



Seahaven Academy
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Part of United Learning

SEAHAVEN ACADEMY

Literacy Across the Curriculum Policy

Updated: September 2025

Next Review: September 2026

What is Literacy across the Curriculum?

Literacy across the Curriculum is teaching and learning to develop students' reading, writing, speaking and listening skills throughout the school day. It is delivered in all subject areas, during tutor times, through intervention and extra-curricular activities. Each area of the school has its unique approach to literacy alongside our whole-school strategies.

Intent

Reading: Reading is the academic key that unlocks the curriculum. Our vision at Seahaven is that all students become confident, independent and curious readers. Students will encounter a rich diet of challenging and diverse texts across the curriculum, allowing them to develop their disciplinary literacy skills and their knowledge and understanding of the world around them.

Writing: Writing is clear thought made visible. Students at Seahaven write with confidence across a range of disciplines, grappling with complex ideas and developing their signature written 'voice.'

Oracy: Students will be given plentiful opportunities to debate, discuss, explore and present ideas both in lessons and in the Education with Character curriculum. Students will leave Seahaven as confident speakers, able to present their thoughts and opinions coherently and with conviction.

Principles

- All staff take a shared responsibility for teaching literacy and oracy;
- We consider cognitive load by breaking down the literacy demands of tasks so that all students can access them;
- We effectively guide students towards independent writing in a range of disciplines;
- We respond to students' needs;
- We provide a rich and varied curriculum of literacy and oracy across the school.
- For all interventions, both in-class and withdrawal academically vulnerable students (including, but not limited to, students with SEND; students in receipt of Pupil Premium funding and Looked After students) are prioritised.

Priorities

Every Future is important: Continue to develop and embed multi-layered approach to ensure all students below ARE make rapid and sustained progress. Proficient readers are appropriately stretched and challenged in all lessons.

Every lesson counts: Develop literacy marking and feedback policy to ensure students are writing with accuracy, fluidity and flair across all curriculum areas.

Oracy/ Disciplinary Literacy: Develop student ability to discuss, debate, explore and evaluate complex ideas orally through paired talk, class discussion and presentations.

Literacy Provision

- **Whole School Reading Programme** – Y7-10 tutor groups read a range of carefully selected diverse novels together to benefit from reading that reflects their wider world. Teachers model fluent reading, expose students to a wide range of vocabulary and promote a love of reading (informed by research, ‘Just Reading’ Westbrook et al. 2017);
- **Identifying need** – we use a range of assessment data (NGRT; Lexonik; Lexia; Sparx Reader; summative assessment points) to identify struggling readers and effectively diagnose the barriers they face in order to support rapid progress.
- **The Seahaven Way** (Teaching and Learning Policy) Key approaches include explicit teaching of vocabulary using our SEEC model (see below); oracy strategies including ‘I say, you say’ of key vocabulary, speaking in full sentences, cold-call questioning and Turn and Talk; I-We-You framework for lessons ensures teachers produce effective models of excellence to scaffold student understanding and make success criteria explicit; The BlueZone is an opportunity in each lesson for students to produce independent work as a product of their own thinking.
- **SEEC vocabulary** – Teaching middle leaders carefully **select** the highest leverage vocabulary to be mapped and explicitly taught in their curriculum area. This vocabulary is carefully **explained** – with definitions and modelling/ echo reading using I say; you say. Students **explore** the new vocabulary – applying it in context and revisiting in subsequent lessons and through homework/ revision to **consolidate**.
- **Adaptive Teaching** – Teachers use a range of scaffolds and prompts to support students to access reading, writing and oracy tasks. These include, but are not limited to: word banks; sentence builders; knowledge organisers; graphic organisers and dual coding.
- **Lexia Power Up** – KS3 Set 6 English students receive targeted intervention through Lexia Power Up as part of a dedicated literacy focused weekly English lesson to support rapid progress. Student progress is closely monitored by their English teacher.
- **Lexonik** – Students with identified phonics gaps as identified by NGRT and Lexonik diagnostic testing receive a focused withdrawal intervention to support rapid reading progress.
- **Library** – The library is situated at the heart of the school and is a key tool for developing our students’ love of reading, and exposure to a wide range of texts. The library is used for lessons, reading intervention, book clubs and extra-curricular activities.
- **SPARX Reader** – Set as weekly homework throughout KS3, Sparx Reader supports students to practice careful independent reading. The programme identifies the student’s level and provides appropriate texts to support progress.
- **Peer Reading** -We are developing a peer reading programme to support students who require regular fluency practice to ensure continued progress and prevent regression.

