



Melrose Education
SCHOOL



Literacy and Reading Policy

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Aim: To develop and inspire learners to be confident readers who enjoy reading a diverse range of texts, are challenged to develop their reading skills, whilst engaged to promote a love of reading across the whole school and curriculum.

At TLC we understand that the goal of teaching reading is to enable learners to comprehend written texts that span across all subject areas. The process of reading is broken down into 3 fundamental components, phonics, fluency and comprehension.

Word Reading, Phonological Awareness and Fluency

To become proficient at word reading, learners need to build an awareness of the sound structures of language (phonological awareness) and knowledge of how language is represented in writing (print knowledge). This will support learners to learn how to decode, translating written words into the sounds of spoken language. Skilled readers begin to recognise some full words automatically after repeated encounters with them and learn to read with fluency. We use the twinkl phonics programme to support learners who come into TLC and still need phonetical word teaching.

Language Comprehension

To build strong language comprehension skills, learners need to develop an understanding of grammar and syntax and build a wide-ranging vocabulary. They will also need to learn how to make inferences (using information in a text to understand things that are implied rather than explicitly stated) and monitor their own comprehension as they read. Additionally, learners need to learn about text structures and genres.

What do we do at TLC and how do we do it?

On-Track Readers

To ensure on-track readers continue to further develop their comprehension skills in line with age related expectations, a variety of strategies are used across the curriculum such as adapting verbal questioning to ability to ensure understanding and a range of adapted written work that builds on reading skills. Teachers model fluency when they read to the class through their tone of pitch, stress and rhythm; awareness of punctuation and pauses, pace of reading, and use of tone, to enhance meaning and understanding. Learners are encouraged to read aloud in lessons and praise those who choose to read aloud, learners are given the opportunity to read 1-2-1 to teachers and teaching assistants.

The English curriculum at Key Stage 3, Key Stage 4 and Key Stage 5 includes a range of texts including novels, poems, non-fiction and plays so learners can improve their fluency through reading aloud and drama- based activities. Learners work towards achieving a variety of public examination based on ability. These include Entry Level, Functional Skills and GCSE English Language and English Literature awards, all of which have a reading focus within the examination.

Below Age Related Expectations

On admission at TLC we check a learner's phonological awareness and ability to decode, their recognition of full words and reading fluency. If needs are identified in these areas, we decide on the best approach to teach them word reading skills as quickly as possible. For example: We use Twinkl phonics as our chosen phonic programme to teach phoneme-grapheme correspondence developing automaticity when reading unknown words. To develop language comprehension reciprocal reading is used. Learners read daily on a 1-2-1 basis in order to apply learnt skill with a graded text matched to their reading ability. This will be via the Rhino Readers and a range of higher interest, lower -level reading books available in our Library.

Specific Dyslexia Intervention

For those learners that find a pure phonological approach difficult, along with EP and SALT services, we may use a whole word reading strategy using precision teaching. This is often when dyslexic tendencies or a diagnosis is given. We have an external Level 5 trained Dyslexia specialist who works 1-2-1 with learners who have a diagnosis of dyslexia.

Developing a Love of Reading Through Use of the Library

We have a library with a wide range of fiction and non-fiction books and have added books from different cultures and LGBTQ+ specific literature. The library has a range of books to cater for all reading ages. Learners are involved in choosing books they would like to see in the library and if they ask for specific books these are added for them. Picture books with high frequency words have been included for our low ability learners who are then helped to decode phonics and use the pictures to verbally comprehend the story. We celebrate World Book Day by dressing up and holding a whole school readathon.

Whole School Reading

Form Time on Tuesday morning is dedicated to reading. Learners can read a book of their choice from home or the school library. Learners are encouraged to read any genre that they find interesting and to discuss their choice with their Form Tutor. Learners who find reading difficult have been identified and tutors engage guided reading strategies with these learners. Teachers read aloud to learners to model reading and help with unfamiliar vocabulary.

Reading Strategies

In lessons we use a range of strategies to ensure learners are engaged and can access reading across the curriculum. Teachers model how to read and approach texts, they scaffold reading by chunking and asking adapted guided questions, pre teaching of vocabulary ensures better understanding.

Whole School Literacy

All teachers are TLC are aware that literacy is the responsibility of all subject teachers. Our planning and schemes of work include explicit teaching of subject specific terminology and key words, not just definitions but how they work in practice. We also work to ensure that learners can retrieve key terminology, often through the use of repetition of this terminology across a number of lessons.