in English-related measures, variation across cohorts, widening gaps for key groups,

and persistent weaknesses within particular attainment bands. These trends indicate the need for a consistent, evidence-based approach.

1. Fluctuating Writing Outcomes Across Cohorts

Writing outcomes at Key Stage 2 have varied substantially over recent years.

- In 2023, 81% of pupils met the expected standard in writing (above national).
- This fell to 69% in 2024 before improving slightly to 71% in 2025.

Such inconsistency suggests that writing instruction and expectations differ across subjects and year groups, requiring a unified approach focusing on modelling, sentence construction, extended writing and consistent literacy expectations.

2. Middle Prior Attainers Underperform in Writing

The IDSR highlights clear underperformance in writing among middle prior attainers.

- Two-year writing expected standard: 72% vs 78% nationally, below (sig-).

Given that middle prior attainers form the largest proportion of pupils, this represents a significant school-wide priority, indicating a need for:

- Explicit vocabulary instruction
- Clear writing structures
- Regular opportunities for extended writing
- Consistent modelling across all subjects

3. Decline in Higher-Standard (Greater Depth) Writing

Greater Depth writing, a school priority, shows a downward trend:

- 25% (2023) → 13% (2024) → 16% (2025)

This decline points to the need for whole-school emphasis on advanced sentence control, precision vocabulary, and high-challenge writing tasks.

4. Disadvantaged Pupils Show Widening Gaps in Reading and Writing

While disadvantaged pupils perform above national disadvantaged averages over three years, gaps compared to national non-disadvantaged pupils have widened—particularly in 2025:

- Reading expected: 67% vs 81% (-14pp)
- Writing expected: 50% vs 78% (-28pp)
- RWM combined: 50% vs 69% (-19pp)

A structured literacy approach is required to ensure equity, especially through:

- Targeted vocabulary work

- Reading comprehension instruction
- Writing scaffolds and feedback
- High-quality modelling

5. High Proportion of Pupils with Literacy-Related SEND Needs

Trevelyan has a significantly higher proportion of pupils requiring SEN support than the national average. Within this group are large numbers of pupils with literacy barriers:

- Specific Learning Difficulties (29 pupils)
- Speech, Language and Communication Needs (4 pupils)
- SEMH needs (33 pupils)

These needs reinforce the necessity of:

- Explicit vocabulary teaching
- Structured reading routines
- Scaffolded writing
- Oracy to support language development
- Phonics and fluency interventions

6. Intake Variability and Prior Attainment Gaps

Year-group data shows significant variation in attainment on entry to Year 5.

- Year 4 cohorts have fluctuating outcomes in reading, GaPS and writing attainment, indicating inconsistent early foundations.

7. Stability in Reading Scores Masks Underlying Needs

DFE performance data shows consistently high reading scaled scores (107 across three years) compared to national (105–106). While this is positive, the IDSR reveals:

- Variability in “higher standard” reading each year
- Middle attainers close to average rather than exceeding
- Comprehension gaps for disadvantaged pupils

This suggests strengths in decoding but a need for structured comprehension teaching across subjects.

8. Summary

Across multiple validated datasets, a consistent picture emerges:

- Writing outcomes are inconsistent and below national for key groups.
- Middle and low prior attainers require targeted support.
- Greater Depth outcomes have declined.
- Disadvantaged gaps in reading and writing widened in 2025.

- A high-needs SEND profile requires explicit, structured literacy routines.
- Entry to Year 5 shows wide variation in foundational literacy skills.
- Comprehension, vocabulary and writing accuracy require cross-curricular reinforcement.

This evidence directly supports the need for a coherent, sustained, and research-informed literacy strategy across reading, writing, vocabulary and oracy, as set out in this document.

Prepare

The preparation phase ensures that staff, resources and systems are fully ready for implementation. During this stage, the school establishes the foundations needed for consistent and effective literacy practice across all subjects. Preparation includes:

- staff training on reading, vocabulary and oracy strategies
- identifying key vocabulary within schemes of work
- planning the tutor time literacy programme
- designing the Year 5 autumn literacy programme
- reviewing curriculum plans to ensure reading and writing opportunities are embedded across subjects

This phase builds shared understanding, clarity of expectations and collective readiness for change.

High-quality professional development is central to successful implementation. Training will focus on the specific knowledge and instructional practices required for teachers to deliver the strategy effectively.

