

Fakenham Academy Literacy Protocol



Author	Headteacher & Literacy Coordinator
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Overview

The Sapientia Education Trust (the Trust) recognizes that Literacy in schools consists of the well-contacted and supported interplay of reading, writing and oracy. Reading at – or beyond – a student’s chronological reading age (CRA) unlocks the curriculum, improves individual performance and progress, improves wellbeing, and is the bedrock of the Trust’s policy.

This protocol for Fakenham academy is rooted in academic research, Ofsted’s ‘Quality of Education’ judgment criteria, the ITT Inspection handbook (2022), Improving Literacy in Secondary Schools (2019) and Teacher Standards (2011), in which teachers are expected 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.”*

The School and Trust recognizes that whilst reading must be at the core of the Literacy Policy, writing and oracy are also fundamental to Literacy and a clear and strategic approach to the promotion of writing and oracy are inherent in the Literacy protocol even though, in years 1 and 2 of the adoption, it is likely that the School’s key focus will be on reading.

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Section 1: The Literacy framework:

FAKENHAM ACADEMY will audit annually according to the 'bucket model' where:

- a. Bucket 1 = reading intervention/s (how, when, who + appropriate assessment trackers)
- b. Bucket 2 = reading culture – including *generic* reading (e.g., ERIC/DEAR/ strategic reading initiatives across the School) and *disciplinary* reading (consistency in the way teachers read and are read to)
- c. Bucket 3 = reading extension and challenge, including reading for knowledge. This bucket extends beyond reading and includes oracy and writing.

The school will test (and track) all incoming students to the School for their CRA and share this information so that it can be put on registers and used by staff as part of the school's disciplinary and generic reading approach.

- a. There are clear processes for capturing the incoming Year 7 students. We will test students in the first half term, so this data is readily available for October.
- b. CRA is captured at least twice annually for all year groups at the start of the Autumn and end of the Summer terms.
- c. Incoming students across all year groups have their CRA and SRS determined when they join the school.
- d. The Literacy Lead is responsible for the collation of whole-school tracking and should be able to use their in-school systems to report to stakeholders on the numbers of (and progress of) readers.
- e. Students SRS and CRA will determine the colour of the dot on Class charts. Those below 80 will have a red, between 80 and 100 will have a yellow, those above 100 will have a green, those above 120 will have purple.
- f. Staff take this score into account when designing their seating plans.
- g. Seating plans have the SRS score on them and are available via the blue folders in every lesson.

The school shares a Trust-wide common language regarding reading ability and RAG rate accordingly on registers, specifically:

- a. Red Readers: 36 months or more below CRA. SRS below 80
- b. Amber Readers: 6 to 35 months below CRA. SRS between 80 and 100
- c. Green Readers: -5 to +23 months CRA. SRS between 100 and 120
- d. Purple Readers: Over 24 months above CRA. SRS above 120

The school has a clear Assessment and intervention processes in place for Red and Amber readers and mechanisms to track the impact of those intervention strategies.

Literacy Lead and SLT lead are clear on the level and type of intervention/s being undertaken, how progress is tracked and complete regular Quality Assurance. The following intervention model is used:

Red Readers (Students reading -36 months below CRA)	<ul style="list-style-type: none"> • Gold reading support in morning registration. • SSA support will be provided where required. • Parents contacted with advice given. • Inclusive strategies for SEND to be used to support student reading in class. See magnificent 7 • All staff informed and students recorded on Class charts seating plan with red dot • English teachers make reasonable adjustments with reading homework / support • Small group interventions during the day with SSAs • Adjustments are made for the KS3 homework booklets. • Year 11 targeted reading Plus in registration three times a week.
Amber Readers (Students reading at -6 to -35 months below CRA)	<ul style="list-style-type: none"> • Reading plus support at the end of day four times a week. • All staff informed and students recorded on class charts seating plan with Yellow dot • Inclusive strategies for SEND to be used to support student reading in class. See magnificent 7 • Parents contacted with advice given. • English teachers prioritise 1:1 reading in reading lessons Y7-Y9 to support. • English teachers make reasonable adjustments to reading homework if deemed necessary. • Adjustments are made for the KS3 homework booklets. • Fakenham 15 and magnificent 7 strategies are used in lessons.
Green Readers (Students reading at -5 to +23 months from CRA)	<ul style="list-style-type: none"> • High quality teaching. • Twice weekly reading in strategic reading. • Fakenham 15 and magnificent 7 strategies are used in lessons. • Highlighted in Green on Class charts seating plans
Purple Readers (Students reading +24 months above CRA)	<ul style="list-style-type: none"> • Academic reading and wider reading materials offered for extra challenge across the curriculum via the school website. • Highlighted with Purple on class charts seating plans.

