



Fairfield High School

Literacy Policy

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Principal	
Date of next review	September 2026

Rationale

Literacy and the ability to read, write, and speak, are the foundations of teaching and learning and in recent years have been identified as one of the most significant factors in determining student progress both socially and academically. Strong literacy skills help to build confidence and self-esteem, and give students an ability to communicate effectively, enabling them to thrive in a school setting, but also as they make their next steps after education. These literacy skills are also essential in empowering students to better engage with their curriculum especially important for our cohort of EAL students. Poor literacy on the other hand is a major barrier to learning and therefore plays a key role in academic achievement and the way in which students relate to others. As a result, the provision of literacy is a priority for Fairfield High School.

Key Principles

At Fairfield High School we are committed to developing the ability of our students to communicate effectively through the three key branches of literacy; reading, writing, and oracy. As practitioners we believe that prioritising and embedding literacy within the curriculum will enable students to build the knowledge and skills that they need to thrive. It is important to note that literacy is a core part of all teaching and learning, and that all teachers are teachers of literacy regardless of the subject that they teach. The key principles for the provision of literacy at Fairfield are:

- To ensure that all teachers are aware of the importance of literacy across the curriculum and are given the training and support needed in order to help students develop their literacy skills.
- To ensure that systematic, whole-school approaches are consistently embedded in the Fairfield curriculum through the explicit teaching of subject specific vocabulary, disciplinary writing skills, and opportunities for the development of oracy.
- To foster a love of reading for pleasure through the deployment of the tutor reading program.
- To ensure that there are clear procedures for monitoring literacy across the school.
- To provide opportunities for staff to develop their understanding of literacy strategies through appropriate training.

Strategies for ensuring progress against these aims:

- The teaching of literacy is a shared responsibility. As a result all Fairfield High School staff will have a clear understanding for literacy strategies, supported through CPD facilitated by the Literacy-Coordinator and other practitioners.
- Dissemination of successful literacy strategies across departments by the Literacy Coordinator and directors/seconds in faculty will help to build a shared sense of purpose with literacy teaching.
- Subject specific tier two and three vocabulary will be identified by each department for KS3, collated by the Literacy Coordinator, and reviewed each year to ensure relevance to the curriculum. This vocabulary will be explicitly taught to using a range of appropriate evidence based strategies.
- The Teaching and Learning Working Group will regularly be consulted on literacy strategies, recent research, and given opportunities to trial and feedback on implementation.
- The Key Stage Three Tutor Reading Program will be implemented across the school and will seek to inspire a love of reading through the carefully curated selection of diverse texts. The program will be regularly reviewed with student and staff voice used to adjust the program as appropriate.
- The Library and its staff will help to promote a love of reading through the curation of books, the provision of reading related activities and encouraging students to be independent readers.
- The Literacy Coordinator will ensure that they are up to date with recent pedagogy related to the provision of literacy and will seek to gain expertise to disseminate to Fairfield staff.
- Individual faculties will seek to provide a range of extra-curricular activities and opportunities to Fairfield High School students to build literacy skills working with outside agencies where appropriate.
- Students at risk of falling behind will be selected for specific, evidence-based literacy interventions - such as Lexia - in order to help them achieve success at GCSE and beyond.

Expectations of Students:

- Students will be able to communicate, when asked, the subject specific vocabulary that they have been taught for the unit of work that they are completing and be able to show evidence of their explicit learning of this vocabulary in their books.
- Students will be regularly required to learn and recall subject specific tier two and three vocabulary as part of the process of learning new words.
- Students will be expected to take an active role in the tutor time reading program through following in their own text, and contributing to discussions about the book when facilitated by their tutor.
- Students will be expected to engage positively with interventions.

Monitoring and Evaluation:

- The provision of literacy will be reflected in the Fairfield School Development Plan and targets for improving this provision will be regularly set and reviewed. Progress towards these targets will be regularly evaluated.
- Literacy will be prioritised in monitoring procedures. Books will be monitored by Middle Leaders and SLT during learning walks and book looks for literacy feedback (as per the feedback policy), as well as for evidence of the explicit teaching of vocabulary. Learning walk feedback will also ensure specific reference to literacy teaching in the classroom.
- The Literacy Coordinator will meet regularly with their SLT Line Manager to ensure that school leaders have an awareness of progress and barriers for literacy provision.
- Literacy audits will be conducted at appropriate intervals with results shared with staff. Targeted support will be given to departments as a result.
- GL tests will be run at regular intervals across KS3 in order to ascertain the impact of interventions.

Exemplar resources, strategies, and templates and this policy can all be found in the w drive under: W:\LITERACY