Reading Instruction: Professional development will support teachers to:

- use consistent reading routines within lessons
- apply effective questioning techniques
- help pupils interpret and navigate subject-specific texts

Vocabulary Teaching: Training will develop staff confidence in:

- identifying key vocabulary during curriculum planning
- using explicit vocabulary instruction
- employing retrieval strategies to strengthen long-term word learning

Writing Across the Curriculum: Teachers will receive support in:

- modelling high-quality written responses
- teaching writing structures appropriate to different subjects
- providing opportunities and scaffolds for extended writing

Oracy: Building on the school's existing Voice21 work, professional development will also focus on:

- designing purposeful discussion tasks
- supporting pupils to articulate reasoning clearly
- encouraging the accurate use of academic and subject-specific language

Sustain

Leaders will sustain the strategy through:

- monitoring classroom practice, book looks and pupil voice
- analysis of assessment data and QLAs
- ongoing professional development
- sharing effective practice between Faculties
- regular moderation and standardisation
- reviewing impact annually.

Three-Year Implementation Roadmap

The explore stage is complete and we will commence the preparation stage during the Summer Term of 2025-26 with implementation starting in September 2026.

Year 1 – Establishing foundations and staff training.

Year 2 – Embedding reading, vocabulary, writing and oracy across subjects.

Year 3 – Refining practice and sustaining improvements.

5. Strategy Summary Table (see Appendices for detail)

Objective	Strategies	Success Criteria	CPDL	Monitoring	Appendix
Explicit Vocabulary Instruction	Explicit teaching of Tier 2 academic vocabulary and Tier 3 subject terminology; systematic retrieval; modelling meaning, morphology, and application. Whole-school routine: Introduce → Explain → Model → Check → Use; vocabulary embedded in reading, writing and oracy.	Pupils use academic and subject vocabulary accurately across reading, writing and talk. Improved retention and confident application of new vocabulary across subjects.	Vocabulary CPD on explicit instruction and retrieval routines. Routine CPD on vocabulary instruction sequence.	Vocabulary checks; book looks; lesson visits. Observation of vocabulary routines; learning walks; scrutiny.	A
Reading Across Curriculum	Structured reading routines; pre-reading, guided reading, annotation; disciplinary questioning; reading of texts, sources and problems. Audit of texts used to ensure quality / challenge.	Improved comprehension and confidence with disciplinary texts.	Reading CPD on questioning, modelling and disciplinary literacy.	Lesson visits; student voice; written response scrutiny.	B
Writing Across Curriculum	Use of writing structures (explanation, evaluation, analysis, argument); explicit modelling; scaffolds; extended writing. Consistent expectations: full sentences, accurate spelling, clear presentation, punctuation accuracy.	Higher-quality written responses; improved accuracy and sentence control. Reduction in literacy errors;	Writing CPD on modelling, structuring and scaffolding. Whole-school literacy CPD on expectations.	Cross-faculty scrutiny; moderation. Learning walks; book looks.	C

		consistency across subjects.			
Greater Depth Writing	Advanced sentence structures; precise vocabulary; effective editing; extended writing supported by models.	Increased proportion achieving GD; sustained coherent writing.	GD writing CPD by English; modelling higher-level writing.	KS2 moderation; extended writing review.	D
Classroom Displays	Learning-focused displays: vocabulary walls, sentence stems, writing frames, oracy prompts, exemplar work.	Pupils independently use displayed supports to improve writing and talk.	Display CPD on purposeful displays.	Learning walks; pupil voice.	A, C-H
Tutor Time Literacy	Accelerated Reader, weekly comprehension tasks and literacy opportunities embedded in PSHE and LYFTA. Tutors reinforce full-sentence responses and accurate vocabulary.	Improved reading comprehension; clearer oral explanations; effective use of vocabulary.	CPD on facilitating comprehension, supporting AR routines.	Tutor monitoring; AR engagement checks; review of comprehension work; observation of talk routines.	E
Year 5 Literacy Programme	Sentence accuracy, punctuation, handwriting, vocabulary and speaking confidence in first half-term.	Stronger Y5 foundations; improved confidence.	Y5 literacy CPD on handwriting and grammar.	Book scrutiny; Y5 starter task monitoring.	F
Handwriting & Basic Skills	Letter formation, spacing, joined handwriting and accurate punctuation reinforced across subjects.	Improved presentation and basic accuracy in writing.	Handwriting CPD; modelling expectations.	Work scrutiny; handwriting checks.	G
Oracy Across Subjects	Structured talk routines; reasoning frames; Voice21 strategies; accurate use of academic language.	Clearer verbal explanations; increased precision in spoken language.	Oracy CPD linked to Voice21.	Pupil voice; observation of talk routines.	H

