Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
Tier 1: Quality First Teaching (Universal Provision)						
Ensure that all teachers explicitly teach reading within their subject areas.	No current reading targets outside of English lessons.	Individual SMART Reading targets	•Reading target added to IEP •Every teacher update successes •Aim to achieve every 6 weeks			
		All pupils able to access high quality texts in every subject.	• Revolving class libraries. • Teach teachers how to make texts accessible to pupils • CT confident to read subject specific books aloud and recommend. • Evidence of pupils reading aloud/silently in a range of cross curricular lessons. • Bi-annual questionnaire • Book recommendations between pupils and staff	EF All staff	Finding books that interest pupils. Pupil engagement	
		Staff training on how to support pupils with reading difficulties in class – eg multimedia and multimodal, immersive reader and audible.	•	23.11.2026		
		Subject specific coaching for each subject teacher	•	23.11.2026		

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Teach the comprehension strategies required for success at KS3 and KS4.		Deliver through KS3 reading lessons directly Train staff in comprehension strategies	• Comprehension strategies observed in all lessons across the curriculum • Comprehension score improvements across the whole school evident in DRA	23.11.2026		
Train all staff in the use of systematic synthetic phonics to support decoding across the curriculum.	Little understanding of phonics within the staff team as secondary trained.	Inset training on what phonics is and how they might be used.	• Whole school inset training. • All staff support pupil reading with phonetical knowledge. • Staff report increase confidence. • Decoding lessons delivered by all teachers with support from assistants.	EF GR March 2025 Sept 2025	Lack of knowledge. Time and resources to embed. Opportunities to practise and learn.	
		Coaching and mentoring provided for staff to increase confidence.	• 100% staff feel supported to deliver decoding to pupils. • Biannual staff and pupil questionnaire.	Autumn 1 EF GR		
		Visit classrooms to model and support with including phonics in sessions, particularly literacy sessions.	• 100% staff feel confident to support children to read words through segmenting and blending.	EF GR Autumn 1, Spring 1 and Summer 1	Staff not using frequently enough to embed in their development. Time and curriculum pressures.	

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		Deliver weekly input at staff meetings on the phonic sounds of the week.	• 100% staff feel confident to deliver the weekly literacy session to pupils. • Evidence of delivery in allocated lessons. • Increased reading age by all students by at least 1.5 x rate of expected progress.	School year 2025-2026 November 2025 Summer 2026 EF GR	Time at staff meetings. Resources to support CT in their delivery to pupils.	March 2026: refocus on phoneme/grapheme correspondence Review vocabulary to CFU.
Ensure all pupils develop secure grapheme–phoneme correspondence to decode effectively.		Weekly literacy decoding session with class teacher	• 50% increase in their knowledge of grapheme/phoneme correspondence to expected age. • Check pupil books for progress and engagement	April 2026 and July 2026 EF		Feb 2026 – check coverage still has a focus on phonemes and syllables
		Assess each pupil half termly on their grapheme phoneme correspondence knowledge.	• 50% increase in their knowledge of grapheme/phoneme correspondence to expected age.	EF, GR All CT	Organisation. Resources to implement.	Feb 2026 – assessments not currently in place to record progress.
		Decoding lessons as part of English lessons in KS3.	• In English planning at start of every lesson	GR EF		July 2026 – Been in place throughout the school year Sept. 2026 – new year 7s assessed and tailored put together a fill gaps.

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		Weekly, individually targeted, session with Dyslexia Gold	• 90% of all students accessing Dyslexia Gold on a weekly basis. • Weekly staff meeting slot to feed back to staff.	EF All CTs	Tutors 'fighting' to get pupils completing and not enough time give to it.	Moved to be a responsibility of English teachers in lessons so that tutors can focus on Reading for pleasure and modelling good reading. May 2026
Provide appropriate resources to support decoding across the school.	Rapid Plus purchased	All pupils to be assigned logins	• 100% students accessed Rapid Reading by end September 2025	EF September 2025	New intervention identified to support those pupils that may not benefit from phonics.	Data shows progress in decoding good.
		Staff confident to use decoding resources provided to be used for whole school reading.	• Acquire decoding resources • Timetable for weekly delivery of decoding and HFW	EF GR		Using phonics modelled weekly in the staff meeting.
Improve reading fluency for all pupils, regardless of starting point or standardised score.		Training on other aspects of reading fluency such as HFW and CVC words. Teach and revise HFW / sight words	• HFW taught in weekly dedicated timetable slot	EF CTs		
		Reading in every lesson to ensure enough practice for words to become automatic	• 80% pupils increase their reading speed by more than expected progress over year	July 2026 EF	Adult confidence to support	

