Richard Lander School

Whole School Literacy Policy

Policy Effective From: September 2026

Responsibility: Literacy Lead/Assistant Head/Deputy Head/Head/Governing Body

Reviewed and monitored by: Assistant Head/Deputy Head/Head/Governing Body

Review Date: September 2027

Aims:

- To ensure that all teachers are confident and effective teachers of literacy within their own subject domain
- To raise individual student literacy proficiency across every level of ability
- To ensure that all pupils have the opportunity to become effective readers, writers and communicators
- To create a whole school culture where a love of reading is celebrated and sits at the heart of the school.

RLS's Three strands of Whole School Literacy:

- Disciplinary Literacy
- Reading for Enjoyment
- Provide high quality interventions for struggling students

Objectives:

- To provide all staff with research-informed literacy strategies that help students of all abilities succeed within a teacher's own subject-specific domain
- To support staff with the implementation of embedding research-informed literacy strategies within their planning and teaching instruction
- To provide various whole-school initiatives and promotions that enable a love of reading to sit at the heart of the school.
- To provide tiered high quality research-informed literacy interventions for struggling students using external providers as necessary

Organisation:

- All members of teaching and support staff are responsible for the promotion and teaching of literacy.
- The Literacy Lead, along with SLT, will lead and support literacy development across school by:

- Leading the three components that make the ‘Whole School Literacy Strategy’: Disciplinary Literacy, Reading for Enjoyment and High Quality Interventions.
- Leading the diagnostic assessment of all students for decoding, comprehension and reading engagement; these findings, with action points, are then fedback to relevant staff and relevant adults.
- Leading the development of tiered interventions for students who are reading significantly behind their peers.
- To work with the SENCO and SLT to monitor the impact of the tiered reading interventions.
- Delivering training to staff on the research-informed strategies and tiered interventions that are detailed across the ‘Whole School Literacy Strategy’ and implementation plans.
- To support and monitor the delivery of the implementation plans across the school through frequent insets, staff briefings, regular emails, learning walks, book reviews, meetings, and deployment of Literacy Champions.

Review:

The Literacy Lead will continually monitor the success of the ‘Whole School Literacy Strategy’ Implementation Plans and update where necessary. This will involve the monitoring of:

- Standard Deviation Reading Age Scores and how they change overtime.
- Annual student and parental reading engagement surveys and how the results change over time.
- Reviewing and, where necessary, updating the implementation plans to check that they are reflective of literacy across the school and moving us towards the stated aims of the policy.
- Continued research by the Literacy Lead of the best Literacy evidence-based strategies across the world.