- **Oracy** – Staff support students to engage in oracy practice through ‘**moments**’ (organic talk e.g. welcoming at door; cold call questioning); ‘**opportunities**’ (extended thinking; presentation in more depth; complex ideas e.g. turn and talk; agree-build-challenge) and ‘**events**’ (Structured, formal presentations e.g. open evening speech; poetry by heart.)

Assessment

- We assess students’ reading skills using the NGRT and share data with staff to inform planning and intervention.
- Staff use reading data to inform their approach to working with our students. Reading data is visible on seating plans. We work with a colour-coded system (stanine 1-3 = red, stanine 4-5 = amber, stanine 6-7 = green, stanine 8-9 = blue).
- Reading data is used when deciding students’ sets or streams.
- Students with a stanine score 1-3 on the NGRT receive intervention to support them to catch up in their reading.
- Literacy is a focus of formative assessment and live marking for all departments.
- Departments will take students’ literacy skills into account when giving feedback to parents.
- Teachers live mark work produced during The Blue Zone using the literacy marking code. (In development 25.26)
- Teachers prioritise PP students and students with SEND for formative assessment. checks for understanding, targeted reading practice and marking of independent work.
- PP students and students with SEND take priority where there are limited places for intervention.
- Reading assessment data is filtered by demographic. This data is evaluated every half term to check progress of academically vulnerable students matches that of their peers, and guide intervention decisions where this is not the case.
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CPD

Teachers and Education Support Staff receive CPD on literacy priorities (e.g. use of reading data to inform intervention in the classroom; adaptive teaching to support students with literacy needs) through:

- Inset sessions
- Three-weekly twilight sessions
- Departmental development time – fixed agenda item
- Middle Leader development sessions (once per half term)
- ECT/ ITT training
- Induction
- Coaching (need-driven – identified through learning walks and drop in data)
- Additional optional twilight sessions in areas of specific focus

Steplab provides a digital version of ‘The Seahaven Way’, with specific guidance for literacy and oracy strategies and routines broken down into actionable steps. Leaders use these steps to

provide feedback to teachers and tutors following learning walks, and to support structured coaching development.

Senior leaders are allocated a year group to monitor during tutor time. Whole School Reading Programme feedback is collated by Literacy co-ordinator to identify where additional support and coaching is needed, and to identify areas of great practice.

Parental Engagement

We recognise that parents and carers play an essential role in supporting students' literacy progress. Engagement with parents and carers is an area of development and the Literacy Co-ordinator will be leading on work in this area across the year. This will include (but not be limited to):

- Workshops for parents e.g. to support reading at home; reading for pleasure; SPARX Reader; Lexia and Lexonik intervention programmes.
- A dedicated area on the website where parents/carers can access guidance about supporting students with literacy needs.
- Community reading and writing events – e.g. poetry readings; creative writing presentations
- A termly newsletter celebrating literacy and oracy highlights from across the school community

Monitoring and Evaluation

Senior Leaders and the Literacy Co-ordinator monitor student progress regularly and report back to staff, parents, students and governors.

We retest students *who demonstrate gaps* at Mid-Year to assess impact of interventions and measure progress.

Y7-9 set 6 English teachers closely monitor and evaluate progress of students completing Lexia intervention. Literacy co-ordinator reviews progress with teachers on a half-termly basis.

Data from Lexia, Lexonik intervention, NGRT assessment and formal MY/ EOY assessments is triangulated when assigning students to classes to ensure students are in the correct stream, English set and receive appropriate interventions.

Literacy co-ordinator collates data from the NGRT, with contextual input from English teachers, to pass to Key Stage Director. Key Stage Director reviews the data in context of wider behaviour and attendance, to identify key target groups.