The school has a *generic reading offer to students*.

The school offers strategic reading twice weekly in Strategic reading time at the end of the day, comprising of a range of texts and themes to challenge students thinking and improve

literacy skills. Reading is modelled by the member of staff and then comprehension questions are asked and oracy techniques employed for discussion.

In KEY STAGE 3 all students complete have a reading lesson once a fortnight

In KS4 and KS5 we use the strategic reading every day to complete subject based Strategic exam reading focusing on command words and their meaning.

Literacy Lead and team are responsible for Quality Assurance, promotion and embedding of generic reading. In addition, training is offered to all staff to deliver generic reading appropriately, examples of training are below:

- Modelling reading and whole class reading strategies.
- Awareness of CRA and SRS when public reading is requested in class.
- Expectation that Tier 2 and Tier 3 vocabulary is explicitly taught as an element of Disciplinary Literacy to support reading.

The school has a *disciplinary reading* offer to all students.

Fakenham Academy readers are STRATEGIC readers who actively use the following “Fakenham Academy Magnificent Seven” evidence-based approaches to support their understanding:

1. They read to fluency, imitating the modelled reading of their teachers who: read to punctuation, with expression, at an appropriate pace and self-correct as needed.
2. They reread parts of a text to ensure their understanding.
3. They consider their own prior knowledge of a topic before they read a text.
4. They question what they read before, during and after to clarify their understanding.
5. They know how to skim and scan to retrieve key information.
6. They navigate a non-fiction text knowing the purpose of conventions e.g. italics
7. They consider vocabulary using context, synonyms, morphology to support their understanding.

All Fakenham Academy teachers take every opportunity to explicitly model using these strategies, demonstrating their own thinking aloud (metacognition of learning).

It is the responsibility of the School’s Literacy Lead alongside the wider Literacy Team, to ensure that appropriate training is provided for any member of staff (or students) who delivers reading support to students (including older reading buddies).

In relation to writing the School will;

- Develop and share whole-school expectations for teaching writing which exploits the fact that reading and writing are reciprocal and speaking and writing are generative

in nature. These whole-school expectations will be shared with all staff and departments will work together on writing initiatives as well as reading initiatives.

- Give students the opportunity to write for a range of audience and platforms: social media, websites, and multimodal writing. This gives them the motivational power of the anticipated audience response as well as the skills for writing in a technological age.
- Develop teachers' pedagogical subject knowledge, reminding all that writing is a tool for recording thought and developing content knowledge.
- Encourage subject areas to use curriculum time for extended writing through a process for teaching writing, including modelling, planning, editing, and redrafting to produce writing of 'quality'.
- Explicitly teach grammar in context using a consistent approach to correcting errors. The 2014 National Curriculum Key Stage 3 English grammar glossary and spelling and vocabulary appendices outline key teaching.
- Use 'The Writing Revolution' strategies to help improve sentence structure and writing constructions.

In relation to oracy the School will:

- Ensure that all teaching staff are aware that Talk for Learning (oracy) is an essential part of developing and embedding literacy, recognising that high-quality classroom talk is essential to students' thinking and learning. It is also linked to improvements in reading and writing, and overall attainment.
- Support teachers to develop and embed a repertoire of teacher-to-student and student-to-student talk and questioning, and structure tasks to develop depth of thought in learning.
- Acknowledge and implement research on oracy, including The National Curriculum in England: Key stages 3 and 4 framework document (December 2014), DfE: "Students should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing" (p. 10).
- Actively raise the status and priority of oracy in education and set out shared expectations for oracy across the School.

Quality Assurance of Literacy

The Quality Assurance of Literacy (reading, writing, oracy) forms part of the usual QA of lessons undertaken at the School by peers, Directors of Subject, Senior Leaders and Trust Central Staff.

Literacy Lead will undertake a termly learning walk with a clear focus on one specific area and give feedback via the weekly bulletin and to individual line managers if required.