Addressing Underachievement	Use internal summative data, Year 4 prior-attainment and phonics screening information to identify pupils below ARE; assess barriers using diagnostic tests; provide targeted intervention (FFT/Quest phonics, adaptive teaching, scaffolds for writing, AR, PIXL therapies) through in-class, small-group or 1:1 support. Make audiobooks available.	Accelerated progress for identified pupils.	CPDL on phonics instruction, diagnostic assessment for selected staff. Adaptive teaching and scaffolding for writing.	Assessment tracking; reading ages; writing samples; intervention reviews; SEND oversight.	I
Reading for Pleasure and Culture	Regular, structured reading opportunities through tutor time and the curriculum; teacher modelling of reading through read-aloud and book recommendations; access to high-quality, age-appropriate texts; guided book selection to ensure appropriate challenge and engagement; structured opportunities for discussion and reflection on reading. Encourage reading at home and library use; organise 'book clubs'.	Increased pupil engagement in reading; improved reading habits and stamina; pupils read a wider range of texts; positive pupil voice regarding reading; increased participation in reading activities.	CPDL on reading aloud, promoting reading engagement, and supporting pupil book choice. Guidance on effective use of Accelerated Reader alongside broader reading provision.	Tutor time monitoring; pupil voice; reading engagement data (e.g. AR); library use; sampling of reading journals/discussion work.	J

6. Expected Outcomes

The success of this strategy will be evaluated through improvements in pupil attainment, literacy confidence and readiness for future academic study. Expected outcomes include:

Key Stage 2 Outcomes

- Improved performance in Key Stage 2 SATs reading, writing and GPS through stronger vocabulary knowledge, reading comprehension and writing accuracy. Specifically:
 - KS2 Writing Expected+: 71% → 76% by 2027
 - PP Writing Gap: –28pp → –18pp
 - Reduce pupils below reading age by 20% by end of Y7
 - Improve middle prior attainers in reading & writing
- Increased confidence in reading and writing among Year 5 and Year 6 pupils.
- An increased proportion of pupils achieving Greater Depth in writing by the end of Key Stage 2: Writing GD: 16% → 20%

Key Stage 3 Outcomes

- Improved literacy attainment by the end of Key Stage 3, particularly in pupils' ability to read complex texts, write extended responses and use subject vocabulary accurately.
- Higher quality written work across subjects, including clearer explanations, structured analytical writing and improved spelling and punctuation.
- Stronger foundations in disciplinary reading and academic writing that prepare pupils for the demands of GCSE study.
- Increased confidence in explaining reasoning verbally and in writing, supporting success in GCSE subjects.

Appendix A

Explicit Vocabulary Instruction

Vocabulary instruction will focus on three categories.

1. High-Frequency Words

Particular attention will be given to commonly misspelled words and basic vocabulary that supports accurate writing, particularly in Year 5.

2. Academic Vocabulary (Tier 2)

High-utility words used across subjects, for example:

- analyse
- factor
- process
- impact
- significant.

These will be taught systematically in English, tutor time and reinforced within subject lessons.

3. Subject Vocabulary (Tier 3)

Each Faculty will identify key vocabulary required for each unit of study. Examples include:

- Science – evaporation, particle, energy
- History – empire, invasion, rebellion
- Geography – erosion, tectonic, climate.

These words will be introduced explicitly and revisited regularly.

Vocabulary Teaching Approach

Teachers will introduce new vocabulary using a consistent instructional routine.

- Introduce the word and model pronunciation.
- Explain the meaning in simple terms.
- Provide an example of the word in context.
- Check pupils' understanding.
- Require pupils to use the word in speech or writing.

Vocabulary will be revisited through retrieval activities to support long-term learning.

Vocabulary Displays

Classroom displays should support the development of vocabulary. Displays should function as learning tools rather than decorative features, and teachers should refer to them regularly during lessons. Classrooms should have displays highlighting:

- key subject vocabulary for the current topic
- important academic vocabulary used across subjects.

These displays may include definitions and example sentences to support understanding.

Appendix B

Reading Across the Curriculum

This appendix outlines the practical implementation of reading within lessons to ensure consistency and impact across all subjects.

