



NONSUCH HIGH SCHOOL FOR GIRLS

Literacy and Oracy Policy

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July 2025

Next review:

July 2028

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

1. Vision

All students, regardless of their background or need, should achieve a high level of literacy by the end of Year 13. We are committed to cultivating a culture of academic excellence where literacy is at the heart of every subject and every student's educational journey. Our vision is to empower all students to become confident, articulate, and critical thinkers who can read, write, speak, and listen with fluency and precision. Through a rigorous and inclusive approach to literacy, we aim to equip students with the skills they need to excel in their academic pursuits, engage meaningfully with the world around them, and prepare for success in further education and beyond. By nurturing a love of language and a passion for lifelong learning, we strive to ensure that every student achieves their full potential and can communicate effectively in all areas of life.

2. Aims of our NHSG Literacy Policy

- Ensure high standards of literacy across all subjects
- Promote critical thinking and analytical skills
- Support reading for pleasure and wider reading
- Develop writing skills for different contexts and audiences
- Enhance speaking and listening skills
- Encourage parental engagement
- Foster independence and lifelong learning
- Track and assess literacy progress

3. Whole-School Commitment to Literacy

- Literacy is a shared responsibility, and all staff, regardless of subject area, play a role in developing students' literacy skills.
- All staff will model and explicitly teach disciplinary literacy, helping students to access and use subject-specific vocabulary, writing styles and reading strategies that are unique to their discipline.
- Teachers will consistently model excellent literacy practices, including correct spelling, punctuation, grammar and syntax, alongside subject-specific vocabulary.
- Ongoing professional development will support staff in refining their approach to literacy, helping them integrate literacy strategies effectively within their teaching.
- A cohesive approach to literacy will ensure that literacy development is embedded across all areas of the curriculum, encouraging students to apply their skills in different contexts.
- We are committed to ensuring that every student achieves their full potential. Those identified as struggling with literacy will receive personalised interventions to support their development.

4. Supporting students with SEND (Special Educational Needs)

We are committed to ensuring that every student, regardless of ability or need, can access and thrive within our literacy-rich curriculum. Our Literacy Policy is designed to be inclusive and responsive to the diverse learning profiles of students with SEND.

- Literacy strategies will be differentiated and adapted to meet individual needs, ensuring that all students can access reading, writing, speaking and listening activities.
- Teachers will work closely with the SENDCo to implement personalised learning plans that address specific literacy barriers and support students' progress.
- Visual aids, scaffolds, and structured supports will be embedded in literacy tasks to promote independence while reducing cognitive overload.

- The learning environment will be inclusive and nurturing, enabling students with SEND to build confidence and develop a strong literacy foundation.
- Assessment data will be used diagnostically to ensure timely and effective intervention, with regular reviews to track progress and adapt support as needed.

5. Desired outcomes

For a detailed overview, please see Appendix A

- **Students demonstrate advanced reading skills.** They can comprehend complex texts, recognise themes and analyse content critically.
- **Students demonstrate strong proficiency in writing and speaking.** Students express ideas clearly and effectively with strong grammar and vocabulary. They are able to apply subject specific vocabulary.
- **Students are critical thinkers.** They can engage with texts critically, identifying underlying assumptions, arguments and biases, while forming reasoned judgements.
- **Students have strong analytical abilities.** Students can deconstruct and interpret the meaning of both written and spoken content, understanding subtle nuances. Students are able to grasp the cultural, historical and societal contexts behind a text.
- **Students are able to articulate ideas clearly,** tailoring their message to different audiences and/ or the question asked of them. They are able to speak confidently and persuasively, adapting their language for different audiences.
- **Students have strong technological literacy skills.** Students are adept at navigating digital platforms, discerning reliable sources and communicating through digital media.

6. Reading

- We aim to inspire a love of reading among all students, encouraging engagement with a broad range of texts, including classic literature, contemporary works, and digital media.
- Teachers will promote disciplinary reading strategies that enable students to access texts across different subjects, such as interpreting graphs in science, analysing sources in history, and evaluating arguments in RS ethics.
- Students will be encouraged to read independently and as part of their learning across subjects. We will foster a culture of reading with dedicated time for reading, literary clubs, and author visits.
- A well-stocked learning resource centre is available, offering a diverse range of texts that cater to different reading abilities, interests, and academic levels. Students are supported by our highly qualified Learning Resource Co-ordinator.
- Regular reading assessments in years 7,8 and 11 will monitor students' progress and identify any who require additional support to develop their reading skills.
- Teachers will employ a variety of strategies, such as guided reading, group discussions, and reading aloud, to deepen students' comprehension and critical engagement with texts.

7. Writing

- Writing will be prioritised across all subjects, with an emphasis on clarity, coherence, and creativity.
- Students will be taught the importance of structure, organisation, and purpose in their writing, ensuring that they can communicate effectively in academic essays, creative writing tasks, and formal reports.

