



The Hundred of Hoo Academy

Literacy Policy 2025-2026

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Policy Status	
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Introduction

The development of strong literacy improves the life chances of young people and gives them the key skills that are the fundamentals of everyday life. Literacy includes reading, writing, speaking and listening; all of which are developed each day and are a core element of all curriculum areas. Leaders strategically map literacy opportunities into their curriculums and select content and texts that promote engagement and love of reading. We ensure our texts increase in challenge as our pupils progress. A range of activities are ingrained within each subject's core curriculum and in every day Academy life.

Our literacy strategy builds on the core principles of the English KS1/KS2 curriculum and ensures that no child is left behind. We are influenced by recent research and publications from the EEF as well as academics. Through the framework of the MYP, we are able to teach children how important their written, visual and oral language skills are within the real world and not just within their time at HOH. Disciplinary Literacy opportunities are mapped throughout the curriculum in all disciplines ensuring that we enhance both day-to-day literacy as well as subject specific literacy.

Through analysis of pupil outcomes of not only exams, but retention quizzes, retrieval activities, NGRT testing, and our feedback policy we target specific intervention strategies for groups of pupils to ensure that all pupils, no matter their starting point, have the best chances of securing outcomes in English and Maths. In turn, this will ensure that pupils can access their next steps of education and support them in the employment process.

This document gives some examples of the strategies we use to nurture and develop the literacy of all of our pupils. These are strategies that are not confined to the Academy and they are areas that can be practised and developed at home.

Literacy Strategies:

STRATEGY	INTENT	IMPLEMENTATION	IMPACT
READING AGE TESTING LED BY: EMS	<p>The New Group Reading Test (NGRT) is a standardised assessment that allows us to reliably measure reading skills against the national average so we can get to the root of any problems precisely and quickly.</p>	<p>All pupils are tested for their reading age via Sparx reader, our lowest 30% of the cohorts, are then re-tested via the NGRT system.</p> <p>NGRT provides information about sentence completion, and comprehension allowing us to identify where difficulties lie.</p> <p>This method of assessment is adaptive. Questions are automatically presented based on a pupil's ability as they complete them.</p> <p>This lowest 30% and those attending interventions undergoing further tests at 12 week intervals to measure the impact of their intervention, reliably assess the impact of reading and disciplinary literacy within our curriculum. Pupils reading abilities can be benchmarked using the Standardised Age Score (SAS).</p>	<ul style="list-style-type: none"> • We have reliable data to analyse to identify the strengths that can be further developed as well as the areas that require improvement. • We are able to start the process of diagnosing pupils' reading needs. We are able to assign them specific interventions, or adapt our ToTF curriculum to suit the needs of our current cohort. • All staff have access to this data so they can reliably create seating plans and adapt their resources to suit the reading ability of their groups. • The SEN department will have reliable data to support them in accurately diagnosing EAA needs.
SPARX READER LED BY: CRE	<p>Sparx Reader is a reading, comprehension and vocabulary programme that enables us to promote and encourage regular reading with our pupils and improve their literacy.</p>	<p>All Y7-9 KS3 pupils are set weekly Sparx Reader reading homework by their English teacher. Pupils are encouraged to choose an online book out of four options selected for them based on ability.</p> <p>Sparx Reader will regularly check their understanding of the story throughout the book by asking frequent comprehension questions.</p> <p>Time spent reading, speed of reading and extra engagement with the programme is monitored by English staff.</p>	<ul style="list-style-type: none"> • This programme encourages a love and enjoyment of reading. Pupils are regularly rewarded and celebrated for their achievements and time spent reading. • Pupil choice and independence is encouraged, pupils can 'swap out' a book if they are not enjoying it. • Teachers know exactly who is reading and can focus on those that need intervention and support in class. Reports are generated for each class. Reports monitor time spent reading and speed of reading.

