



Literacy and Disciplinary Literacy Policy

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Literacy and Disciplinary Literacy Policy

Aim

Literacy forms a fundamental element of our curriculum at Hobart High School. We recognise that literacy skills are both general and subject specific, thus establishing the importance of supporting teachers of every subject to explicitly teach students how to read, write and communicate effectively in their subject. As students' progress through an increasingly specialised secondary school curriculum, we recognise that there is a growing need to ensure that students are trained to access the academic language and conventions of different subjects as advocated by the EEF's guidance report – [Improving Literacy in Secondary Schools](#). Our literacy strategies are grounded in 'disciplinary literacy' and aim to meet this need, building on the premise that each subject has its own unique language, ways of knowing, doing, and communicating and that these skills need to be explicitly taught by all teachers in all subjects so that students are provided with opportunities to become experts in that subject area.

The Whole School Disciplinary Literacy Policy is focused on the EEF Recommendations

Recommendation	At Hobart High School:
1. Prioritise 'disciplinary literacy'	<ul style="list-style-type: none">• All staff have regular CPD training on disciplinary literacy.• All quality assurance processes and lesson observations have strands of disciplinary literacy embedded within them. <p>Diagnostic assessment is carried out on all new students and regular monitoring of progress in reading and spelling at least yearly for all students at KS3. These and further diagnostic assessments are used to identify the precise need for short term, focused interventions.</p> <p>Students' achievements in literacy are celebrated.</p>
2. Provide targeted vocabulary instruction in every subject	<p>Tier 3 vocabulary is explicitly taught in subject lessons and is embedded in Schemes of learning. Strategies for the teaching of key vocabulary such as word morphology and etymology, as well as scaffolding such as the 'Frayer' model are used to support student's literacy.</p> <p>Starter for 10s, other forms of retrieval and DNA assessment pieces are also used to support students with their understanding of disciplinary vocabulary.</p>
3. Develop students' ability to read academic texts	<p>The aim is for students to become confident independent readers who are able to monitor their own understanding.</p> <p>A common approach to accessing reading material has been established with the Reciprocal Reading strategies as the basis of: predicting, questioning, clarifying and summarising. Each subject has then built upon this to develop and explicitly teach the</p>

	<p>reading strategies required for academic success in the individual subjects such as skimming, scanning, close reading.</p> <p>Students are taught to:</p> <ul style="list-style-type: none"> ▪ To locate and retrieve information. ▪ To select and make notes from a text. ▪ To use a range of reading skills such as skimming, scanning and reading for meaning. ▪ To question, challenge and recognise bias in a range of texts. <p>To support the explicit teaching of reading:</p> <ul style="list-style-type: none"> • Students are encouraged to read widely and often. Students are expected to develop an understanding and appreciation of a wide range of fiction and non-fiction. We therefore encourage all students to make regular use of our well-stocked library. All subject areas encourage wider reading on topics, using library resources. • The school librarian frequently updates displays and recommendations, including the latest publications. The library also provides regular reading challenges and competitions designed to motivate students to read widely and often. • The English Department and school librarian offer author visits, theatre trips, book clubs and other reading activities linked to national initiatives such as World Book Day and National Poetry Day.
4. Breakdown complex writing tasks	<p>Progress in writing skills includes the development of the following:</p> <ul style="list-style-type: none"> • Movement from one word/short answer questions to extended writing. • Moving from scaffolded writing to planning and writing independently. • The use of metacognitive strategies such as plan, monitor, and evaluate to approach extended writing tasks. <p>Writing for a range of audiences and purposes.</p> <ul style="list-style-type: none"> • Modelling and shared planning. • Increasingly independent planning, drafting and editing. <p>Staff are increasingly using visualisers to support the planning, modelling, drafting and live writing of answers / pieces where appropriate.</p>
5. Combine writing instruction with reading in every subject	<p>We explicitly identify the connections between reading and writing for students by explicitly showing the connection between what students learn from their reading and breaking down texts to how they can apply this knowledge in their own writing.</p>

6. Provide opportunities for structured talk	<p>We recognise the importance of talking to facilitate learning and deeper understanding as well as a precursor to writing.</p> <ul style="list-style-type: none"> • Students are encouraged to contribute verbally in lessons across all subjects, using Standard English and subject-specific key words in order to 'speak like a geographer or scientist' etc. • The use of questioning strategies such as 'say it again better', 'think, pair, share' and 'probing'. • Opportunities are provided for presentations, speeches, debates and question/answer sessions. • Students are encouraged to respond to peer and teacher questioning using detailed reasoning and evidence to support their theories.
7. Provide high quality literacy interventions for struggling students	<p>The SENDCo in collaboration with other senior colleagues and subject leaders will identify needs and deploy staff accordingly. Subject specialists are responsible for student progress in their subject areas.</p> <p>In collaboration with the SEN department, key stage three students' reading and spelling levels are assessed annually.</p> <p>Specialist intervention is delivered by the SEN department for students with below average reading and spelling ages. These interventions include: Lexia, Language Link and Catch-Up Literacy.</p> <p>Teachers are encouraged to make their lessons as 'dyslexia-friendly' as possible. Training and guidance is given by the SEND Department and by specialist teachers on how to achieve this.</p>

APPENDIX 1: Literacy Focussed Teaching at Hobart High School

The document below serves to ensure staff are utilising key approaches to Disciplinary Literacy in their teaching, and supports consistency in our literacy approaches across the school.

Literacy focussed teaching at Hobart

- **New vocabulary** is taught in a considered manner and is regularly revisited. This could be through:
 - Etymology – [Word origin](#)
 - Morphology – [Word form and structure](#)
 - Word context – examples and non-examples
 - Retrieval through questioning or in activities such as Starters for 10.
- Lessons are consistently used as an opportunity to build **knowledge, vocabulary, receptive language** and **expressive language**.
- The teaching of **tier 2 and 3 vocabulary is prioritised** and is embedded within curriculum and lesson planning (including through the use of and referral to vocabulary lists).
- The use of **formal language** is modelled and reinforced.
- **Challenging reading** is promoted throughout the curriculum. Strategies which may assist with teaching this include:
 - [Activating prior knowledge](#)
 - [Prediction](#)
 - [Questioning](#)
 - [Summarising](#)
- **Consistent mistakes in SPAG**, use of language and subject specific conventions are addressed through modelling, monitoring and feedback. This could be through:
 - Formative checking of work with a spelling focus
 - Correcting / addressing inappropriate abbreviations e.g. text speak
 - Explicit teaching of spelling strategies e.g. Look, cover, write, check
 - Whole class feedback for commonly misspelt words
 - A focus on commonly misspelt words in DNA marking
 - Pre-teaching commonly misspelt words
- **Metacognitive talk** is used effectively to de-mystify writing and support students to be successful.
- **Modelling and scaffolding** are used effectively to support vocabulary development, reading and writing.
- Lessons are guided by [high-quality, well-structured talk](#)

The limits of my language mean the limits of my world - Ludwig Wittgenstein