Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)

Document title	Educational Strategy Team: Reading and Literacy
Version number	2
Policy status	Final
TSAT Board Approved	n/a
Union Approved	n/a
Date of issue	16/03/2026
Date to be revised	

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
16/03/26	1	Removed the MADE framework from the TEP.

Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)

THINKING SCHOOLS ACADEMY TRUST

Table of Contents

Why do we have this Trust Expectations and Principles document (TEP)? 2
Who does this TEP apply to? 3
The Trust's Enhanced TEP 10
Conditions for moving to the Trust's Enhanced TEP 11
Toolkits available 12
Development Resources 12
Specialist QA support 12
Related Documentation 13

Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)

Why do we have this Trust Expectations and Principles document (TEP)?

A TEP provides a coherent framework of educational policies, toolkits and resources that constitutes a cognitive education model designed to maximise our success in transforming life chances for all.

Every school's local policy must be underpinned by reference to these Trust Expectations and Principles, which outline implementation and delivery. These will include

1. The threshold of expectation
2. Enhanced monitoring

Who does this TEP apply to?

This TEP applies to all individuals and entities who engage with or are impacted by the Thinking Schools Academy Trust operations.

Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)

Trust Core TEP

Aims

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

a. A **common framework** for reading and literacy provides consistency but allows for creativity, appropriate adaptation and contextual application. The outcome of which is an approach which seeks to equip every learner with the tools they need to be successful communicators and to enjoy reading.

b. **Practices** are research-informed and evidence based to ensure that we are providing the highest quality reading and literacy experiences for our pupils, our staff and our schools.

c. **Schools** in TSAT provide a culture that is inclusive and develops a sense of belonging by creating safe, happy learning environments that are conducive to success for all.

d. **Pupils** in TSAT are supported to think for themselves, through the development of a thorough understanding of metacognition and the purposeful use of thinking tools that they can use to aid and monitor their own progress.

e. **Staff** in TSAT are expected to develop their own metacognitive skills; being able to think accurately and reflectively about their practice. They will understand how a range of thinking tools can be used to support student motivation, progress and attainment, through timely adaptations and effective implementation.

Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)



The TSAT Reading and Literacy framework

Central to our Reading and Literacy TEP are six essential elements that underpin consistent and effective approaches to reading and literacy in our Trust. These six elements are the fundamental facets of what we do and form the basis of a framework for developing teachers' effective practice and our intent and implementation.

Each of the six elements are crucial in ensuring all our young people become effective communicators and develop a love of reading. **They sit alongside our Seven principles of Teaching and Learning.**

1. **Leadership of Literacy**

    i. **School leadership of reading and literacy**

    There is a clear person or persons who lead reading and/or literacy at the school. Where relevant, this will also include a lead for Early Reading.

    This person will have the necessary expertise to take on the role, or be in receipt of appropriate training.

    They must be senior enough to effect whole school change and influence practice across the school.

    All those involved in literacy leadership have regular opportunities to meet and review.

    ii. **Every teacher a teacher and leader of literacy**

Every leader and teacher in TSAT understands that they are leaders of literacy and have a responsibility for teaching early reading at any age or stage of development, where relevant.

iii. **A shared approach**

There is a joined-up approach to reading and literacy in the school, which is explicitly shared and clearly understood by all staff. Everyone in the school can confidently articulate the school's priorities for and approach to reading and literacy.

iv. **Literacy in context**

All teachers and leaders understand the literacy profile of the school and the children and young people they work with, including if the strengths or needs of the cohorts are changing, and how. They will also understand what this means for them and their practice. They will understand why supporting pupils' reading and literacy development matters, at all ages and stages of education.

2. **Assessment**

a) **Primary schools:**

i. **Phonics assessment**

A validated phonic scheme regular assessment system is being used for phonic assessment and re-grouping.

ii. **KS1 to KS2**

Transfer from KS1 to KS2 includes a thorough diagnostic breakdown of each child's early reading understanding.

b) **Secondary schools:**

i. **Know your pupils**

There is a robust, standardised and consistent assessment in place to check all students' reading ages, levels and/or strengths, on entry to the school. This is routine.

This data exists for all pupils, including KS4 and KS5 (where relevant), and includes even those who are new to school or were absent on testing days.

Data is used to triage pupils and inform access to waved literacy/reading interventions and further diagnostic testing, including phonics assessments.

Regular assessments are in place to measure the impact of interventions and to monitor progress/flag any concerns.

3. **Support, or interventions for struggling readers**

a) **Primary schools:**

i. **Phonics principles**

The phonics scheme used provides support and resources for interventions needed (1:1 and group).

Your lowest learners are being taught by adults with the most expertise.

Procedures are in place to 'catch up' with children who have missed integral teaching of new phonemes.

b) **All schools:**

i. **Intervention principles and design**

There is a waved or tiered intervention system in place to support readers at different levels of need.

Interventions have clear entry and exit criteria.

Interventions are appropriate for the needs of the students.

Leaders and intervention teachers have an in-depth knowledge of the effectiveness of each intervention. They have a clear system in place for monitoring pupils' progress and are able to identify those pupils for whom an intervention is not working.