		<p>SPARX has now been extended to KS4 to support the bespoke reading of GCSE texts. This resource enables students to engage with literature through a variety of formats, including homework tasks, pre-reading activities, and parallel student-friendly versions of core texts alongside the original. This approach is designed to make challenging material more accessible, helping students identify and understand key themes, language, and character developments while deepening comprehension.</p>	
<p>RECIPROCAL READING / DEAR Time</p> <p>LED BY: CRE</p>	<p>We have weekly dedicated reading time.</p> <p>Form tutors use 'The Day' to find topical and engaging non-fiction articles for pupils.</p> <p>KS3, KS4, and KS5 use 'The Day' as a varied source of non-fiction to facilitate <i>Reciprocal Reading</i> for an extended period of time to practise reading skills.</p>	<p><u>Diagnosis Method:</u> This strategy is for all pupils.</p> <p><u>Treatment:</u> The whole school reads routinely once a week during registration time. Form tutors and pupils use 'Reciprocal Reading', a structured guided reading programme, to explore a range of fiction and nonfiction extracts.</p> <p>What is <i>The Day</i>? The Day is an online newspaper designed for pupils. It enables the same article to be read in multiple languages and different levels of reading age to develop the awareness of global issues.</p> <p>Pupils take on roles to explore the text in depth aiding their comprehension skills. Reading for an extended period of 20-30 minutes as guided by Ofsted encourages pupils to habitually read for enjoyment and supports reading fluency. It allows staff and pupils to celebrate reading, engage with a range of topical non-fiction from 'The Day', which develop their global awareness and articulate their thoughts and feelings about texts and their links to the world around us.</p> <p><u>Review:</u> Reading is strategically mapped into the curriculum. All</p>	<ul style="list-style-type: none"> • This reading programme helps students build a lifelong reading habit and refines and develops both their written and verbal oracy skills. • Pupils see that Literacy and reading is a whole school initiative and it's important no matter what room they're in. • Pupils who struggle to read independently can work 1-1 with their form tutor in a guided reading style to aid specific literacy struggles.

		staff measure for fluency and comprehension. Pupil's ability to read is reviewed frequently across all subject areas.	
ORACY LED BY: EMS/JEF	<p>Our approach to oracy is strategic to improve our pupils' oracy skills.</p> <p>We embed deliberate practice into our curriculum. Our talk tasks not only offer opportunities to reflect on learning, but for pupils to develop their vocabulary, and articulation skill set.</p> <p>We emphasise the importance of oracy to create reflective learners, who are confident speakers and ready for their next steps.</p> <p>Pupils are consistently exposed to good language models inside and outside of the curriculum/classroom.</p>	<p><u>Diagnosis Method:</u> This strategy is for all pupils.</p> <p><u>Treatment:</u></p> <p>Strategically mapped and deliberately planned 'talk tasks' form part of our pupils' daily diet in all subjects. For these tasks, pupils are provided with subject specific oracy stems to ensure their talk is academic, structured and purposeful.</p> <p>To enhance our reading curriculum, there is explicit tracking of reading aloud by English staff throughout lessons. Pupils are monitored and assessed over time for progress in confidence in reading aloud, pace, accuracy, fluency, intonation, and decoding skills.</p> <p><u>Review:</u> Termly assessment and tracking of reading is mapped by English staff during class and library lessons.</p>	<ul style="list-style-type: none"> • Pupils become confident and fluent speakers preparing them for their next steps. • Pupils become aware of their colloquial vocabulary, leading them to make more formal choices to suit next steps in education and employment. • Building a common understanding of reading traits and effective pedagogy. • Staff are consistently monitoring and tracking pupil speaking ability and progress.

