



Horizon Community College Literacy Policy

Reviewed & Updated:
June 2026



Literacy Policy

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Section 1 Definition and Aim of the Policy

The term literacy includes all three components of language: oracy, reading and writing. All three of these are underpinned by deliberate vocabulary development.

Definition of Literacy

To be literate is to be able to speak, listen, read and write at a necessary level to succeed in education, at work and in the wider world.

Aim of the Literacy Policy

The aim of the literacy policy is to ensure that, as a school, we support the literacy development of all students. This means that staff consider the disciplinary literacy of their subject and so develop oracy, reading and writing skills as part of their subject's curriculum, in order to maximise the potential of each student. The policy also supports students' development of a love of reading, including our weakest readers.

Section 2 Objectives

1. To ensure that all students have access to high quality literacy development within their lessons
2. To enable students to see reading as a means of enhancing their knowledge and cultural capital
3. Foster a love of reading for pleasure in our students
4. To involve staff in the development of literacy within their subjects
5. To embed whole school strategies and systems for literacy development.

Section 3 Key Roles and Responsibilities

Senior Leaders: The Senior Leadership Team will take an active role in supporting the overall initiative.

Subject Leaders: Subject Leaders have the crucial role of leading and supporting activities within their teams to ensure that disciplinary literacy underpins their curriculum.

Teaching Staff: All staff have a responsibility to plan and teach lessons which make good use of opportunities to develop pupils' literacy skills.

Intervention Staff: Staff delivering intervention have a responsibility to ensure that they know the literacy needs of their students and are able to support these students to make rapid progress in literacy.

Library Staff: Library staff have a responsibility to promote reading (for pleasure and for study) and provide opportunities and a space for students to do this.

All Staff: All staff (teaching and non-teaching) have a responsibility to ensure that their literacy is of a high standard and that they work together to foster a love of reading for pleasure in our students.

Section 4 Whole School Strategies for Supporting Literacy

Literacy is an aspect of our teaching and learning framework and is embedded into learning throughout college. Leaders have planned literacy into schemes of learning and teachers adapt this to the needs of their classes.

We have a range of tools to support teachers to be able to do this.

Strategies

There are a wealth of strategies dedicated to literacy in the WalkThrus section of our Research and Training Hub. These are used in all subjects to support all aspects of literacy. Where appropriate, subjects make use of lengthy texts to support the development of reading, using specific strategies to develop student's reading fluency.

Reading Non-Negotiables

This is a bank of expectations to support staff in ensuring high expectations of reading across the curriculum. This also offers strategies to support readers of differing abilities.

Oracy

Oracy is embedded into lessons and teachers use Walk Throughs to develop the way students learn through and to talk.

In form time, Votes for Schools activities are used to promote oracy by giving students time to discuss using talk stems / structured talk activities.

Focus Periods

There are designated periods to celebrate and promote literacy across the school year. These happen in line with national events such as 'National Poetry Day' and 'World Book Day'.

Sparx Reader

This is an online platform designed to develop student's reading and is the KS3 home learning strategy in English. All students are on a personalised journey and are expected to achieve a minimum of 300 points biweekly.

Whole College CPD

Whole college CPD provides staff with up to date information with regards to literacy and offers strategies that departments can use to develop disciplinary literacy within their curriculum.

ECT CPD

ETC professional development provides staff who are early in their career with the foundations of literacy. It covers the importance of literacy within our setting and time to plan strategies into their practice.

Enrichment Opportunities

Enrichment opportunities are designed to engage students in reading, writing and oracy. They are run by staff across college. For example quiet reading, debate club, writer's workshops.

The Library

The library at Horizon is a space where students can read for pleasure and study. It is open before school, over lunch time and after school for students to use. The library and resources within it can also be booked out to use during lesson time.

Section 5 Students with Particular Literacy Needs

Whilst all pupils benefit from a consistent, coherent and comprehensive approach to literacy, some groups of pupils will require specific attention and targeted support.

Pupils' needs are assessed and pupils requiring specific support with reading will embark upon literacy intervention following one of our four pathways:

- Speech and Language Therapy (SALT) – This is taught using an online SALT program in conjunction with the SEN Department.
- Phonics – This is taught using Lexonik Leap
- Fluency – This is taught using an online program called Reading Plus or Lexonic Advanced
- Comprehension – This is taught using highly skilled staff, who plan bespoke lessons based on their knowledge of the students they are intervening with.

Pupils requiring specific support with writing will be supported with Grammarsaurus intervention.