1. Structured Reading Routines

Reading should follow a clear sequence:

Pre-Reading

- Introduce key vocabulary (maximum 3–5 words)
- Activate prior knowledge
- Provide context for the text

During Reading

- Teacher modelled reading (including think-aloud)
- Use of echo or choral reading where appropriate
- Annotation or text-marking to support understanding
- Strategic questioning to check comprehension

Post-Reading

- Structured discussion in full sentences
- Retrieval and inference questions
- Written responses linked to learning

2. Fluency Strategies

Teachers will routinely use:

- Modelled reading – demonstrating pace, expression and accuracy
- Echo reading – pupils repeat after teacher
- Choral reading – whole-class participation
- Paired reading – structured peer support
- Repeated reading – for pupils developing fluency

Fluency practice focuses on:

- accuracy
- pace

- expression

3. Active Participation and Accountability

Reading must be an active process. Teachers will:

- ensure all pupils track the text
- avoid passive or unstructured silent reading
- use questioning to involve all pupils
- require full-sentence verbal responses

Strategies may include:

- targeted questioning
- turn-and-talk
- cold calling
- whole-class response routines

4. Vocabulary Through Reading

Vocabulary is developed through reading using a consistent cycle: Teach → Practise → Apply → Revisit

Teachers will:

- explicitly teach key vocabulary before reading
- avoid overloading pupils with too many new terms
- revisit vocabulary through talk and writing
- correct imprecise or incorrect usage

5. Adapting Texts and Support

Teachers will ensure that:

- texts are appropriately challenging
- support is provided where needed (e.g. chunking, guided reading)
- pupils are not asked to read unsupported texts far beyond their current ability

Additional scaffolding may include:

- guided reading questions
- teacher modelling
- structured discussion before writing

Appendix C

Writing Across the Curriculum

Writing will be used to support understanding in all subjects. Pupils will regularly write:

- explanations
- summaries
- evaluations
- arguments
- analytical responses.

Teachers should explicitly teach the structure of these responses where necessary and encourage pupils to use subject vocabulary accurately. Faculties should identify opportunities for pupils to practise extended writing where appropriate.

Literacy Expectations Across Subjects

All teachers will reinforce the following expectations:

- sentences begin with capital letters
- sentences end with full stops or appropriate punctuation
- key vocabulary is spelled correctly
- written work is presented clearly.

Teachers will address key literacy errors and provide opportunities for pupils to correct them.

Classroom Displays Supporting Literacy

Classroom displays should support the development of writing. Displays should function as learning tools rather than decorative features, and teachers should refer to them regularly during lessons. Displays should reinforce the school's literacy expectations and support pupils when writing. Effective classroom displays may include:

Writing Support Displays

Displays providing useful sentence structures that help pupils construct analytical or explanatory responses. Examples may include:

- One reason for this is...
- This suggests that...
- In contrast...
- The evidence shows...

These prompts help pupils develop more sophisticated written responses across subjects.

Writing Structure Displays

Displays may include simple frameworks for organising extended writing, such as:

- Point – Evidence – Explanation
- Claim – Evidence – Reasoning.

These frameworks help pupils structure analytical responses.

Grammar and Punctuation Displays

Displays reinforcing core writing expectations, particularly in Years 5 and 6. Examples include:

- capital letter and punctuation reminders
- examples of well-constructed sentences
- commonly misspelled words.

Displays of High-Quality Work

Examples of strong pupil work may be displayed to demonstrate high expectations for:

- presentation
- vocabulary use
- extended writing.

Teachers should explain why displayed work is effective so that pupils understand expectations for high-quality writing.

Appendix D

Developing Greater Depth Writing

Internal evaluation has identified the need to increase the proportion of pupils achieving Greater Depth in writing by the end of Key Stage 2. Greater Depth writing is characterised by:

- precise and varied vocabulary
- controlled sentence structures
- accurate grammar and punctuation
- sustained and coherent extended writing
- effective adaptation of writing to different purposes and audiences.

To support this aim, both the English Faculty and other subject areas will adopt strategies that promote more sophisticated writing.

Strategies in English

The English Faculty will support Greater Depth writing through:

- explicit teaching of advanced sentence structures
- modelling high-quality extended writing
- analysing examples of effective writing
- teaching pupils how to vary sentence forms and paragraph structures
- providing opportunities for sustained extended writing
- structured editing and redrafting of written work.

Pupils will also be encouraged to develop a wider vocabulary and greater control over tone and style.

Strategies Across All Subjects

All subjects will contribute to the development of higher-quality writing. Strategies may include:

- requiring pupils to write extended explanations of subject knowledge
- encouraging precise use of subject vocabulary
- modelling clear analytical and evaluative writing
- asking pupils to justify reasoning in full written responses
- providing opportunities for structured extended writing tasks.