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
			• Reading in lessons witnessed in more lesson pop-ins and observations	CTs	struggling readers. Pupils lack of resilience and inability to 'fail'	
	Knowledge of 'paired' reading and decoding both areas for development.	Read aloud to an adult to aid fluency	• Staff trained in paired reading • Evidence of reading aloud in pop-ins • 80% pupils increase their reading speed by more than expected progress over year	EF September 2025 paired reading training		
Develop pupils' language comprehension (as outlined in The Simple View of Reading) through explicit teaching of comprehension strategies.		Access to Rapid Plus online reading scheme for those with a comprehension age SS<100	• 80% of intervention pathway accessing Rapid Plus online weekly. • 50% whole school reading pathway accessing Rapid Plus online weekly.	EF All CTs		Not being accessed outside of interventions. Full day inset planned to look at comprehension strategies.
		Interventions focus on comprehension strategies for those with a comprehension age of <80 and reading age >90	•	Autumn 2026	Low levels of decoding needs to be addressed first.	
		Link books and digital multimedia to school's broad curriculum and pupils' motivations	• Cross curricular books identified and purchase • Books identified in planning and/or lesson resources	Autumn 2026 EF		

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
		Link books and digital multimedia to the pupil's personal development curriculum.	• Sharing between staff at meetings and inset days • Recommendations on boards in library • Cross curricular books identified and purchase	Autumn 2026 EF		
		Ensure pupils are exposed to reading materials that is increasingly challenging.	• Progression of books used in Reading Lessons KS3-KS4 • Class readers to show an increasing breadth and depth	Autumn 2026 EF		Displays demonstrate a real change in breadth and depth of class readers.
Embed oracy across the curriculum, ensuring clear links to reading and writing development.		Ensure pupils are provided with an opportunity within every lesson to speak and listen.	•			
		Reading Lessons (KS3) to focus on speaking and listening with little/no writing.	•			
Tier 2: Targeted Support (Early Intervention & Development)						
Provide effective, targeted interventions for pupils with a		Purchase and start Rapid Plus interventions.	Intervention purchased and delivery commenced.	January 2025	Cost and training for staff.	Completed March 2025

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
reading age below SS 80.		Increase delivery of 1:1 intervention to cover all pupils ss<80 by July 2026.	All pupils with SS<80 receiving 1:1 intervention.	July 2026	Resources to deliver to number of pupils with SS < 80.	Achieved February 2026 (for those that would engage)
		Train additional members of staff in delivery of interventions.	Increase delivery of interventions by 80% from 2024-2025.	December 2025		Achieved January 2026
		Continue to review intervention programmes through robust pupil assessments	Pupils on intervention making at least double rate of progress	Ongoing		Twice yearly schedule DRA: October and June. Average SS for RA and CA increased 2024-2025 76 / 85 to 80 / 85. Termly assessment on Literacy Gold.
Implement targeted online interventions for pupils with reading accuracy standardised scores between 80–100.	Lexia underused by pupils.	Identify online programme that fits the needs of our pupils and purchase.	Intervention programme purchased	June 2025 EF		Completed – Dyslexia Gold purchase and pupils set up
		Pupils complete online assessment.	Pupil data updated on system.	September 2025 EF CTs		Ongoing
		Analysis of pupil's assessment.	Information used to inform intervention pathway for 2025-2026	October 2025 EF		Ongoing Completed

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
		Train staff in use of Literacy Gold	External training video / internal training passed on to all staff.	September 2025 EF		September 2025 - completed
		Pupils to access Literacy Gold once a week in literacy slot (Monday)	80% of pupil accessing DG once a week on average.	December 2025	Pupil attendance Staff confidence	Changed to access during English lessons in KS3
		Weekly feedback in staff meetings on uptake and progress of all pupils.	Reading agenda item on weekly staff meeting	2025-2026 academic year EF SLT		Ongoing
		Recommendations shared with staff team.	Reading agenda item on weekly staff meeting	EF CTs		
Implement targeted online interventions for pupils with comprehension standardised scores between 60–100.	Whole Class reading lessons	Online Rapid Plus comprehensions and remove from Literacy Gold.	Staff training on how to use Rapid Plus Disseminate information to staff on who this affects.	EF		
			Relevant books assigned to all pupils on the intervention pathway.	EF		
			Pupils to access Rapid Plus at least once a week.	EF CTs Spring Term 2026		
		Identify pupils with reading needs other than decoding (comprehension/speed/sight words)	Wider range of individualised interventions for pupils.			

