



BECCLES
HIGH SCHOOL

Beccles High School Literacy Policy

Overview

At Beccles High School, we recognise that literacy is fundamental to pupils' academic success, personal development and future opportunities. Literacy encompasses reading, writing and oracy, and underpins access to the curriculum in every subject area. Reading at, or beyond, a pupil's chronological reading age enables them to engage confidently with subject knowledge, develop vocabulary, think critically and communicate effectively.

This policy reflects Trust priorities and is informed by national research and guidance, including Ofsted's Quality of Education framework, Improving Literacy in Secondary Schools (EEF, 2019), and the Teachers' Standards. While reading sits at the core of our literacy strategy, we also place strong emphasis on writing and oracy as essential, interconnected components of effective literacy practice.

Literacy is a whole-school responsibility. All staff are teachers of literacy and share responsibility for promoting high standards of reading, writing and spoken language in every classroom.

Assessment and Identification of Reading Need

All pupils at Beccles High School complete two standardised reading assessments each academic year using **Bedrock**:

- **Autumn Term** – baseline assessment for all pupils
- **Summer Term** – end-of-year assessment to measure progress

Reading assessment data is used to identify pupils' reading needs and to determine appropriate support. Pupils are categorised using a simple RAG system, and this information is clearly shared with staff. Reading categories are identified on seating plans to ensure that teachers are aware of pupils' reading profiles and can adapt their teaching accordingly:

- **Green** – at or above chronological reading age
- **Orange** – up to one year below chronological reading age
- **Red** – more than one year below chronological reading age

This consistent visual identification supports high-quality adaptive teaching across all subjects.

Pupils in Key Stage 3 who are below their reading age are reassessed in the **spring term** to monitor progress and determine whether interventions should continue.

Reading Intervention and Support

Targeted Reading Interventions (Key Stage 3)

Pupils identified as **orange or red** readers in Key Stage 3 receive structured reading support during their normal timetabled lessons.

- Pupils complete **Lexia**, an adaptive online literacy programme designed to develop phonics, vocabulary, comprehension and reading fluency.
- Lexia sessions take place **three times per week**, each lasting **30 minutes**.

Progress is monitored regularly through Lexia data and follow-up reading assessments.

Literacy Gold Intervention

Pupils in both Key Stage 3 and Key Stage 4 who have significantly low reading ages receive additional intervention through **Literacy Gold** (Dyslexia Gold).

- Literacy Gold is a structured, online literacy programme designed to support reading accuracy, fluency, spelling and comprehension.
- Pupils complete **three Literacy Gold sessions across a two-week timetable**.
- Progress is monitored through programme data and follow-up reading assessments.

This targeted intervention ensures that pupils with the greatest reading need receive sustained and specialist support.

Whole-School Literacy Provision: L.O.R.D.

All pupils at Beccles High School participate in **L.O.R.D. (Literacy, Oracy, Reading and Debate)** as part of a whole-school approach to literacy development.

- L.O.R.D. takes place **four days per week** after form time.
- Each session lasts **10 minutes**.
- Pupils engage with a structured programme delivered through dedicated booklets.

The L.O.R.D. programme includes:

- Reading of high-quality texts
- Explicit teaching and practice of spelling, punctuation and grammar (SPaG)
- Vocabulary development
- Oracy activities, including structured discussion and debate
- Comprehension and critical thinking tasks

L.O.R.D. ensures that all pupils, regardless of starting point, have regular exposure to high-quality literacy experiences and reinforces the principle that literacy is embedded across the curriculum.

Writing Across the Curriculum

Beccles High School recognises the reciprocal relationship between reading, writing and spoken language. Writing is a tool for learning, thinking and communicating knowledge.

Across the curriculum, pupils are supported to:

- Write for a range of purposes, audiences and forms
- Develop accurate sentence structure and academic style
- Use subject-specific vocabulary precisely
- Plan, draft, edit and redraft extended pieces of writing
- Apply grammar and spelling knowledge in context

Departments are responsible for explicitly teaching writing conventions relevant to their subject disciplines.

Oracy

Oracy plays a vital role in developing pupils' understanding, confidence and ability to articulate ideas. High-quality classroom talk supports reading comprehension, writing development and deeper learning.

At Beccles High School, we:

- Promote structured talk in lessons, including paired talk, group discussion and whole-class debate
- Model and explicitly teach effective spoken language
- Encourage pupils to justify ideas, ask questions and build on the contributions of others

- Embed oracy opportunities through L.O.R.D. and subject lessons

Roles and Responsibilities

Literacy Lead

The Literacy Lead is responsible for:

- Overseeing the implementation of this policy
- Monitoring whole-school literacy provision and reading data
- Coordinating reading interventions
- Supporting staff through training and guidance
- Quality assuring literacy practices across the school

Senior Leaders and Middle Leaders

Senior and middle leaders are responsible for:

- Ensuring literacy is prioritised within curriculum planning
- Supporting consistent implementation of literacy strategies
- Monitoring the impact of literacy provision within their areas

Teaching and Support Staff

All staff are responsible for:

- Promoting high standards of literacy in their lessons
- Modelling accurate reading, writing and spoken language
- Being aware of pupils' reading needs
- Supporting pupils to access challenging texts and vocabulary

Continuous Professional Development (CPD)

High-quality literacy teaching relies on confident, well-trained staff. Beccles High School is committed to providing ongoing professional development to ensure that all staff are equipped to support pupils' reading, writing and oracy effectively.

Literacy-focused CPD will:

- Reinforce the principle that all staff are teachers of literacy
- Develop staff confidence in supporting pupils with varying reading needs
- Share effective strategies for modelling reading, teaching vocabulary and supporting comprehension
- Provide guidance on the use of reading assessment data and interventions, including Lexia and one-to-one reading support
- Support consistent delivery of whole-school literacy initiatives, including L.O.R.D.

CPD may be delivered through whole-school training, briefings, subject meetings or targeted support led by the Literacy Lead and senior leaders. Literacy development forms part of the school's wider CPD programme and quality assurance cycle.

Monitoring and Review

This Literacy Policy will be reviewed annually to ensure it reflects current practice, Trust priorities and national guidance. The impact of literacy provision will be evaluated through assessment data, quality assurance activities and pupil outcomes.