



Leigh Academy
RAINHAM

Leigh Academy Rainham

Strategy Title

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Date of Issue	
Date to be Revised	

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1. Introduction and Rationale

Purpose of the Strategy

At LAR, we accept the fundamental principle that literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively.

The Teachers' Standards (2012) (Standard 3), expects a teacher to "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". Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, "Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focusing time and resources on improving reading and writing skills will have positive knock-on effects elsewhere, whether that's being able to break down scientific vocabulary or structure a history essay."

Poor levels of literacy impact negatively on what pupils can do and how they see themselves. **The teaching of literacy is not the responsibility of any department alone; all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities.** Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

"Literacy, however, is more than the mechanics of reading, writing, speaking and listening. The National Curriculum demands that connections be made between each strand and across subjects, which calls for thought and understanding, for recall, selection and analysis of ideas and information, and for coherent, considered and convincing communication in speech and in writing."

LITERATE STUDENTS SHOULD BE ABLE TO:

- read and write with confidence, fluency and understanding
- use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- understand the sound and spelling system and use this to read and spell accurately
- have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- understand the conventions of different written text types and be able to use these conventions confidently as readers and writers
- plan, draft, revise and edit their writing from notes to a finished form; produce texts for different audiences
- use tier 2 and tier 3 vocabulary to discuss and evaluate their reading and writing
- read and write with enjoyment and discrimination
- through reading and writing develop their powers of imagination, critical awareness and thinking
- be able to research independently and make notes from a variety of sources, including the Internet
- use appropriate reading strategies to extract particular information, e.g. highlighting, scanning
- use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas

- be able to write cohesively in an increasingly sophisticated style, using varied vocabulary, punctuation, sentence structures, paragraphs and technical devices.

Context

2025-26 Data Reading age 9.5 and below	Number of students	SEN	SEN K	PP	EAL
Year 7	40/180 (22%)	15/40 (38%)	11/40 (28%)	9/40 (23%)	1/40 (2.5%)
Year 8	27/184 (15%)	14/27 (52%)	8/27 (30%)	9/27 (33%)	3/27 (11%)
Year 9	19/205 (9%)	9/19 (47%)	7/19 (37%)	10/19 (52%)	2/19 (11%)
Year 10	17/182 (9%)	6/17 (35%)	6/17 (35%)	1/17 (6%)	2/17 (12%)

Year 7 -

Year 8-10 - Comprehension

Add LAR data, national data, LAT priorities...

Why this Strategy is Needed

Evidence tells us that 'over 1 in 4 pupils still move to secondary school without having met the expected standard in the key stage 2 national reading test. This hinders them in secondary school, both in English and more widely across the curriculum.' With a 'quarter of students at 15 still have a reading age of 12 or below'. At LAR we believe that excellent literacy is essential for students to reach their full potential.

Studies also show that there is a significant correlation between a student's reading ability and final performance across all subjects at GCSE, this is just as strong in maths and sciences as it is in arts subjects. 'Correlations above 0.7 are considered strong; correlations around 0.5 and 0.6 are moderate and statistically significant. High correlations in arts subjects are not surprising. But the correlations in maths and the sciences also underscore just how 'text heavy' most academic subjects are and why literacy is so crucial. Even the more expressive subjects – art, drama, music – have strong correlations to reading ability. Creativity, in effect, will be enhanced by reading.' Therefore, all teachers are teachers of literacy.

GCSE subject	Correlation
English Language	0.65
Geography	0.65
Maths	0.63
History	0.61
Science Combined	0.61
English Literature	0.60
Drama	0.57
Citizenship	0.56
German	0.55

2. Vision and Aims

Long-Term Vision

Leigh Academy Rainham endeavours to recognise that literacy plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities. As our students interact with a range of texts, in their various subjects, they generate insight into moral, social, economic, political, cultural and environmental domains, they continually grow in their abilities to form opinions, make decisions, and reason ethically. Our aim, through the literacy strategy, is to place language as fundamental to learning, thinking and communicating.

