# Literacy Policy

*Academic year 2026 to 2027*

Love • Respect • Service • Ambition

Review completed 26 October 2026. Next planned review October 2027, or earlier following relevant change.

Policy owner: Deputy Headteacher and Literacy Lead. Approval authority: Local Governing Body under the Trust scheme of delegation.

**Status:** Revised for approval. Approval date and effective date are to be recorded by the authorised body on ratification.

This edition updates the supplied policy for 2026–27. Existing legal duties apply irrespective of the policy approval date. Staff must follow current safeguarding and safety procedures while approval is completed.

## Vision

At Sacred Heart Catholic Academy, we seek excellence for all our pupils, within the context of a caring Christian and supportive partnership between governors, staff, pupils and parents. We recognise that, by its complex nature, teaching and learning must take account of prior learning experiences, assessment, behaviour and special educational needs. This policy must be read in conjunction with the following policies:

- Assessment Policy
- Behaviour Policy
- Performance Management policy
- Special Educational Needs Policy
- Numeracy Policy

## Aim

**‘Every teacher is a teacher of Literacy’**

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum.

Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning and work. A whole school literacy policy at Sacred Heart Catholic Academy is required to ensure that the teaching of reading, writing and oracy is highly effective and cohesively planned and implemented across the curriculum, with all teachers regarding themselves as teachers of literacy, regardless of their subject specialism.

## Objectives

- All pupils will leave school confident in their key literacy skills of reading, writing and communication
- Literacy will be embedded in all lessons across the curriculum and addressed consistently in exercise books
- All teachers will be aware of and fulfil their responsibilities as ‘Teachers of Literacy’
- Teachers will be supported in this role through tailored resources designed to remove barriers to progress
- Accurate and timely reading age assessments will monitor and inform reading age progress across the curriculum
- Literacy intervention will be conducted in various forms to ensure progress for all

- All pupils will have the opportunity to enjoy and engage with learning to be literate through an enrichment offering that brings literacy to life
- Staff are provided with opportunities to share outstanding literacy practice in order to plan, deliver and take ownership of literacy in their own classrooms

## Literacy Key Skills

These skills are fundamental to our pupils' ability to access GCSE material and are a continuation of their literacy journey from KS2. They should be reviewed annually in order to sustain development:

### Reading Skills

- Proof reading- 'intensive reading'
- Skimming and scanning
- Reading for meaning and exam literacy
- Independent 'Reading for Pleasure'- 'extensive reading'
- Critical reading
- Extracting, retrieving and comprehending information
- Understanding a wide range of subject specific vocabulary
- The ability to access a variety of texts from a range of time periods, underpinning pupils 'Cultural Capital'
- The ability to access a variety of texts from different genres

### Writing Skills

- Accurate spelling of standard vocabulary
- Constant expansion on use of more ambitious vocabulary
- The ability to write for a range of genres, audiences and purposes
- The ability to use a variety of sentence forms
- The ability to classify parts of a sentence
- The ability to accurately use correct grammatical constructions and punctuation

### Oracy Skills

- The use of Standard English and an awareness of audience
- The ability to listen, directly respond and question
- The ability to present, discuss and debate ideas cohesively

## Practice

To realise the school's vision, pastoral staff are expected to:

- In KS3, make use of independent reading and 'class readers' in form time in line with timetable
- In KS4, promote and support English Literature revision and whole class reading of literature texts
- Promote oracy through purposeful questioning, encouraging the use of key terminology and standard English
- Promote extracurricular activities and school wide activities that enhance pupil literacy skills such as World Book Day.
- Check and sign pupil reading logs
- Check pupil 'non-negotiable' equipment which includes a reading book
- Encourage the use of dictionaries where necessary
- Praise and reward pupil progress through Progress Stars and assemblies

To realise the school's vision, all teaching staff are expected to:

- Take responsibility for promoting literacy within lessons and around school through planning and resources
- Uniformly apply the literacy marking policy to classwork and assessments in their subject areas (see marking policy) and ensure pupil responses
- To explicitly promote the specific half term literacy focus through planning, resources and displays
- To prioritise the form time reading curriculum, reading with prosody and promoting a love of reading
- To check standards during form time daily, including the non-negotiable equipment which includes a reading book
- To ensure all classrooms have a literacy display linked to the relevant subject area and features the half term literacy focus
- To set a minim of 1 literacy homework per half term-signposted with SHCA homework stickers
- To set a minimum of 1 literacy task as part of the teaching sequence per half term- signposted with SHCA literacy stickers.
- To promote oracy, challenge pupil verbal responses encouraging use of standard English and subject specific vocabulary
- To use GL Assessment data to inform planning and differentiation for pupils of different ability and reading age

To realise the school's vision, the English department are expected to:

- Monitor pupils' reading and provide reading age specific texts through the library provision.
- Set weekly reading homework – 10 minutes per day – that is tracked and monitored in the same way as standard homework
- Assess pupils' writing and communication skills through the English curriculum, tracking and monitoring progress, implementing the marking policy explicitly
- Liaise with parents regarding pupil progress and support opportunities
- Reward pupils who show commitment to reading-English Progress Stars
- Ensure a purposeful learning environment that is explicitly supportive to pupil literacy development
- Design and implement a curriculum that develops pupil literacy skills using a wide range of quality, age-appropriate texts
- Ensure a vibrant and appealing library environment showcasing a reading culture in an engaging and proactive way.
- All teachers to provide an extracurricular opportunity on rotation throughout the year to enhance pupil literacy

