

Literacy Statement 2025 - 2026

Rationale

This statement determines the teaching and learning principles and provisions in place to support students' literacy at Cheltenham Bournside School.

Aim

At Cheltenham Bournside School, all teachers are teachers of literacy. Our aim is to develop strong literacy and oracy skills for all students, enabling them to make excellent academic progress across the curriculum and equipping them with the communication skills needed in later life. This will be achieved through the explicit teaching of reading, writing and oracy skills, alongside consistently high expectations for vocabulary development.

Assessment and intervention

Students in Key Stage 3 will take a computer-based reading test (Star Reader) in September, December, April and July in order to assess and monitor their progress in reading. This test will also link to the coloured book bands used in the library to help students and their teachers to choose appropriately challenging texts to read independently. This independent reading will be assessed using the Accelerated Reader quizzes.

- All Year 7 students will also complete a paper-based reading assessment at the end of T1 – this is administered and marked by the SEN department for the purposes of their monitoring.
- All in year admissions in KS3/4 will also complete this assessment.
- The data (reading ages and reading scores) generated by the Star Reader assessments will be uploaded by the Data Manager to ClassCharts to inform classroom teachers.
- Students with scores flagging them as 'Urgent Intervention' (receiving a scaled score of <85) will be discussed with the Literacy and SEN team and intervention decided upon.
- Lowest group and students with SEN will receive intervention from the SEND Access Arrangements Lead, next lowest from the EAL Coordinator and closest to the cusp of reaching age related expectations with the Whole School Literacy Leader(s).
- Students placed into the intervention groups with SEND Access Arrangements Lead or the EAL Coordinator will receive timetabled, bespoke literacy intervention during periods 1-5. Students placed into the intervention group with the Whole School Literacy Leader will receive timetabled intervention during PM tutor time.
- Additional paper-based assessments will be carried out for intervention students at the end of T2, T4 and T6. These will determine if students still require intervention.
- Staff can also complete a Literacy Referral form (available on Sharepoint) at any point during the school year when classroom teaching and appropriate literacy scaffolding (such as word mats and writing frames) are not making an impact on the student's progress. This goes through to the Literacy mailbox which can be accessed by the EAL Coordinator, the School Librarian and the Whole School Literacy Leader(s).
- Sixth Form Reading Buddies are assigned to students whose Star Reader test scores fall just above age related expectations for preventative reading intervention.

Teaching and Learning – Literacy in the Classroom

- Reading: Every department will have one academic reading lesson per term, per class.



- This will be monitored by the Whole School Literacy Leader(s) and SLT during lesson observations and learning walks.
- The majority of texts presented to students should be read aloud in lessons by a proficient reader. Echo/choral reading can be used to promote engagement.
- Teachers should explicitly teach reading strategies including predicting, preloading vocabulary, reading aloud, comprehending and summarising texts.
- Oracy: Staff trained with best practice oracy strategies to facilitate high-quality classroom discussions including use of scaffolding to encourage students to instigate, clarify, build, challenge, probe and summarise.
- Writing: Write Journey Project training delivered to staff within (English, Geography, History & MFL) focusing on modelling, scaffolding and drafting/editing writing. Success is monitored through Write Journey observation forms used by Whole School Literacy Lead and SLT Lead, staff/student voice & feedback from Area Lead visits.
- Vocabulary: KS3 students to be provided with glossaries of 'non-negotiable' Tier 2 and Tier 3 vocabulary for all subjects to encourage them to 'talk like a historian/scientist etc'
- SPAG: In 25-26, the way we address SPAG will be unified across all departments.

Reading for Pleasure

- Reading for pleasure is promoted throughout the school and celebrated through house points and parental engagement with what their children are reading.
- 'Teachers as role model readers' initiative aims to increase the visibility of teachers reading for pleasure through the 'Currently reading' posters, 'Ask me what I'm reading' badges, as well as the 'Teacher Reads' interviews.
- The monthly 'Library Read Alouds' encourage KS3 students to come and listen to volunteer staff members reading aloud in the library. This scheme introduces the students to different genres outside of the curriculum; builds a sense of community centred around reading; and allows students to see different teachers sharing their passion for reading.
- The librarian will create displays within the library to promote new books to further support student choice. The librarian will focus on diversifying the range of books on offer to further broaden students' horizons.
- The Whole School Literacy Lead and librarian will work together to arrange exciting events to celebrate 2026 as the National Year of Reading, including launching Reading Diplomas; invitations to parents to visit the library; author visits; spoken word competitions etc.
- The Literacy budget will be used for BookBuzz in 2025 to give all students in Years 7 a book of their choice. Its success and continuation will be monitored through surveys and teacher/parent/pupil feedback.
- Many extra-curricular clubs on offer to help further reading and writing for pleasure: Bournside LIT Club, Book Club, Creative Writing & Poetry Club.

Tutor Time Reading

- As of September 2025, students must now have a reading book as part of their equipment which is checked by tutors every AM tutor time.
- Book boxes containing books linked to AR levels will still be available to every tutor group in case a student has forgotten their book.
- Monday tutor time reading: Year 10 reading buddies read with the KS3 students within the tutor group. Year 10s are active in their engagement helping with pronunciation and asking comprehension questions. Tutors display Monday slides to go through 'Word of



the Week' which focuses on Tier 2 cross-subject vocabulary and 'Teacher Reads' interview to increase visibility of reading for pleasure.

- Non-fiction reading: Whole School Literacy Lead creates resources with guidance from subject departments on Tier 3 vocabulary and text topics. Tutors review the slides following reading strategies: predict, preload, read, comprehend, summarise.