It is therefore our vision to ensure that within a 3-year period, the literacy strategic aims outlined below are fully achieved and integrated as a part of academy life.

Strategic Aims

Specific	Measurable	Achievable	Relevant	Time-bound
1: To consolidate and enhance the literacy provision.	Whole school audit using EEF framework and recommendations. LCs (Literacy Champion) to complete subject audit. Learning walks	Through time on LL's timetable. Use of LCs in each MYP subject.	Identify strengths and weaknesses of the current provision which can then be used to inform school improvement. To have a purposefully sequenced and mapped whole-school curriculum that develops core literacy skills.	By the end of term 2 (2025-26), and then annually.

<p>2: Identify and assess all students' literacy</p>	<p>Literacy ages of all students assessed in English lessons using Sparx Reader.</p> <p>Literacy register for all year groups.</p> <p>Assessment tools - Sparx Reader, NGRT, FFT.</p>	<p>Working with English teachers.</p> <p>To be able to assess students during lessons.</p>	<p>Relevant data to support students to be shared school wide.</p>	<p>By the end of M2 and then to assess at the end of each term.</p>
<p>3: Prepare and implement individual action plan for students whose literacy falls below our threshold</p>	<p>All students whose reading level does not meet our threshold to be provided with a personalised literacy improvement plan.</p>	<p>Students sit Sparx Reader Test; NGRT, where appropriate; FFT for phonics diagnostics.</p>	<p>Provide support and intervention for students.</p>	<p>By M4 in year 1 and then by the start of M2 in preceding years.</p>

3. Strategy Plan

Intent	Implementation				Impact
Objective	Action	Timeline	Who	Resources	Outcome / Success Criteria
1: To consolidate and enhance the literacy provision.	Year 1 (2025-26) - Audit of the current literacy provision. This will include: <ul style="list-style-type: none"> - PSHE - Departments - extended writing and oracy (LAT focus) - SEND - Library Year 2 (2026-27) - Enhancing the provision: <ul style="list-style-type: none"> - CPD - areas highlighted by the audit 	M2 - M6	JFI / Middle Leaders / Literacy Champions / JFI to work with Suzy George	EEF RAG Self-Assessment	A comprehensive working document mapping the literacy provision within LAR.
2: Identify and assess all students' literacy	Year 1 (2025-26) - All students' reading ages to be assessed using Sparx. Identified students falling below the LAR threshold to be diagnostically tested using NGRT. <ul style="list-style-type: none"> - All students to be retested on Sparx termly. - If needed (those receiving intervention and those whose levels are below the LAR threshold), students to sit NGRT. Year 2 (2026-27) - All students' reading ages to be assessed using Sparx. This should be completed within the first two weeks of September. Identified students falling below the LAR threshold to be diagnostically tested using NGRT. <ul style="list-style-type: none"> - All students to be retested on Sparx 	M1 + M2 M1, M3, M5 M1, M3, M5 M1 M1, M3, M5	English teachers / JFI English teachers JFI English teachers / JFI	Sparx Reader Test NGRT FFT Sparx Reader Test NGRT FFT Sparx Reader Test NGRT FFT	Students to achieve their...

	<p>termly.</p> <ul style="list-style-type: none"> - If needed (those receiving intervention and those whose levels are below the LAR threshold), students to sit NGRT. 	M1, M3, M5	English teachers JFI	Sparx Reader Test NGRT FFT	
3: Prepare and implement individual action plan for students whose literacy falls below our threshold	Year 1 - NGRT pathways inform interventions and groupings				

4. Communication and Implementation

Internal Communication

The strategy will be shared with staff once ratified by SLT.

Each element of the strategy will be rolled out to the relevant stakeholders in good time for their implementation. The profile of literacy will be raised through: Literacy Champions; sharing reading data, individual literacy plans and literacy strategy with staff; learning walks; shared Tier 2 vocabulary; and mapped provision across the curriculum.

Training and professional development will be provided as a part of the staff CPD programme. However, additional training will be provided for ITTs and ECTs via their bespoke programme.