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
			Look at pupils not making progress.			
Implement a targeted intervention programme for pupils with comprehension standardised scores between 60–80.				Summer 2027		
Regularly evaluate the effectiveness of reading interventions and identify areas for improvement.	Baseline and exit data collected over 1 year. On track for 2 years to support analysis.	SENCo review of data Share results with **all** teachers – both those making progress and those not.				
Support pupils with higher standardised scores in reading to make strong progress.		Intervention programme that would support their reading development.	• Research options • Consider Sparx • Consider Rapid Plus	Spring 2027		
Implement a targeted intervention programme to	No formal assessment or intervention.	Purchase online programme and implement for those	• Purchase programme	Summer 2025	Time to implement in addition to	

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
improve spelling levels across the school.		with a reading age above a SS 90. Implement across the school			reading intervention.	
Tier 3: Reading Culture and Engagement						
Foster a culture of reading for pleasure through high-quality reading lessons.	Reading Lessons focus on oracy and reading for pleasure	Up to date reading materials.	• Pupil questionnaire • Observed increase in reading for pleasure	June 2026		New Reading Spine adopted in Sept 2026 – Year to improve and adapt.
Increase the proportion of pupils who engage in reading for pleasure and personal interest.		Dedicated DEAR time	• Personal reading seen at least 3 times weekly • Reading age of pupils to increase by more than expected rate of progress • Pupils talk about books and recommendations	EF CTs		Reading ages increased across the school, not just in the intervention programme.
	Currently recognise World Book Day with activities	Author visits and workshops Recognise nations events with books and digital media Black History Month Shakespeare's Birthday Women's Day Science week	• One author visit annually • One online event annually	EF CF July 2026	One-off events can have limited long-term impact.	Tom Palmer and Crazy Comic Club – dates tbc for 2026-7
		Identify grants and possible sponsorship for personal books to take home	• Identification of awarding bodies • Successful applications	EF July 2026		

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
	Much recent work has greatly improved the look, feel and content of the library.	Keep library up-to-date and relevant to all pupils	• High rotation of books for interest • New books as result of grant funding • Use SLS more effectively • CT to enage with using SLS for their topic work and class libraries	EF December 2026		SLS has visited to support in the library. New books purchased and many new and updated books borrowed from SLS.
		Reading activities club	• Reading club an option on activities list	EF	Timetabling of teaching	
		Link reading to pupils' wider interests Link reading to multimedia and multimodal.				
		Reading certificates	• Extrinsic rewards for reading			
		Recommendations shared between adults and pupils	• Sharing between staff at staff meetings • Recommendations on reading boards in library and corridor • Pupils paired with staff member to recommend books • Competition for books reviews on board • World Cup of books to choose class reader	EF CTs Spring Term 2026		
		Recommended reads (book reviews) added to website, display board and blogs	• Tutors to complete book review as a class when they	EF Tutors TP		

Commented [EF1]: Not sure how these work currently

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
			finish their class reader – add to blog • Pupils are encouraged to write a review and it adds to their points for the reading award if done • Reading board regularly updated with new reads • 'Book flix' added to library board			
Ensure all pupils are read to regularly through a structured tutor reading programme.	10 minutes a day is required	Check-ins by Literacy Lead and members of SLT	• 90% of check-ins result in evidence daily tutor reading	EF CF, SLT Autumn 2025		
	Uncertainty about choice Little guidance	Book recommendations - staff	• Sharing between staff at staff meetings • Recommendations on boards in library • Pupils paired with staff member to recommend books	Spring Term 2026		Library visits for all staff by EF would support all staff in their confidence to recommend. Change labels in library to support this.
	Little knowledge of books	Staff engagement in reading pupil books	• Pupils paired with staff member to recommend books	Autumn 2026		As above.
Provide and maintain a broad, up-to-date library with texts that are relevant and	Access already – how frequently? Increase frequency?	Make better use of School Library Service	• Rotation of books • Book display revolves • Pupils able to locate books that interest them • Bi-annual questionnaire	EF, CF, DRB July 2026	Finding books that interest pupils. Pupil engagement	SLS visit. Us and a pupil visit SLS. System and relationship formed

