

Literacy Strategy 2026

Crofton Academy

Version No:	Date Ratified:	Review Date:



1. Reading for Pleasure

We nurture a culture of enjoyment around reading so pupils see it as an engaging and rewarding part of school life.

Reading Events	We host events throughout the year, including author visits and World Book Day, to inspire a passion for reading.
Library	Our well-resourced library provides access to a wide range of genres, encouraging independent exploration.
Reading Awards	Pupils who demonstrate enthusiasm for reading are recognised through rewards and assembly celebrations.
BookBuzz	Pupils in Years 7 select a free book from a curated list to encourage ownership and engagement in reading.
Extra Opportunities	Additional opportunities to promote reading include author visits, reading clubs, and library leadership roles

2. Reading for Academic Success

We develop fluency, comprehension, and confidence to ensure pupils can access and enjoy increasingly challenging texts across the curriculum.

Reading Aloud	Teachers model fluent, expressive reading to support accuracy, automaticity, and prosody.
Read Through Me (Guided Reading)	Form tutors read a range of fiction and non-fiction texts aloud to enhance fluency, comprehension, and cultural capital. Pupils track texts closely.
Carefully Chosen Texts	Selected literature exposes pupils to diverse perspectives and ideas, broadening understanding of society and the wider world.
Core 4	Our Core 4 reading strategies—Predict, Clarify, Question, Summarise—equip pupils to become active, strategic readers. These are embedded in English lessons, reading sessions, and form time.
Reading Awareness	Teachers use pupils' reading ages to inform lesson planning and adapt resources and support appropriately. Reading Plus (Could be changed to Bedrock) Pupils read adaptive texts with pre-teaching of vocabulary, controlled pace and comprehension questions that build fluency and vocabulary

3. Interventions to Support Struggling Readers

We provide targeted, evidence-informed interventions to ensure all pupils become fluent, confident readers who can access the full curriculum.

Diagnostic Testing	All pupils complete standardised reading tests twice per year, providing a Standard Age Score to identify those in need of additional support.
Targeted Support	A tiered system of intervention ensures pupils receive the right help at the right time. Programmes include Reading Plus (Wave 2), Fresh Start, Lexia, ALK, Toeby Toe and SNIP (Wave 3)—each designed to accelerate progress while minimising disruption to classroom learning.
Fresh Start – Systematic Synthetic Phonics	Supports pupils reading below age-related expectations to move towards functional fluency. Sessions are delivered in small groups to ensure focused, personalised support.
Rise and Read	For pupils emerging beyond or approaching the end of Fresh Start (Module 26 onwards), this initiative provides structured opportunities to read aloud with adult guidance, building fluency, confidence, and comprehension.
Reading Plus	An adaptive online literacy programme that develops silent reading fluency, comprehension, and vocabulary through personalised practice.

Literacy-Trained Specialists	Trained staff deliver interventions with expertise and consistency, ensuring high-quality, individualised support for pupils with the greatest need.
-------------------------------------	--

4. Vocabulary Development

We explicitly teach vocabulary to strengthen pupils' understanding and ability to communicate precisely across all subjects. Teachers encourage pupils to "speak like a geographer / mathematician / etc"

Word-Conscious Teaching	Teachers introduce, define, and contextualise key vocabulary in all lessons.
Key Word Planning	Each subject identifies essential vocabulary in long-term plans and lesson resources.
Frayer Models	Teachers develop understanding of complex words, supported by references to etymology and morphology.

5. Oracy

We develop pupils' confidence and clarity in speaking, enabling them to express ideas effectively and participate in structured discussions.

Full-Sentence Responses (Assessment for Learning – Six Fundamentals)	Teachers promote high-quality talk by expecting pupils to speak in full sentences and use appropriate language and formality. Routines such as "Say it again, better" and "I say, you say" support precision and clarity, with teachers modelling effective oracy through metacognitive thinking.
Think–Pair–Share (Assessment for Learning – Six Fundamentals)	Pupils rehearse and refine responses with a partner before sharing with the class, reducing threat while increasing rigour and participation.
Extra Opportunities	Performances, leadership roles, debates, and public speaking events further strengthen pupils' confidence, communication, and oracy skills.

6. Formality Scale

Formality Scale	Teachers promote high-quality talk by explicitly teaching pupils to adapt their language to different contexts. The formality scale provides a shared framework for understanding when to use social, classroom or academic language. Teachers routinely reference the scale to guide pupils in selecting appropriate register, prompting them to rephrase where needed. This supports pupils in developing flexibility in their communication and ensures that talk in lessons reflects the level of thinking required.
Discussion Guidelines	Purposeful and respectful talk is supported by explicitly teaching and reinforcing discussion guidelines. These routines establish clear expectations for listening, turn-taking and responding to others' ideas. Teachers model and refer to the guidelines during discussions, supporting pupils to build on, challenge and clarify thinking in a constructive way. This creates a classroom culture where all pupils feel able to contribute and where talk supports learning.
Discussion Roles	Teachers promote structured and inclusive talk by assigning discussion roles within paired or group activities. The roles of catalyst, builder, challenger, questioner, clarifier and summariser provide pupils with a clear focus for their contributions and ensure balanced participation. Teachers support pupils with appropriate vocabulary and prompts, enabling them to articulate ideas with increasing precision. Over time, this structured approach develops pupils' confidence, deepens their thinking and supports their ability to communicate ideas independently.

7. Writing

We develop pupils' ability to write clearly, accurately, and with increasing sophistication across all subjects. Teachers use modelling, examples, and scaffolds to support understanding, independence and improve writing quality.

Narrate Your Thinking (Assessment for Learning – Six Fundamentals)	Teachers model the writing process through the “I do – we do – you do” approach, narrating their thinking to demonstrate the cognitive steps behind successful writing.
Use Worked Examples (Assessment for Learning – Six Fundamentals)	Worked examples, including WAGOLs (What A Good One Looks Like) and WABOLs (What A Bad One Looks Like), are shared to clarify expectations and highlight key features of effective writing.
Use Visualisers and Exemplars (Assessment for Learning – Six Fundamentals):	Teachers use visualisers and exemplars to show how to structure responses, develop ideas, and write with clarity and precision.
Scaffold, Don't Simplify (Adaptive and Responsive Teaching – Six Fundamentals)	Teachers scaffold learning rather than simplify it. Tools such as sentence starters, structure strips, knowledge organisers, word banks, and exemplars guide pupils in developing independence and accuracy in writing. Scaffolds are gradually removed as confidence and competence grow.
SPaG Marking	Teachers use focused marking to identify literacy errors, supporting accuracy and proofreading skills. Errors are marked using agreed codes and corrected by pupils in green pen to reinforce learning.
Big Write	On one day each term, Brain In Gear activities across all subjects are dedicated to creative writing. Pupils write and draft an extended piece, with the opportunity to share with their form group.