If an intervention is not proving successful, leaders are able to select alternative means of support for these pupils.

Information about which students are accessing interventions, and what interventions they are accessing, is communicated to all staff.

All interventions are delivered by staff trained in delivery of the intervention.

Interventions are in place for all pupils who need them, at all ages and stages. This includes pupils with SEND, with English as an Additional Language, and KS4 and KS5 students, where relevant.

ii. **Supporting struggling readers**

Colleagues are trained in early reading and phonics, where this is an identified need. This should include KS2 teachers and may include Secondary school teachers.

Teachers and leaders are aware of available online and digital accessibility tools and are able to use these to improve provision for pupils, including signposting and supporting students with making the best use of these tools.

4. Early Reading

i. **Phonics fundamentals**

The school uses a validated Systematic Phonics Programme (SSP).

There is fidelity to the programme. Teachers and leaders do not mix and match schemes or adapt and improvise.

All staff teaching phonics have had appropriate training so that strong subject knowledge can drive progress.

ii. **Planning for the effective delivery of Phonics**

Phonics direct teaching happens daily or twice daily without fail.

Each teaching session includes reviewing grapheme/phoneme correspondence, learning new sounds, practising blending, reading independently and segmenting (forming words).

Phonic groups are transient to allow for assessment findings to be implemented.

Children have many opportunities to practice blending words aurally and orally, both before and once they have some knowledge of grapheme/phoneme correspondence.

The approach to phonics is multi-sensory and interactive to ensure all children can access learning. This approach must ensure there is no 'opt out', so all pupils will engage in key practice and learning.

There are ample opportunities during the session for adults to use formative assessment to check on gaps or misconceptions.

High frequency words and undecodable words are taught in a way that supports memory acquisition.

The relationship between the skills of reading(blending) and writing(segmenting) are exploited as a reversal of each other.

Dictation is used for children to show their understanding of phonics, without having to compose as well.

5. **Reading and Literacy across the Curriculum**

i. **Intent**

Leaders have identified the teaching and learning strategies which they believe will have the biggest impact on improving reading and literacy at the school, based on analysis and evaluation of the school context and areas of need.

The school is clear about the strategies teachers are expected to use in the classroom to support pupils' literacy development and all teachers know what these are and how to use them.

Staff have had the opportunity to focus on developing expertise in these strategies.

ii. **Implementation**

These strategies are used consistently across all lessons, all subjects, all phases and stages and all teachers.

There are opportunities for students to develop their academic and disciplinary reading skills in relationship to their learning.

Key texts have been identified that will be used to support learning across the curriculum.

6. **Impact**

These strategies are having a positive impact on pupils' progress and learning.

7. **A culture of reading or reading for pleasure**

   i. **School culture**

Everyone in the school: leaders, teachers, staff and pupils, understands the benefits of reading for pleasure. They are able to articulate these.

The school promotes and encourages reading for enjoyment. Leaders have considered what approaches the school community can take to ensure that everyone understands that this school is a school that values reading.

Pupils have many opportunities to read and to develop enjoyment of reading.

The school's pro-active and determined approach to developing a culture of reading is having a positive impact on pupils' enjoyment of and attitudes towards reading.

8. **Pupil voice**

Pupils have the opportunity to talk about their reading and to influence the school's approach to building or developing a reading culture.

Leaders, teachers and staff exhibit a curious approach to every child's engagement with reading: if they don't read, why not? What might help?

The school is confident to change and adapt its approach to reading for pleasure, based on feedback from pupils.

9. **A reading environment**

Staff model reading for pleasure.

If the school has a library, the stock is up to date and current, and it reflects what students want to read. If the school does not have a library, leaders and teachers have considered how to make sure that pupils are surrounded by reading material and have ample opportunities to choose what they want to read.

The school has appropriate texts for readers at all levels (i.e. dual language texts/Barrington Stoke books). There are enough books for all pupils to have one to take home to read, at the same time.

CPD, Support and Training

School and Trust Leaders will:

- provide regular professional development opportunities to help staff deepen their knowledge of reading and approaches to literacy.
- establish mentoring and/or coaching opportunities where staff can work collaboratively to guide and support professional growth.
- Provide opportunities for shared networking and moderation.
- Signpost to further documentation relating to the successful implementation of our tools in each specific learning context via the TSAT TTL intranet and in each school for specific contextual application.

Responsibilities of Headteachers & Regional Directors

Headteachers are responsible for:

- Managing the effectiveness of the TEP for the posts within their structures
- Establishing effective communication and collaboration within their school and region
- Working with their teams to create local policies which adhere to the TEP and ensure its effective delivery.
- Effective implementation, monitoring and evaluation of the impact of the TEP and associated policy within their school.
- Ensuring all staff are clear on expectations of this TEP, the local policy and the school's principles.

The Trust's Enhanced TEP

The enhanced provision is a series of TSAT preferred frameworks and toolkits that capture evidence based and research informed best practice from across the sector from within and beyond our schools.

In addition, for each of the priority areas of Reading and Literacy, examples of preferred best practice are identified and collated, alongside case study examples from our schools.