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
engaging for pupils.			• Book recommendations between pupils and staff			to update and rotate books in our library.
	Not all classes with appealing, relevant texts. Some without a book corner. Staff under confident in their book knowledge.	Class bookshelves	• Appealing range of books that pupils pick up. • Rotation of books to each classroom – subject specific • Bi-annual questionnaire • Book recommendations between pupils and staff • Use SLS	EF May/June 2026.	Finding books that interest pupils. Pupil engagement	November – January 2026-7 Books to be purchased/borrowed and a bookshelf to be put in each classroom.
	Recent update and improvements to main school library. Appealing environment.	Library	• Bi-annual questionnaire • Book recommendations between pupils and staff • Pupils report in questionnaire that they can find books they like in library.	CF EF	Finding books that interest pupils. Pupil engagement	New books purchased around the pupils interest and more up to date Hi-Lo.
Increase parental engagement in pupils' literacy development.		Information provided in audio format Reading cafes Literacy workshops for parents Reading events				
Leadership, Monitoring & Implementation						

Strategic Overview- Literacy

Objective / (Intent)	State your school's current provision. Identify any areas for development.	Required actions (Implementation)	Success Criteria (Impact)	Milestones dates, timescales and person responsible.	Barriers	Evaluation
Engage with current research to ensure that literacy strategies are evidence-informed.		Apply Reading Framework- improving literacy in secondary schools. Consider 'That Reading Thing' as an intervention moving forwards. Consider the reading/writing/oracy link and how well aligned the interventions are				Literacy Lead starting NPQLL in November 2026
Hold regular meetings with governors to report on progress in reading.						Reported end 2025 and 2026.
Hold regular meetings with SLT to review progress in reading.						ongoing
	Reading charter		Achieve Bronze Award Start work on Silver Award	June 2025		Achieved 2026 Made lots of progress with silver reading award but we decided we hadn't achieved.

Through the above objectives we will be seeking to meet the next steps that were set out by Ofsted in the inspection Dated December 2025:

Strategic Overview- Literacy

- Leaders and governors should refine and deepen their strategic overview in key areas of the school, such as reading, to support them in improving the work of the school with even greater precision.
- Leaders should ensure that the teaching of reading and oracy is consistent so that gaps in pupils' knowledge are addressed as quickly as possible.

Objectives Overview:

1. Tier 1: Quality First Teaching (Universal Provision)

High-quality literacy teaching for all pupils across the curriculum

- Ensure that all teachers explicitly teach reading within their subject areas.
- Teach the comprehension strategies required for success at KS3 and KS4.
- Train all staff in the use of systematic synthetic phonics to support decoding across the curriculum.
- Ensure all pupils develop secure grapheme–phoneme correspondence to decode effectively.
- Provide appropriate resources to support decoding across the school.
- Improve reading fluency for all pupils, regardless of starting point or standardised score.
- Develop pupils' language comprehension (as outlined in The Simple View of Reading) through explicit teaching of comprehension strategies.
- Embed oracy across the curriculum, ensuring clear links to reading and writing development.

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2. Tier 2: Targeted Support (Early Intervention & Development)

Additional support for pupils not yet meeting expected standards

- Provide effective, targeted interventions for pupils with a reading age below SS 80.
- Implement targeted online interventions for pupils with reading accuracy standardised scores between 80–100.

Strategic Overview- Literacy

- Implement targeted online interventions for pupils with comprehension standardised scores between 60–100.
- Implement a targeted intervention programme for pupils with comprehension standardised scores between 60–80.
- Support pupils with higher standardised scores in reading to make strong progress.
- Regularly evaluate the effectiveness of reading interventions and identify areas for improvement.
- Implement a targeted intervention programme to improve spelling levels across the school.

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3. Tier 3: Reading Culture & Engagement

Building motivation, habits, and positive attitudes towards reading

- Foster a culture of reading for pleasure through high-quality reading lessons.
- Increase the proportion of pupils who engage in reading for pleasure and personal interest.
- Ensure all pupils are read to regularly through a structured tutor reading programme.
- Provide and maintain a broad, up-to-date library with texts that are relevant and engaging for pupils.
- Increase parental engagement in pupils' literacy development.

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4. Leadership, Monitoring & Implementation

Strategic oversight, accountability, and continuous improvement

- Engage with current research to ensure that literacy strategies are evidence-informed
- Hold regular meetings with SLT to review progress in reading.
- Hold regular meetings with governors to report on progress in reading.

Strategic Overview- Literacy