<p>DISCIPLINARY LITERACY</p> <p>LED BY: EMS</p>	<p>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. We expect all staff to be delivering subject specific literacy actions to ensure pupils can both access and excel in their subjects.</p>	<p><u>Diagnosis Method:</u> This strategy is for all pupils. EEF argues that in the transition from Primary to Secondary, where subjects are no longer taught in an inter/trans disciplinary way, there is often a vocabulary gap which prevents pupils from speaking like academics in individual disciplines. All teachers live mark for Literacy in lessons.</p> <p><u>Treatment:</u> Leaders strategically map disciplinary literacy within all units of work. Subject specific literacy is introduced to pupils throughout lessons, and home study tasks to ensure that pupils have the right academic vocabulary to access and excel in all of their disciplines.</p> <p><u>Review:</u> Our teaching staff can choose to embed retrieval opportunities to test and reteach pupils key vocabulary and key concepts. Our teaching staff also use the 'disciplinary literacy' box on their PfP to review and assess how well pupils are adopting key disciplinary terminology. With this, they map opportunities to reteach and address misconceptions.</p>	<ul style="list-style-type: none"> • Leaders have pre-planned key vocabulary to teach so there is uniformity across teaching staff in each discipline. • Pupils are able to recognise and use key academic vocabulary in their disciplines. • Writing outcomes are improved as pupils become familiar with using key terminology. • Using ambitious and subject specific vocabulary becomes habitual for pupils. • Pre-teaching vocabulary is a universal strategy to support all students
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<p>TOTF</p> <p>LED BY: CXC</p>	<p>We have the expectation that all staff deliver a weekly literacy lesson working on vocabulary knowledge and application, spelling skills and practical writing application.</p>	<p><u>Diagnosis:</u> This strategy is for all pupils.</p> <p><u>Treatment:</u> Fortnightly literacy activities are tailor-made for all form tutors to use. They are designed to broaden pupil knowledge of vocabulary and address specific weaknesses in extended writing tasks. Pupils are supported in practising basic spelling, punctuation and grammar skills. Whole school CPD is delivered to all staff as compulsory training to ensure teachers are aware of how important this is for pupils and are confident in their delivery of this.</p> <p><u>Review:</u> Our literacy marking policy enables all staff to review the impact of these sessions. Whilst there is immediate self/peer assessment, these sessions have long term impact in the classroom.</p>	<ul style="list-style-type: none"> • Pupils become accustomed to reading transactional writing that not only builds their vocabulary to discuss our Theme of the Fortnight, but enhances their cultural awareness and encourages discussion. • Pupils have greater control, and more practice over the fundamental Literacy skills that not only enhances their outcomes in all subjects, but ensure they're ready for their next steps in either education or employment. • Oracy
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<p>LIBRARY LESSONS</p> <p>LED BY: EMS/ROA/MXS</p>	<p>Our KS3 cohort are timetabled to a Library Lesson once a fortnight as a part of their English lessons. We use NGRT testing to determine pupil reading ages and levels. Pupils are guided to select a book and read it independently to build their love for reading. We use guided reading to ensure we are able to measure fluency and comprehension as part of the Library Intent.</p>	<p><u>Diagnosis Method:</u> This strategy is for all pupils in KS3. Based on our analysis of reading interventions, library lessons are centred around guided reading as we aim to foster the habit of independent reading among our pupils.</p> <p><u>Treatment:</u> Pupils from any year group can access the Library at break, lunch or afterschool whereas years 7-9 have an hour a fortnight specifically on their timetables to be in the Library. All teachers are aware of pupils' NGRT outcomes and students are guided by teachers towards books that interest them within their reading age. To support fluency and comprehension, each class also follows a 'guided reader'. These contemporary texts are researched to suit the needs of both our context and cohort.</p> <p><u>Review:</u> For our lowest 20%, NGRT testing is repeated for KS3 up to 3 times per year to measure the impact and support pupils in progressing through our library. We also run ongoing yearly reading challenges as well as measuring class progress through guided texts. In addition, the English led diagnostic marking of reading offers frequent opportunity for review.</p>	<ul style="list-style-type: none"> • All of our pupils are able to loan books to enhance reading development. • All pupils have a safe and silent space to read within. • Class teachers are able to monitor reading ages, recommend texts and guide pupils through novels for pleasure. This actively promotes reading for all. • Positive effects on reading comprehension and reading achievement. • Pupils are always being stretched and are never sitting within a comfort zone. • Guided reading tracking appears to be effective in engaging male pupils in reading, and fosters a sense of achievement and pride in their progress. • Pupils at very low levels of reading can grow into independent, and proud readers despite needing initial support. • Our school can lead robust evaluations of our planned literacy and reading interventions.
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<p>EXTENDED WRITING STRATEGY</p> <p>LED BY: EMS</p>	<p>We have standardised expectations of how our departments support pupils to write at length.</p> <p>Strategically mapped extended writing is an expectation for pupils' Subject Scholarship.</p> <p>Our strategy offers two layers of scaffold to ensure that extended writing is accessible for all.</p>	<p><u>Diagnosis Method:</u> This strategy is for all pupils.</p> <p><u>Treatment:</u> We have implemented the B.U.G method as a standardised approach to unpacking, and understanding assessments. Pupils are expected to box off the command word, underline the key information and go back and check their answer. This is applicable to ALL subjects at The Hundred of Hoo Academy.</p> <p>For subjects who write at length, in KS3 pupils are introduced to a writing frame which is used by the majority of subjects. Pupils write in P, E, A, L (point, evidence, analyse, link).</p> <p><u>Review:</u> Our teaching staff will regularly review the impact of this strategy in each milestone, and substantive writing tasks. They will use both live marking, when pupils are deliberately practicing this, and best practice will be frequently shared via our Teaching and Learning briefings.</p>	<ul style="list-style-type: none"> • A standardised approach to extended tasks ensures consistency across all subjects. Pupils will have multiple opportunities throughout the day to revise the same skill set and pattern. • As this technique is practiced from year 7, pupils will be able to have the scaffold removed as they progress towards KS4. • Pupils' cognitive load is reduced as we're requiring them to remember less acronyms across their subjects. • Trust Curriculum Leads can more easily jump in and support pupils' learning as this acronym is widely used across LAT. • Subjects are responsible for ensuring scaffolding is removed, and opportunities for stretching are embedded.
<p>KNOWLEDGE ORGANISERS</p> <p>LED BY: HoDs</p>	<p>Some of our departments utilise knowledge organisers. We have the expectation that all have a specific focus on literacy as well as key disciplinary literacy. Literacy skills are</p>	<p><u>Diagnosis Method:</u> This strategy is for all pupils.</p> <p><u>Treatment:</u> Our pupils have access to Knowledge Organisers in all of their subjects. Using these, pupils have the option to prepare for lessons by learning specialist vocabulary, spellings and definitions of new words in advance. Teachers have the option to use these for testing retention.</p> <p><u>Review:</u> Our teaching staff regularly embed retrieval opportunities</p>	<ul style="list-style-type: none"> • Knowledge Organisers make lessons more accessible and they improve subject specific literacy. Pupils are constantly enhancing their vocabularies and appreciate the value in knowing key words and their definitions. • Pupils have immediate access (both at home and in class) to the spelling of key words, grammatical rules and definitions. • Our literacy marking policy ensures that literacy skills, weaknesses and targets are a key focus for all staff and pupils.