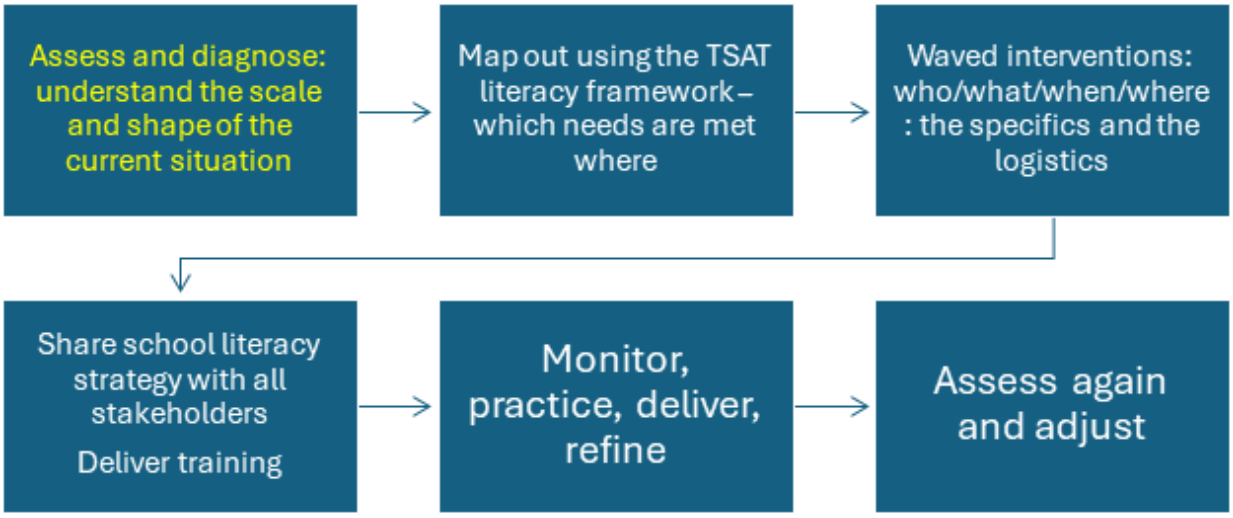
If a school is not meeting the Reading and Literacy core policy threshold/success criteria, Headteachers and school TTL leaders will liaise with the Executive team, usually via Regional and Deputy Regional Directors, to set out a specific action and implementation plan and most appropriate preferred best practice identified for the specific area(s) of need.

For identified schools, this may include, but will not be limited to, support for the leadership of phonics/early reading with supported audits/observations of current position and identified areas for improvement.

Schools may wish to use the following flow map to assess their progress:

Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)



Conditions for moving to the Trust's Enhanced TEP

The following are indicators of the criteria that will be applied to determine those schools who need to respond to the enhanced provision:

Primary schools:

- Phonics scores are below national and/or showing a declining trend.
- KS2 English is below national and/or showing a declining trend.
- GLD at end of EYFS not at national expectation because of language and communication scores.
- School do not have capacity for leadership of literacy/early reading due to absence of leader or concerns around leadership.
- Leadership of phonics/early reading is identified as a concern through internal and external reviews.

Secondary schools:

- English progress scores or outcomes at GCSE are an area of concern, particularly if lower than elsewhere in the school and/or national.

All schools:

- Schools have limited or ineffective mechanisms in place for assessing, diagnosing, monitoring or putting in place support for struggling readers or those who have not met national standards.
- Where internal or external quality assurance, as set out by the *Quality Assurance Policy (insert link)* identifies an issue or a concern with reading, literacy and/or English at a school, phase or departmental level.
- There is no coherent school framework to implement, monitor and review, effective reading and literacy and therefore, the core policy is not enacted or evident in application and implementation.
- Measurable thresholds that are identified in other policies but have a direct link to the quality of

reading and literacy (i.e. *Thinking, Teaching and Learning, SEND* or *Outcomes*) are not met.

Schools not meeting the above criteria will be subject to the enhanced provision.

Toolkits available

Literacy support and resources are available on the TSAT intranet.

This will include the following resources:

- A reading and literacy skills audit for teaching staff
- Recommendations for specific assessment pathways
- A menu of strategies and support (a toolkit) matched to specific need i.e. software, programmes or apps, for example what works for i.e. building vocabulary for grammar school students
- A toolkit showcasing suggestions for effective practice (currently some examples are shared via the framework, however this will be developed further)

Development Resources

- 'Essential' reading and literacy CPD as required PD for all
- Professional development opportunities signposted and shared via the intranet to support colleagues with building their understanding and skills
- A partner primary school allocated to provide support to Secondary schools with phonics and strategies to support early and developing readers

Specialist QA support

- A reading and literacy review carried out by a member of the EST or associated colleagues
- A Phonics and early reading review carried out by a member of the EST or associated colleagues

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

Educational Strategy Team

Reading and Literacy Trust Expectations and Principles (TEP)

Related Documentation

This TEP should be read in conjunction with the following related policies and TEPs:
The Primary and Secondary Outcomes policies
The SEND policy
The Thinking, Teaching and Learning TEP