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Tadcaster
Grammar School

Whole School
literacy vision and strategy

Welcome to the TGS Literacy Hub:

At Tadcaster Grammar School, we are committed to continually developing our curriculum and literacy provision to meet the evolving needs of our students. This strategy outlines our vision, universal offer, and targeted support frameworks.

As part of our commitment to continuous improvement, this document represents an active, evolving strategy that is regularly evaluated and updated based on student progress and educational research.

1. Our vision for literacy

"Every teacher is a teacher of literacy"

At Tadcaster Grammar School, literacy is the bedrock of educational equity and the single most powerful lever for personal growth and academic achievement. In alignment with our school motto to ***"Be Your Best Self"*** and the Yorkshire Learning Trust (YLT) Core Values, our mission is to ensure that no child is held back by literacy barriers or additional needs. High-level literacy empowers young people to navigate the complex modern world with confidence, empathy, and integrity.

Aspiration	Inclusion	Collaboration	Integrity
We maintain high ambitions for every student, introducing rich vocabulary, complex texts, and challenging literature across all subjects.	We proactively remove reading barriers through targeted support so that every student can fully access our broad curriculum.	Literacy is a shared effort across all departments, supported by staff modelling, peer reading mentors, and strong family partnerships.	We evaluate our literacy programmes rigorously to ensure every child receives effective, evidence-based support tailored to their needs.

2. The TGS Universal literacy offer - what every student receives

The TGS Universal Promise: grounded in our value of AMBITION, we aim for every pupil at TGS to receive high-quality whole-class disciplinary literacy instruction, rich tutor reading, and structured oracy activities designed to Be Their Best Self across all subjects.

Our universal provision is designed to embed "Literacy Everywhere", fostering a deep culture of reading and communication across the school:

📖 Period 1 Tutor Reading Programme

Two mornings a week, Key Stage 3 form groups participate in structured tutor reading. Form tutors read aloud high-quality, engaging, and accessible texts (including dyslexic-friendly Barrington Stoke novels) while students follow along, memory map, or discuss key themes.

This programme fills the "narrative gap", builds background knowledge, and develops empathy around key social themes.

💡 Disciplinary Reading & Explicit Vocabulary ("Word Power")

Every subject department explicitly teaches the specialized vocabulary and reading styles required for their discipline. Students learn key Tier 2 (academic) and Tier 3 (subject-specific) words using Frayer Models, root word origins (etymology), and prefixes/suffixes (morphology).

🗣️ Oracy & Structured Discussion

In line with the YLT teaching framework, classrooms utilise structured Learning Pairs and pair-talk activities. This allows students to articulate complex ideas verbally before committing them to paper, building confidence in spoken language.

📚 Library, Reading Challenges & World Book Day

Our school library is a vibrant hub of learning. Students enjoy dedicated English library lessons, monthly reading challenges, author visits, and whole-school events such as World Book Day and the annual 'Slow Release Story'.

3. Targeted literacy interventions - Universal+ and Universal++

To ensure every student reaches functional and academic literacy, we monitor reading development using standardized NGRT testing. Where gaps are identified, students receive structured, evidence-based interventions:

- **Lexonik Leap:** Intensive small-group phonics and decoding intervention for students needing foundational reading support.
- **Paired Reading:** Year 7 and 8 students pair up with trained Sixth Form Reading Leaders (Year 12) and student volunteers to build reading speed, expression, and confidence.
- **Lexonik Advanced:** A high-impact, fast-paced programme designed to expand academic vocabulary, improve reading fluency, and unlock complex GCSE texts.

- **Reading Plus:** An adaptive online reading platform for Key Stage 3/4 students designed to enhance reading efficiency, comprehension stamina, and vocabulary.

- **Specialist SEND:** Tailored 1:1 support, assistive technology, and nurture provisions for students with complex learning or emotional needs.

4. Our ongoing commitment and next steps (work in progress)

As part of our commitment to continuous school improvement and ensuring every pupil can ***Be Their Best Self***, the TGS Literacy Team is actively progressing the following strategic priorities for 2026-2028:

- **Expanding Tutor Reading Capacity:** Exploring options to increase form-time reading frequency across Key Stage 3 and broadening text selections based on student voice and diverse literature.

- **Modelling Fluent Reading and Reciprocal Strategies:** Embedding whole-school teacher modelling of fluent reading (prosody), alongside explicit instruction of active reciprocal reading strategies (Predict, Clarify, Question, Summarise) to build comprehension stamina across subject texts.

- **Enhancing Disciplinary Reading Frameworks & Explicit Vocabulary Instruction:** Establishing a consistent whole-school approach to explicit vocabulary instruction across all subjects, embedding Frayer models, morphology, and etymology to teach Tier 2 academic and Tier 3 subject-specific words. In tandem, standardising “Read & Speak like a Specialist” (e.g. Scientist, Historian, Mathematician) frameworks so pupils systematically access and articulate complex, subject-specific text.

- **Handwriting/Transcription:** Developing whole-school strategies to improve legibility and writing speed, alongside launching targeted handwriting/transcription interventions for students requiring fine-motor or adaptive writing support.

- **Rigorous Intervention Impact Evaluation:** Conducting termly NGRT termly progress reviews for those in receipt of intervention, alongside quality assurance of interventions to evaluate student growth. This is alongside review of annual NGRT testing (for specified year groups) in order to adjust Universal offer, and ensure maximum impact for SEND and Disadvantaged learners.