	also a part of our whole school marking policy.	to test and reteach pupils understanding of key vocabulary from knowledge organisers.	
<p>GUIDED READING INTERVENTIONS</p> <p>LED BY: NTV/CRE</p> <p>A range of intervention targeting specific areas of difficulty.</p> <p>Conquering Literacy (12 week programme) Read and Respond</p> <p>Morphology Masters (6- week programme) Read and Respond</p>	<p>We ensure that learners identified as struggling with reading receive targeted and impactful intervention to meet their specific areas of difficulty. We ensure that our learners are given the opportunities to progress and improve their cognitive skills, phonetic awareness, their reading fluency, their comprehension skills and to be able to read with metacognition.</p>	<p><u>Diagnosis Method:</u></p> <p>This strategy is for selected KS3 pupils who are identified as reading significantly below an age appropriate level. Based on their NGRT outcomes, we can identify which invention may be apt, but also target further screenings using IDL to identify specific areas of difficulty. This tiered approach ensures our interventions are tailored for individuals.</p> <p><u>Treatment:</u></p> <p>Morphology Masters Delivered to groups of 4 - 8 learners who are taught about the meaningful relationship between words including how they sound, are spelt and and their morphological structure contributing to vocabulary knowledge and comprehension.</p> <p>Read and Respond. Delivered to small groups of learners Linked to curriculum this programme focuses on reading automaticity and comprehension using guided reading to encourage a love of reading, writing and talking about books.</p> <p><u>Review:</u></p> <p>This intervention is reviewed via analysis of NGRT testing and testing within each intervention.</p>	<p><u>Morphology Master</u></p> <p>Assess learner - Plan 6 week programme</p> <ul style="list-style-type: none"> • Morphological Awareness - what did we learn last week • Trigger card revision - created from previous lesson • Word Root Work - introduction of new root word • Word Affix work - introduction of targeted affix • Word mastery - study a multi-morphic word • Word espionage - reading text using previously taught words • Sentence dictation • Create Trigger card <p>Review - extend for another 6 weeks if needed</p> <p><u>Read and Respond</u></p> <ul style="list-style-type: none"> • Guided reading that engages pupils. • Shared reading - learners take turns reading the extracts to develop fluency, and build confidence. • Grammar, Punctuation and Spelling enhances through exposure and explicit teaching • Plot character and setting are discussed to support comprehension • This well round intervention promotes a love for reading, and encourages them to read widely, and often.

