



Fairfield High School

Literacy Policy

2026/27

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Principal	
Date of next review	September 2027

Purpose

At Fairfield High School, literacy is central to curriculum access, inclusion and students' future success. Students who can read fluently, understand vocabulary, communicate clearly and write accurately are better able to access ambitious subject content, express their thinking and succeed across the curriculum. This policy sets out our shared approach to literacy.

Aims

Our literacy policy aims to ensure that:

- all students can access the full curriculum through secure language, reading, writing, speaking and vocabulary knowledge;
- literacy is understood as a shared responsibility across all subjects;
- teachers explicitly teach the literacy demands of their disciplines;
- students who need additional literacy support are identified early and supported effectively;
- literacy provision is monitored, evaluated and improved over time;
- students develop the confidence, fluency and independence needed for school, further education, employment and life beyond Fairfield.

Principles

Literacy is everyone's responsibility: Literacy is not the responsibility of English alone. Every subject has its own vocabulary, texts, questions, explanations and forms of writing. Teachers understand these demands and make them explicit so that students learn how to read, write, speak and think successfully in each discipline.

Literacy supports curriculum ambition: Literacy support should help students access ambitious learning, not replace it with something easier. Scaffolds, models and guided practice should support students towards increasing independence.

Literacy is part of inclusive practice: Students with SEND, students from disadvantaged backgrounds, students with EAL, students who are not yet fluent readers, and students who may lack assumed background knowledge all benefit from clear teaching of language, vocabulary, reading and writing.

Literacy development should be evidence-informed: We use assessment information, classroom evidence, teacher knowledge and intervention data to identify need, plan support and review impact.

Universal Provision: Literacy for All

All teachers support literacy through high-quality classroom practice. This includes:

- explicitly teaching important subject vocabulary;
- modelling fluent reading, clear explanations and successful written responses;
- using teacher reading, choral reading and echo reading where appropriate to support fluency;
- teaching students how to read subject-specific texts, questions, diagrams, sources, data and images;
- using talk before writing so students can rehearse and refine ideas;
- providing sentence stems, worked examples or writing frames where helpful;

- supporting accurate spelling, particularly of key subject vocabulary;
- checking understanding before students work independently;
- revisiting key vocabulary, knowledge and methods over time.
- Library lessons also support universal provision by giving students regular opportunities to read, discuss books and be heard reading by teachers.

Targeted Provision: Additional Support for Some Students

Some students need additional planned support to secure specific aspects of literacy. This support may happen in the classroom, through intervention, or both.

Students may be identified through NGRT, NGST, CATs, KS2 information, teacher referral, SEND profiles, attendance data, behaviour data, book looks or wider pastoral information. Students who are in the lowest 3 stanines are reviewed for targeted support, with the provision chosen after looking more closely at their needs. Staff are advised of the reading stanine of all students allowing them to adapt teaching to support them.

Targeted provision may include:

- Fresh Start for phonics and decoding;
- Lexia for comprehension, grammar and word study;
- handwriting intervention;
- spelling intervention;
- EAL support;
- small-group or individual literacy support;
- additional opportunities to read with an adult;
- classroom support such as vocabulary pre-teaching, reading scaffolds, writing frames or more regular checks for understanding.
- Students receiving targeted literacy support are monitored more regularly so that provision can be reviewed and adjusted where needed.

Specialist Provision: Intensive Support for a Few Students

A small number of students may require more individualised or specialist support because barriers to literacy are significant, persistent or complex. This may involve the SEND team, pastoral team, external agencies or specialist assessment.

Specialist provision may include individual literacy assessment, EAL specialist support, access arrangements, EHCP-linked provision, speech and language advice, educational psychology advice or highly personalised intervention.

Specialist provision should remain rooted in high expectations and access to the full curriculum.

Assessment and Identification

We assess and monitor literacy through:

- baseline NGRT and NGST alongside CATs testing in Term 1 of Year 7;
- annual NGRT and NGST across Key Stage 3;
- retesting where inaccuracies seem likely, using repeated NGRT or York Assessment of Reading for Comprehension (YARC) assessment where appropriate;

- more regular NGRT testing for students receiving targeted literacy intervention;
- teacher referral and professional judgement;
- SEND, EAL, attendance, behaviour and pastoral information;
- book looks, classroom evidence and student voice.

Assessment information is used to identify students who need support, inform classroom practice, target intervention and evaluate progress.

Roles and Responsibilities

SLT Lead for Literacy: The SLT Lead for Literacy oversees the strategic direction of literacy, ensures it aligns with school improvement priorities and supports evaluation of impact.

Literacy Co-ordinator: The Literacy Co-ordinator leads the development of literacy practice across the school, supports staff training, monitors key actions and works with SEND, curriculum and pastoral teams.

Curriculum Leaders: Curriculum Leaders ensure that disciplinary literacy is built into curriculum planning, teaching, assessment and quality assurance.

Classroom Teachers: Classroom teachers explicitly teach the literacy demands of their subject, use literacy information to inform adaptive teaching, and support students to read, write, speak and use vocabulary successfully.

SEND and Intervention Staff: SEND and intervention staff identify, deliver and review targeted and specialist support, and help teachers understand how students' needs can be supported in the classroom.

Tutors and Pastoral Staff: Tutors and pastoral staff support reading culture, organisation, attendance and wider barriers that may affect literacy development.

Students: Students are expected to engage with reading, writing, speaking and vocabulary learning across the curriculum, and to complete intervention or home learning tasks where these are set.

Families: Families are encouraged to support reading, home learning, attendance and engagement with literacy interventions where appropriate.

Monitoring and Evaluation

We monitor the effectiveness of literacy provision through our shared improvement cycle: setting priorities, developing practice, gathering evidence, and reflecting and acting.

This includes:

- analysis of NGRT, NGST and intervention data;
- monitoring progress for students receiving Lexia, Fresh Start, handwriting or EAL support;
- reviewing outcomes for key groups, including disadvantaged students, boys, SEND students, EAL students and students in the lowest reading stanines;
- book looks, drop-ins and curriculum quality assurance;
- review of assessment outcomes across subjects;
- student, staff and family voice;
- line management, CPD and faculty review.

The impact of this policy will be seen in students' ability to read with increasing accuracy and fluency, understand and use academic vocabulary, write clearly, access the full curriculum and participate confidently in school life.

Review

This policy will be reviewed regularly as part of the school's quality assurance and improvement cycle.