External Communication

Parents, careers and the wider community will be informed via social media, parent comms and newsletters. This will be via parent comms, social media, newsletters, the big screen, line up announcements and so on.

Embedding the Strategy

This strategy will become embedded within the school as the profile of literacy increases.

5. Strategy Calendar

2025-2026	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Key Actions	All students' reading ages to be assessed and those below threshold identified.	Students below threshold to be diagnostically assessed using NGRT.	LL, along with LCs, to complete whole school and MYP departmental audits regarding literacy approach and provision in the school. At the end of the module, meet to discuss next steps.	Final organisation of WBD.	Learning walks and book QA to assess extended writing across the school.	Assess the literacy provision for the academic year. RAG each strategy.
	LL to meet and discuss with SENDCo regarding available provision for the coming year.	The results of the above will be used to place students in the relevant intervention programme.	LL to meet with PSHE Lead to discuss LAR's approach to literacy in form time.	Roll out 'LAR' approach to decoding exam questions to reduce cognitive load.	Write like a... to be provided to departments.	Student literacy progress data.
	Establish a fortnightly meeting with the librarian.	Selection of LCs from MYP departments.	Literacy Walks - LL and LM - to assess implementation of the new literacy marking strategy.	Roll out of 'Currently reading...' notices to promote a culture of reading.	Common Tier 2 vocabulary identified.	Renew Hackey Lit programme.
		Planning for WBD with the librarian.	Roll out of intervention programme: - FFT Phonics - Hackney Lit - Reading	Students receiving intervention to be assessed.	Students receiving intervention to be assessed.	All students' reading ages to be assessed using Sparx Reader.

			buddies			
		New literacy marking strategy.	All students' reading ages to be assessed using Sparx Reader.			CPD programme for next year.
			Students receiving intervention to be assessed.			
			LL to work with EAL key staff to consider collaboration to improve literacy across the school.			

2026-2027	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Key Actions	All students' reading ages to be assessed and those below threshold identified. These students will then be diagnostically assessed with NGRT. The results of the NGRT will be used to place students in the relevant intervention programme.	Planning for WBD with the librarian.	All students' reading ages to be assessed using Sparx Reader.	Final organisation of WBD.	Students receiving intervention to be assessed.	Assess the literacy provision for the academic year. RAG each strategy.
	LL to meet and discuss with	LAR extended writing provision to be	LAR oracy provision to be reviewed -	Students receiving intervention to be	Ofsted preparedness.	Student literacy progress data.

	SENDCo and LM regarding available provision for the coming year.	reviewed - book QA, learning walks, curriculum plans.	book QA, learning walks, curriculum plans.	assessed.		
	Establish fortnightly meeting with librarian.	Students receiving intervention to be assessed.		LAR reading provision to be reviewed - book QA, learning walks, curriculum plans.		Renew Hackey Lit programme.
	Update Literacy Register					All students' reading ages to be assessed using Sparx Reader.
	Planning for literacy CPD.					CPD programme for next year.
	Roll out of intervention programme: <ul style="list-style-type: none"> - FFT Phonics - Hackney Lit - Reading buddies 					

6. Monitoring and Evaluation

Monitoring Progress

Reading levels assessed termly for all students. For students who receive intervention, their progress will be assessed each module. Their progress, areas of concern and achievement will be monitored.

Student voice, reading buddy voice, those running interventions, LCs and LL recorded and relevant improvements made.

Key Performance Indicators (KPIs)

KPI 1: Increase in average reading age by 18-24 months per year group per year.

KPI 2: Extended writing mapped across the school.

KPI 3: 50% of staff report increased confidence in using literacy strategies in their subject.

Strategy Evaluation Timeline

The strategy will be evaluated annually.

Reporting

Findings will be reported to SLT, parents, students and staff.

7. Appendices / Linked Documents

Include any diagrams / flow charts of procedures that will support the strategy

Linked Documents for tracking / monitoring processes

Linked resources