Teachers should challenge pupils to:

- explain ideas clearly

- use evidence to support arguments
- write in logically organised paragraphs.

These opportunities will help pupils practise the type of writing required for Greater Depth outcomes.

Appendix E

Literacy During Tutor Time

Tutor Expectations for Literacy

Tutor time will reinforce reading, vocabulary, writing and speaking skills.

Dedicated time for Accelerated Reader and weekly comprehension activities will strengthen pupils' reading fluency, stamina and understanding, ensuring regular engagement with texts across the year. In addition, PSHE and LYFTA sessions will provide further opportunities for purposeful, structured discussion, enabling pupils to develop vocabulary and practise full-sentence verbal responses.

Together, these routines ensure that tutor time reinforces the school's wider literacy aims by supporting reading and oracy while protecting time for PSHE.

Reading Expectations

Tutors are expected to:

- Allocate time for Accelerated Reader activities, supporting pupils to select appropriate books, sustain reading and discuss their progress.
- Deliver weekly comprehension tasks, modelling how to retrieve, infer and explain ideas from a text.
- Encourage full-sentence answers when discussing texts, reinforcing disciplinary thinking and comprehension.
- Promote regular reading habits by celebrating progress and signposting reading opportunities across the curriculum.

Vocabulary Expectations

Tutors will:

- Reinforce key academic vocabulary encountered through reading, PSHE discussions or LYFTA global learning tasks.
- Prompt pupils to use accurate vocabulary in both spoken and written responses.
- Encourage pupils to self-correct misused or misunderstood vocabulary.

Oracy Expectations

Tutors should:

- Use structured talk routines (e.g., "I think... because...", "I agree/disagree because...") during PSHE and LYFTA discussions to develop reasoning and clarity.

- Expect pupils to provide full-sentence verbal responses, supporting the development of academic language.
- Encourage pupils to listen actively, build on others' ideas and justify their thinking.

Creating a Literacy-Supportive Environment

Tutors are expected to:

- Model accurate spoken language and clear explanations.
- Celebrate effective reading, writing and speaking across the week.
- Establish consistent routines that reinforce confidence and independence, especially for pupils who require sustained support with foundational literacy skills.

Appendix F

Year 5 Autumn Literacy Programme

The first half term in Year 5 English will prioritise core literacy skills. Focus areas include:

- sentence construction
- punctuation
- spelling
- handwriting
- vocabulary development
- confidence in speaking.

Short literacy starters will be used across subjects to reinforce these skills.

Appendix G

Handwriting and Basic Skills Expectations

Internal monitoring has shown that pupils arrive in Year 5 with varied and inconsistent levels of competence in basic literacy skills, including handwriting, punctuation, spelling and sentence construction. This variation is partly due to the large number of feeder primary schools from which pupils join the school.

Currently, these inconsistencies are not fully addressed through a systematic whole-school approach, meaning that gaps in basic skills can persist as pupils move through the school. This strategy therefore establishes clearer expectations and more consistent reinforcement of core writing skills across subjects.

Pupils will develop clear, fluent handwriting and accurate basic writing skills. Instruction and reinforcement will focus on:

- correct letter formation
- consistent letter size
- appropriate spacing between words
- developing joined handwriting
- accurate punctuation and sentence construction.

Regular handwriting and basic skills practice will take place in tutor time, particularly for Year 5 pupils, and teachers across subjects will reinforce expectations through everyday classroom practice.

Appendix H

Oracy Expectations Across Subjects

Teachers will provide opportunities for pupils to:

- explain ideas verbally
- answer questions in full sentences
- participate in structured discussion
- present ideas to others.

Pupils will be encouraged to use subject vocabulary accurately when speaking.

Classroom Displays Supporting Oracy

Classroom displays should support the development of oracy. Displays should function as learning tools rather than decorative features, and teachers should refer to them regularly during lessons.

Displays supporting structured discussion may include prompts such as:

- I agree with ____ because...
- I see it differently because...
- Can you explain what you mean by...?

These prompts support the school's work with Voice21 by helping pupils participate confidently in discussion.