Literacy Intervention: should be considered in conjunction with a 3-year literacy plan

Following GL Assessments and diagnostic assessment-

- 'Red' pupils will receive Lexonic Leap assessment and true phonics pupils will complete Lexonic Leap intervention in a planned intervention slot. Removing a pupil from PE is not automatic; the SENCO and curriculum lead must assess the individual need, lost curriculum entitlement and alternatives, agree a time-limited arrangement where justified and review it with the pupil and family.
- 'Red' readers who do not require phonics intervention will participate in paired reading with Reading Ambassadors pupils in a planned intervention slot, subject to the same curriculum-access review
- Amber readers to participate in 'Reading Development Programme' in wave 1 and using Reading Plus software in wave 2/3.
- 'Green' and 'blue' pupils to lead ''reading with prosody' during form time
- Target groups selected for extracurricular activities

## Roles and Responsibilities

Literacy Co-ordinator: will work with English HOD to:

- To design, track, implement and evaluate annual action plan for whole school literacy
- Support and facilitate training for teachers across the whole school
- To quality assure provision across the school through learning walks and book scrutiny
- To liaise with parents and celebrate achievement through the weekly bulletin
- To monitor and evaluate impact of interventions, analysing data and working with Intervention Officer to select target cohorts
- To monitor and evaluate impact of extracurricular activities
- To lead and promote whole school literacy events such as World Book Day and Dictionary Day
- To liaise with partner primary schools to ensure quality provision

The Assistant Headteacher responsible for whole school literacy will: support the Literacy Co-ordinator by-

- Ensure that the Literacy Policy is readily available and given a high profile
- Plan and co-ordinate all reading tests throughout the year
- Provide opportunities for staff training on literacy.
- Monitor and evaluate departments' implementation of the Literacy Policy and its impact on pupil progress through work scrutinies to inform areas of strength and development.
- Monitor exam and assessment outcomes to ensure that no one group is disadvantaged.
- Work constructively and collaboratively with other leaders and teachers of core subjects to maximise pupil attainment and progress in literacy skills across all subjects.
- Keep up-to-date with current initiatives and recommend best practice.

Subject Leaders will:

- Ensure that staff carry out their role within the department including setting relevant literacy homework (1 per half term) and classroom tasks (1 per half term)
- Ensure that subject specific literacy is identified in planning and resources
- Integrate literacy marking into the department's marking policy and help to monitor it through book scrutiny
- Ensure purposeful, subject specific literacy displays are in all classrooms
- Ensure that all resources are accessible to pupils through use of available reading data and differentiation
- Ensure all department members are aware of the literacy requirements
- Identify training needs of staff and plan for professional development

All Staff will:

- Embed literacy skills in lessons and homework through planning and development of resources
- Ensure resource are dyslexia friendly where appropriate
- Use whole school agreed pedagogical strategies for the teaching of literacy such as Reciprocal Reading
- Access available training to support own subject knowledge
- Use SEN and reading age information to ensure resources are appropriately differentiated and accessible
- Encourage reading and promote literacy as a high priority

### Accessibility assessment and monitoring

Pupils with disabilities will receive reasonable adjustments and the provision required by any Education, Health and Care plan. Use accessible layouts, readable fonts, uncluttered resources, explicit vocabulary, structured instructions, assistive technology and alternative ways to demonstrate knowledge where appropriate. Do not lower curriculum ambition or confuse EAL acquisition with SEND. Assessment should identify decoding, fluency, vocabulary and comprehension needs rather than rely on a reading-age label alone.

The literacy lead will monitor participation, progress and curriculum access at least termly, including disadvantaged pupils and pupils with SEND. Each intervention will have a baseline, intended outcome, review date and a decision to continue, adapt or cease. Governors will receive an annual evaluation. The literacy lead will monitor DfE arrangements for the planned national Year 8 reading assessment and implement any applicable requirements when introduced. Review the policy in October 2027 or earlier where guidance or school arrangements change.

## Appendix A Literacy marking and focus

| Meaning | Code |
|---|---|
| Paragraph needed | // |
| Capital letter missing | CL |
| Spelling error | SP |
| Punctuation missing | P |
| Missing word | ^ |
| Text does not make sense | ? |
| Formal writing needed | F |

Use literacy-focus or oracy prompts where these support learning. Oracy tasks include class discussion, debate, think-pair-share, presentations, role play, interviews and peer feedback. Give pupils time to apply feedback; accessible alternatives may be used where stickers create a barrier.

| Half term | Literacy focus |
|---|---|
| Autumn 1 | Text conventions |
| Autumn 2 | Reading strategies |
| Spring 1 | Homophones |
| Spring 2 | Connectives and discourse markers |
| Summer 1 | Punctuation |
| Summer 2 | Creative and subject-specific vocabulary |

## Review sources and related guidance

The Equality Act 2010, Children and Families Act 2014 and SEND Code of Practice remain relevant. No new statute requiring a different whole-school literacy policy was identified in this review. Curriculum and intervention arrangements remain subject to school evaluation.

DfE Reading Framework

SEND Code of Practice 0 to 25 years

Guidance checked on 26 October 2026. Use the current version on the official source page and review this policy sooner if relevant requirements change.