<p>READWRITE TOOLBAR</p> <p>LED BY: JEF / AKO</p>	<p>All our pupils have access to the Read & Write toolbar to make their learning accessible.</p> <p>This creates independence in pupils as they can adapt their work themselves.</p>	<p><u>Diagnosis Method:</u> This strategy is available for all pupils.</p> <p><u>Treatment:</u> The ReadWrite toolbar enables pupils with low levels of literacy to be able to access more work. It's a gateway to pupils who struggle to read to self-facilitate texts in their lessons. Pupils have had the toolbar installed and training given on using the toolbar in lessons.</p> <p>With the toolbar pupils can:</p> <ul style="list-style-type: none"> - Add overlays to their screens - Use rulers to track texts - Use dictionaries and visual dictionaries to understand texts - Can have chunks of text read to them - Highlight key sections, and enhance their note taking ability - Translating texts - Uses diction software <p><u>Review:</u> This intervention is reviewed via live feedback and our marking policy as well as pupil outcomes in milestones, and exams.</p>	<ul style="list-style-type: none"> • Helps to engage pupils in lessons by enabling access to resources. • Pupils are able to practise, and have access to their EAA whilst in lessons without TA support. • SEN pupils' outcomes will increase as a result of the above. They can self facilitate their understanding of key vocabulary. • To support independent learning and maximise access to HW tasks, it can be used at home and is available on multiple devices.
<p>PEER READING</p> <p>LED BY: CRE</p>	<p>We aim to ensure all pupils are supported in their reading and literacy ability. Those that need extra support are selected to participate in our pupil Peer Reading Mentoring Programme.</p>	<p><u>Diagnosis Method:</u> Reading age is between 6-18 months away from pupil's age. Teachers can also recommend based on enjoyment for reading, and pupils' social well-being.</p> <p><u>Treatment:</u> A targeted enrichment session that is specifically designed to boost literacy levels of specifically selected pupils throughout the academic year. These sessions target each year group individually. Pupils are selected carefully based on reading age data. Academy Sixth formers, Year 10 students and Year 9 students are paired</p>	<ul style="list-style-type: none"> • These sessions enrich students who are below their expected reading age to support students in developing their reading skills to put them in line with their age and peers. • The program provides a 'safe space' for low ability pupils to make, learn from and grow as a result of their reading mistakes. • It removes the pressure of teacher intervention and enables pupils to feel secure.

		<p>up with their mentees to support and guide them in 1-1 reading. Another way of branching out across phases, we also have our KS3 cohort reading alongside our Nursery students.</p> <p>Review: This intervention is reviewed via analysis of NGRT testing and pupil feedback.</p>	
<p>PHONOLOGICAL AWARENESS (P.A.T)</p> <p>LED BY: NTV</p>	<p>To ensure that pupils who are identified as having gaps in their phonological knowledge are given the opportunity to improve these. To develop the skills to use phonological knowledge to improve reading, writing and spelling abilities.</p>	<p>Diagnosis Method: identified as having below average scores for phonological awareness and skill.</p> <p>Treatment: The Programme: The Phonological Awareness Training Programme (PAT) is based on research that identifies the importance of phonological awareness in the development of reading. There are three levels with levels 1 and 2 working on sound sequences and adding prefixes to stem words. In level 3 there are 5 stages that cover sound sequences, two syllable words with suffixes, two syllable words with suffixes involving the application of spelling rules, two syllable words with prefixes and the final stage is polysyllabic words using prefixes and suffixes.</p> <p>Review: Through the outcomes on the program and assessment by NTV.</p>	<ul style="list-style-type: none"> • Learners develop phonological awareness • Enable learners to read and spell by making analogies • Provide strategies for word building/word segmentation skills
<p>IDL</p> <p>ONLINE LITERACY INTERVENTION</p> <p>LED BY: NTV</p>	<p>To fill in gaps in literacy knowledge, including phonics, grammar, punctuation, comprehension and spelling. To improve reading and spelling skills.</p>	<p>Diagnosis Method: Learners are identified through concerns raised regarding difficulties with literacy.</p> <p>Treatment: After initial assessment through dyslexia screening or using Wide Range Achievement test, learners are given reading and spelling tests to set a baseline then are enrolled onto the programme. Learners will do 20 minute</p>	<ul style="list-style-type: none"> • IDL literacy is speaking computer based multi-sensory system supporting learners with literacy difficulties • Although designed initially for learners with dyslexia is ideal to use as a whole school literacy intervention • Can be accessed at home and allows learners to work independently • Monitors progress