Teachers use formative assessment; analysis of retrieval 'Do Now' tasks; live marking of BlueZone tasks to assess student retention of subject specific vocabulary and disciplinary literacy writing skills.

Behaviour and attendance data is cross-referenced with reading data to ensure Heads of Year and Key Stage Directors can engage in proactive conversations with parents and carers, and appropriate and timely interventions take place to support student progress.

Literacy SLT lead and literacy co-ordinator undertake regular learning walks to assess implementation of literacy and oracy strategies across the curriculum, providing feedback via Steplab for both teachers and subject leaders.

Transition

Students entering Y7 with potential literacy need are identified prior to entry through analysis of KS2 SATs data; parental contact and meetings; communication with primary feeder schools. Key Stage Director, liaising with SEN and Literacy lead identifies students in need of targeted support.

All Y7 students complete the NGRT assessment in the first weeks of term 1. Data from this assessment is used as a first filter to identify students in need of further diagnostic testing – through English teacher formative assessment, Lexonik diagnostic, Lexia diagnostic and/or SEN assessments requested through the referral pathway.

Responsibilities

As stated in the Teaching Standards (2011), all teachers must:

‘demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject’

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile.
- Monitor the effectiveness of our literacy provision and its development within the school.

SLT Literacy Lead will

- Develop strategic vision for Literacy and Oracy across the school.
- Ensure effective development of whole school policy and practice.
- Monitor and evaluate the implementation of all strategies.
- Collaborate with leaders, teachers and support staff to develop our approach to whole-school literacy in line with current priorities.
- Design and facilitate effective CPD for staff to support excellent practice.
- Take strategic lead for Lexonik intervention.

Literacy Co-ordinator will:

- Lead on operational running of assessments and interventions.
- Support monitoring delivery of provision listed above.
- Provide information for parents on ways to support their child’s Literacy development.
- Lead on operational running of Whole School Reading Programme.

Librarian will:

- Create a library space that provides students with opportunities to develop their love of reading and independent reading.
- Deliver a range of reading interventions to support our most struggling readers.

- Deliver clubs and extra-curricular activities that promote reading to students.
- Establish effective communication with all stakeholders, including parents/carers, to ensure excellent use of the library from the school community.
- Support teachers to use the library as a resource to promote reading across the curriculum.
- Hold events and projects to further support students to access texts that reflect their wider world.

Middle Leaders will:

- Select and map out key vocabulary in their curriculum areas.
- Develop a disciplinary specific approach to literacy modelling, scaffolding, questioning, marking and feedback within their subject area.
- Use Departmental Development Time to support their team to embed excellent disciplinary literacy practice through feedback from learning walks, work sampling, modelling and collaborative planning.
- Monitor and evaluate disciplinary literacy strengths and areas for development through learning walks and use of Steplab for feedback.

Teachers across all subject areas will:

- Plan all learning resources from a bedrock of disciplinary literacy developed within departments.
- Deliver the WSRP to tutees
- Be familiar with and implement school strategies.
- Use adaptive teaching methods to effectively scaffold and support students with literacy cognitive load.
- Ensure students identified as proficient readers, writers and speakers are effectively stretched and challenged in all lessons to ensure continual progress and avoid 'coasting'.
- Make regular use of Mini White Boards (MWB), circulating and live marking as a formative assessment tool to address literacy errors.
- Deliver the key whole-school literacy strategies outlined in The Seahaven Way Teaching and Learning Policy.

SEN department will:

- Assist in the identification of students working significantly below expected standard.
- Deliver interventions designed to support proficiency in reading and writing.
- Provide in class support for students whose SEND creates a barrier to accessing the curriculum.
- Support the literacy team by logging interventions on Edukey.

Parents/carers will:

- Encourage their children to use the range of strategies they have learned.

- Promote positive engagement in the full range of literacy-related opportunities available to students in school and beyond.
- Communicate concerns and questions to the Head of Literacy and relevant teachers.

Students will:

- Engage to the best of their ability in the full range of literacy-related opportunities available to them at school and beyond.
- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement.
- Complete homework with development of literacy skills in mind.
- Regularly use Full Sentence Feedback in spoken and written responses.