Appendix I

Addressing Pupil Underachievement

Identification

Pupils working below age-related expectations in reading and writing will be identified through a combination of:

- Internal summative assessment data, including reading ages, writing assessments, Accelerated Reader reports and comprehension outcomes
- Year 4 prior-attainment data, used to highlight pupils entering Year 5 with known literacy gaps
- Phonics screening data and follow-up diagnostic assessments to identify specific barriers, including decoding, fluency, phonemic awareness and basic transcription skills
- Additional diagnostic tests, where needed, to pinpoint difficulties in decoding, comprehension, vocabulary knowledge or writing accuracy
- Teacher judgement, supported by work scrutiny, lesson observations, formative assessment and evidence of misconceptions

This multi-layered approach ensures that pupils at risk of underperformance are identified swiftly and accurately.

Intervention Pathways

Following identification, pupils will access the most appropriate form of support based on their assessed needs:

- Phonics and Early Reading Interventions
- FFT/Success for All and Quest programmes for pupils requiring structured phonics or fluency intervention
- Targeted phonics instruction to address gaps in decoding, blending and fluency

Writing Support

- Adaptive teaching and scaffolding, including sentence starters, guided writing, chunked tasks and live modelling
- Writing frames, vocabulary banks and structural supports (e.g., PEE / Claim–Evidence–Reasoning)
- Short-burst grammar, punctuation and handwriting practice linked to the expectations in Appendix G

Additional Literacy Support

- Accelerated Reader to strengthen reading stamina, comprehension and vocabulary exposure
- PIXL therapies, including SPaG, reading comprehension and writing structure resources
- In-class responsive interventions, including verbal feedback, modelling and targeted questioning
- Small-group or 1:1 withdrawal sessions when pupils require focused instruction outside main lessons

Training and Staff Development

To ensure high-quality delivery:

- Selected support staff and teachers will receive CPD in phonics instruction, including fidelity to FFT/Quest approaches
- Staff leading interventions will be trained in diagnostic assessment, adaptive teaching, scaffolding for writing and effective feedback
- Ongoing professional development will be provided through the SEND team, English Faculty, School Librarian and Trust Reading Improvement Partner

Leadership and Oversight

This work will be overseen by the SEND team, led by the Assistant SENCO, and supported by the Head of English Faculty. Responsibilities include:

- Ensuring the accuracy of identification processes
- Coordinating intervention timetables (classroom, small-group and 1:1)
- Monitoring fidelity and quality of intervention delivery
- Reviewing progress data and adjusting provision where needed

Monitoring and Review

Impact will be evaluated through:

- Regular assessment cycles and reading age tracking
- Review of writing samples and progress against age-related expectations
- Monitoring of intervention attendance and engagement
- Pupil voice on confidence in reading and writing
- Termly review of intervention impact by SEND and English Faculty leaders

Appendix J

Reading for Pleasure and Culture

Developing a strong reading culture is essential to improving attainment and long-term engagement with reading.

This appendix outlines how the school will promote reading for pleasure alongside academic reading.

1. Principles

Reading for pleasure is characterised by:

- regular reading habits
- engagement with a wide range of texts
- positive attitudes towards reading

Pupils are more likely to succeed academically when they read widely and frequently.

2. Regular Reading Opportunities

Reading is built into the school day through:

- tutor time reading
- reading within English lessons
- curriculum-linked reading opportunities

Reading time is structured and purposeful, with staff actively supporting engagement and understanding.

3. Teacher Modelling

All staff will contribute to the reading culture by:

- reading aloud to pupils regularly
- demonstrating fluent, expressive reading
- recommending texts
- talking about reading and books positively

This ensures that pupils see reading as a valued and normal activity.

4. Access to High-Quality Texts

The school will ensure that pupils have access to:

- a broad and diverse range of books
- age-appropriate and engaging texts
- curated reading recommendations
- audiobooks via Calibre Audio

Additional support will be provided for pupils who may not have access to books outside school.

5. Guided Reading Choices

Systems such as Accelerated Reader and Sparx Reading will be used to:

- support reading habits
- monitor engagement and progress

These will be complemented by:

- teacher guidance on book selection
- encouragement to read a range of genres and authors

The focus is on ensuring pupils experience:

- appropriate challenge
- sustained success
- enjoyment of reading

6. Social Reading and Discussion

Pupils will have opportunities to:

- discuss what they are reading
- share recommendations
- reflect on texts

Structured discussion in English lessons and Tutor time supports both enjoyment and comprehension.

7. Role of Tutors and Leaders

Tutors and leaders will:

- promote reading regularly, including encouraging pupils to read at home for enjoyment and curiosity
- celebrate reading success
- monitor engagement and participation

Reading will be visible and valued across the school.