		<p>sessions for a minimum of 3 times a week. The data entered into the programme sets the levels and lessons for the learners that are monitored by staff. Where a learner is having a particularly difficult face to face sessions are offered to work on these.</p> <p>Review: Through the outcomes on the program and assessment by NTV.</p>	<ul style="list-style-type: none"> • Is simple to use • Learners earn certificates for compl
<p>FICTION FRIDAY</p> <p>LED BY: CRE</p>	<p>We have the expectation that all staff celebrate and encourage reading for pleasure. Using social media we have a termly #FictionFriday initiative and a termly staff book club.</p>	<p>At the end of each term our social media accounts display what staff are currently reading and their recommendations to pupils and parents. A regular venture, this aims to encourage pupils to ask staff about the books they are reading and advertise the importance of reading frequently for pleasure. Staff are invited to take part in a termly book club supporting a strong culture of reading within our academy.</p>	<ul style="list-style-type: none"> • By advertising staff reading habits to parents and pupils, we are creating a culture of 'reading for pleasure'. • Staff model their reading habits for our pupils and encourage pupils to read independently and develop a love of reading. • Encourages a conversation between staff, pupils and parents about reading.

Recommended Suggested Reading:

- David Didau, 'The Secret of Literacy: Making the implicit, explicit', 2014
- Andrew Jennings, 'Vocabulary Ninja: Mastering Vocabulary - Activities to Unlock the World of Words', 2019
- Doug Lemov, 'Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction', 2016
- Alex Quigley, 'Closing the Reading Gap', 2020 and 'Closing the Vocabulary Gap', 2018
- Kathleen Kelly & Sylvia Phillips, 'Teaching Literacy to Learners with Dyslexia', 2016

Online Links:

- [National Literacy Trust](#)
- [Grammar Monster](#)

- [British Council](#)
- [EEF Literacy Guidance](#)

Twitter:

- Literacy chat- @literacychat
- The Literacy Pirates- @LiteracyPirates
- The Children's Literacy Charity- @childsliteracy
- The Literacy Shed- @LiteracyShed
- Mighty Writer- @MightyWriter_UK

Appendices:

Literacy Roles at The Hundred of Hoo Academy:

Mrs E Simone Mrs M Hutchinson	Assistant Vice Principal - Literacy Lead Vice Principal - Curriculum
Miss R Arnold	Director of Learning for English
Conor Redmond	Literacy Coordinator
Mr K Palmer	2ic for English (Sparx Reader Leader)
Mrs F Marchant	School Librarian
Mrs N Vant	Literacy Specialist: Level 7: Post Graduate certificate in Teaching Learners with Dyslexia and specific learning difficulties
Mrs D King	Literacy Specialist: Level 5; OCR Level 5 in teaching learner with specific learning difficulties

Literacy Marking Policy:

All staff should use the following when marking pupil's work:

SP	Spelling mistake
G	Grammar mistake
P	Missing punctuation or punctuation mistake
T	Wrong tense used
//	Where a new paragraph should start
?	Meaning is unclear
C	Incorrect use or missing capital letter
^	Word or phrase missing
Exp	Error in expression of Standard English