- Students will be supported in developing subject-specific writing styles, including analytical essays in English, structured reports in science, and technical explanations in design and technology.
- A whole-school focus on spelling, punctuation, and grammar (SPaG) will ensure high standards are maintained in all written work. Teachers will give constructive feedback on SPaG, supporting students in refining their writing skills.
- Writing tasks will be varied, encouraging students to write for different audiences and purposes, from reflective essays to persuasive pieces and creative stories.
- Assessments of writing will be used to track student progress, identify areas for improvement, and provide tailored support.

8. Speaking and Listening

- Speaking and listening skills are vital for academic success and personal development. Our school's curriculum will provide students with ample opportunities to engage in debates, presentations, discussions and group work.
- Students will be encouraged to express themselves clearly, confidently, and persuasively, with a focus on developing both the content and delivery of their spoken language.
- Oral communication will reflect disciplinary language, encouraging students to express ideas using appropriate vocabulary and conventions, such as persuasive language in debate or precise terminology in mathematics.
- Teachers will model excellent oral communication and create classroom environments where students are encouraged to listen actively and respond thoughtfully to others.
- Speaking and listening tasks will be integrated into subject-specific learning, giving students the chance to practise and develop their spoken language in different contexts.
- Peer feedback and self-reflection will be encouraged to foster students' speaking skills and their ability to evaluate and refine their own contributions.

9. Assessment and Monitoring

- Progress in literacy will be regularly assessed through a combination of formative assessments, written tasks, reading assessments and spoken language activities.
- Literacy data will be used to inform teaching practice, ensuring that every student's development is monitored closely.
- Constructive feedback will be provided to students regularly, guiding them on areas of strength and highlighting specific areas for improvement.

10. Enrichment and Extra-Curricular Opportunities

- To cultivate a love for reading and writing beyond the classroom, we will offer a range of extra-curricular activities such as creative writing clubs, public speaking competitions, drama productions and book clubs. Every year the school celebrates book week.
- Students will be encouraged to participate in local and national writing competitions, poetry slams, and debating societies, helping them to hone their literacy skills in a wide range of contexts. Our school's 'House' system is used to reward student participation.
- The school will regularly host literary events, such as author visits and writing workshops, to inspire students and expose them to new ideas and creative possibilities.

11. Parental Involvement

- We recognise the importance of strong communication between the school and parents. We will keep parents informed about their child's progress in literacy and offer suggestions on how they can support their child's learning at home.
- Parents will be encouraged to engage with their child's reading and writing through activities such as shared reading, discussing books and supporting the completion of writing tasks.

APPENDIX A: Process: arranging and reporting a visit

Students demonstrate advanced reading skills

Students are able to read and understand a wide range of texts (these may be complex, technical, sophisticated or scientific). These may include: literature, academic articles, plays, non-fiction, news articles, pieces of music and written information. They should be able to analyse texts critically, identifying themes and where appropriate perspectives.

Students demonstrate strong proficiency in writing and in speech

By Year 11, students will be able to produce clear, coherent, and well-structured writing for a variety of purposes. This may include essays, reports and creative writing. Their writing should be grammatically correct, well-organised, and appropriately formal or informal depending on the context.

Students should be able to construct well-reasoned arguments and present them effectively in writing and in speech. This includes the ability to use evidence to support claims, make logical connections, and present counterarguments.

They should demonstrate a rich and varied vocabulary, using precise and appropriate language to convey meaning as well as using key terminology (disciplinary literacy).

Students can demonstrate a high level of accuracy in spelling, grammar, and punctuation, with few errors in written work.

Students **are** able to use advanced grammatical structures and varied sentence types effectively.

Students are critical thinkers and they have strong analytical skills

Students demonstrate the ability to analyse and evaluate texts and data for meaning, purpose, and structure. This includes identifying bias, understanding implicit messages, and exploring nuances in the language used.

Students are able to analyse texts to break multi-step problems down into smaller parts.

Students can make critical decisions on the research done, considering the author, source and reliability.

Students should be capable of making inferences and drawing conclusions based on evidence within a subject specific text or within the context of problem solving, developing a deeper understanding of the material.

Students are able to articulate ideas clearly

Students are able to present complex ideas in an engaging manner, using appropriate body language, tone, and rhetoric to support their arguments. They should be able to answer questions and engage in discussion about their presentations and/or when delivering solutions in class (written and verbal).

Students develop strong listening skills, allowing them to engage in thoughtful responses during discussions, debates, and presentations. They are able to respond appropriately to arguments and points of view expressed by others.

Students have strong technological literacy skills.

Students should be able to read, interpret, and engage with digital texts, such as online articles, websites, and academic journals. This includes being able to critically assess the reliability and bias of online sources.

Students are able to produce well-written digital content, including blogs, reports, and online posts, with an awareness of digital conventions and appropriate tone.