CPD

Literacy updates and training are provided via Literacy Lead as part of the School CPD offer. This need not be onerous but clarifies expectations; why it is important and why all teachers are teachers of literacy.

Section 2: Roles and responsibilities:

Role and remit of the School's leader of Literacy.

- Literacy Lead should have an appropriate knowledge of literacy pedagogy to best work with other school leads, Trust Central Education Team and their SLT to explicitly develop students' talk, reading and writing.
- Literacy Lead should work independently and collectively to ensure their knowledge of the statutory and advisory frameworks containing Literacy guidance are acted on appropriately and that the implementation of policy in their school adheres as far as possible to best practice and is used to review practice and set priorities for improving literacy throughout the school.
- Literacy Lead should actively promote disciplinary reading to SLT and Directors of Subject, with all members of staff understanding its importance.
- Literacy Lead will help Quality Assure literacy across the school, especially generic literacy.
- Literacy Lead will advise SLT on the implementation of literacy across the school and liaise effectively with other stakeholder leaders such as Directors of Subject and Higher-Level Teaching Assistance.
- Literacy Lead will advise and guide on the school's assessment frameworks for literacy that establish students' baselines and set targets using regional and national data rather than just cohort data.
- Literacy Lead will work with SLT to promote literacy skills development for students, which should be embedded in teaching, learning and curriculum plans.
- Literacy Leaders should manage and resource at least one literacy intervention programme for targeted students working below age-related expectations. This will require regular monitoring to ensure effective use of funding.

Role and remit of Senior Team inc. Headteacher and SENDCo and Directors of Subject.

- School priority should be to have a whole-school focus on Tier 2 (generic, academic, language of instruction) as priority, as well as tier 3 (subject-specialist) words.
- Secondary schools must identify and support students who are struggling to read and write by diagnosing specific needs and implementing appropriate interventions. These are likely to tackle difficulties with decoding and reading fluency and may include consolidating understanding of synthetic phonics. Diagnosing writing difficulties, including handwriting and spelling, is also recommended. Specific support for students with English as an additional language at different proficiency levels may also be required.

Role and remit of teaching and support staff.

- Staff should develop students' metacognitive awareness of reading skills, thus enabling them to tackle longer and more challenging material within the curriculum.
- Staff should introduce texts in different ways – for example, reading aloud, oral reading by students, audio recordings or reciprocal reading.
- Reading, writing, and speaking should be seen as mutually enhancing processes. Talking about texts before, during and after reading helps to consolidate ideas and thinking whilst serving as a rehearsal for writing.
- Staff should receive high-quality CPD to support their explicit teaching of reading skills such as skimming, scanning, and reading for detail (including on screens); research strategies such as using the index and glossary, identifying key points, and making notes.
- Direct vocabulary instruction should be part of normal pedagogical practice, and include paying attention to morphology, pronunciation, spelling and usage of unfamiliar vocabulary.
- Staff should be familiar with multiple methods for teaching vocabulary, including online commercial resources such as Quizlet, Babbel and Duolingo.
- Students should read texts across the curriculum that have an appropriate level of vocabulary so that they are not overwhelmed by unknown words, but they should also be challenged to learn (or refine) the meanings of words in the text.
- Students should be encouraged to work out the meaning of unknown words in a text by using the context to develop and test hypotheses about a word's meaning.
- Students should be confident users of online and text-based dictionaries, glossaries and word lists to support their vocabulary development.

Glossary of Key Terms

CRA: Chronological Reading Age is a measure of a student's reading ability compared to the average age-based expectation.

SRS: Standardised reading score. A measure of how a student's reading compares with their peers. 100 is the standard average score.

Disciplinary Literacy: Literacy practices specific to individual subjects, focusing on how reading, writing, and speaking are used within each discipline.

Generic Reading: Reading strategies and activities that apply across subjects and are not specific to any one discipline.

Tier 2 Vocabulary: High-frequency academic words used across subjects, important for comprehension and expression.

Tier 3 Vocabulary: Subject-specific terminology that is essential for understanding content in particular disciplines.

Sound Discovery: A phonics-based intervention program designed to support struggling readers.

STAR Test: A part of Accelerated Reader, where students complete a computer-based assessment to track current reading age and provide ZPD for helping to choose most suitable reading material.