

Abbey Grange C of E Academy

P.Golding- Assistant Principal

Literacy Strategy

October 2025

WORD Policy (Writing, Oracy and Reading Development)

Our Vision

Abbey Multi-Academy Trust is proud to be a '*talk rich trust*', where every child's voice is valued. We are committed to developing the vital communication skills of all of our young people so that they are supported and empowered to become the confident, articulate and globally minded citizens of the future. We are proud to be developing a culture of fluent, proficient communication within our academies, which has innovative teaching and learning at the heart of its philosophy: to work in partnership to educate, nurture and empower.

'Literacy is a bridge from misery to hope.' —Kofi Annan

Writing, reading and oracy development

Our aims are:

- To ensure that the standards of writing, oracy and reading are raised throughout all key stages and across all subject areas.
- To embed writing, oracy and reading skills across all subject areas.
- To have a shared language for oracy and students see the value in developing their oracy.
- To empower our young people to use language appropriately, efficiently and with purpose in a range of contexts, both spoken and written.
- To engage all young people in the enjoyment of reading for pleasure, engaging them in high quality material and stimuli which will captivate their imaginations.
- To provide a range of intervention strategies that begin with quality first teaching and are targeted to support our young people to attain and surpass national literacy standards.

Responsibilities

For pupils:

- To recognise strengths any areas for development in their own oral and written communication and to apply a range of strategies to further develop their communication skills.
- To transfer oracy, reading and writing skills across different subjects and to deploy skills efficiently beyond the classroom
- To always proof read and edit written work and respond to any feedback given to make progress.

For parents and carers:

‘Children are made readers on the laps of their parents.’ —Emilie Buchwald

- To actively support the Trust’s writing, oracy and reading support and interventions, understanding the importance of these skills for lifelong learning.
- To support their child by reading and discussing learning each day.
- To actively support reading at home through various mediums, including reading books, educational texts, magazines, newspapers, recipes and other forms of extended writing.

For teachers, teaching assistants and pastoral staff:

- To provide a role model to consistently demonstrate high standards or oracy.
- To ensure all classrooms are *talk rich* and provide explicit teaching of key writing, oracy and reading skills.
- To understand that all teachers are central to developing literacy across the curriculum and that literacy levels amongst our students can impact upon outcomes in all subjects.
- To follow the whole school literacy marking policy and provide opportunities for pupils to respond to areas for development.
- To explicitly plan for highly effective oracy, reading and writing strategies in line with pupils’ needs through use of the SSIPs.
- To fully support academy-wide reading initiatives.
- To be fully committed to raising writing, oracy and reading skills at all levels of pupil attainment .

For the English department

- To provide models of best practice, advice and CPD to colleagues so they are able to implement these effectively in their subjects and beyond.

‘Education is much more than a matter of imparting the knowledge and skills by which narrow goals are achieved. It

is also about opening the child's eyes to the needs and rights of others.' Dalai Lama

For subject leaders

- To ensure that all curriculum planning has explicit reference to the knowledge and/ or skills needed for pupils to acquire writing, oracy and reading skills.
- To ensure that challenging tier 3 and tier 2 wording is evident in curriculum planning and that these are made explicit to students as appropriate.
- To routinely evaluate the impact of writing, oracy and reading strategies on all pupils' progress through formal and non-formal QA (including lesson observations, climate checks, work reviews and SSIP scrutiny) and provide training and interventions where needed.

'When the whole world is silent, even one voice becomes powerful' Malana Yousafzai

Senior Leadership Team

- To actively promote writing, oracy and reading, ensuring that the needs of all pupils are met.
- To ensure that the most innovative and cutting-edge practice is embedded into all T&L provision.
- To ensure that monitoring and intervention programmes for writing, oracy and reading are rigorous to minimise underachievement and maximise the standards of communication capabilities.
- To ensure that the intent, implementation and impact of the curriculum allows all students to make excellent progress with their writing, oracy and reading skills.
- To ensure that writing, oracy and reading targets, provision and monitoring is embedded within the academy action plan.
- To ensure that all pupils sit nationally recognised reading age tests and that this data is effectively used by all teachers within the academy to plan effectively for pupils to make progress with their reading.
- To provide research based, innovative CPD for all stakeholders based on raising standards of writing, oracy and reading for all students.

Governors

- To support the implementation and development of the Trust's drive to improve standards of writing, oracy and reading for all students.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' Dr. Seuss