



Mount Carmel

R.C. HIGH SCHOOL



Literacy Policy 2026.27

A Family of Faith & Learning

Mount Carmel Literacy Policy 2026.2027

Rationale

In line with the Mount Carmel Mission Statement, we strive to develop and nurture literacy skills in all pupils. We aim to work together to enable pupils to meet their full potential, stimulating, challenging and supporting all aspects of literacy, throughout the curriculum.

Literacy across the Curriculum

Teachers should aim to ensure that speaking, as the pre-cursor to writing, is an important aspect of lessons. The use of standard English through correct grammar and pronunciation should be modelled and emphasised when talking to pupils at all times. Informal language and slang should be corrected with a continual focus to improve the quality of the spoken word.

Policy Aims:

- To create a consistent, whole school approach to literacy through providing guidance and support to staff.
- To raise awareness of the importance of literacy skills with staff, pupils and parents.
- To improve and develop pupils' literacy skills in reading, writing, speaking and listening.

To support the aims above, the following is necessary:

- Teachers model good literacy skills and reinforce the importance of accuracy in spoken and written language, correcting this when necessary.
- Teachers support pupils with key elements of literacy through both marking and verbal feedback e.g. identifying errors in spelling, punctuation and grammar in work identified for Whole Class Feedback.
- Form tutors follow the whole school literacy booklet resources with their tutees on the assigned days for Year 7-10.
- Teachers make use of the whole school literacy strategies (outlined below) when appropriate in lessons:
 - Whole school phonics strategies (see phonics WalkThru below) to support pupils with reading new and unfamiliar words.
 - 'I say, you say' WalkThru (see below) to support fluency.
 - Pre-teaching key subject specific vocabulary.
 - Teachers model fluent reading by reading texts to pupils.
 - Teachers encourage pupils to track the text when reading, using either a ruler or their finger.
 - Teachers model how to track the text when reading under the visualiser.

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RECOGNITION	REPETITION	UNDERSTANDING	CONTEXT	RETRIEVAL PRACTICE
Phonics is the way to teach early reading from the ages of 4- 7. Phonics knowledge is still applied after the age of 7 alongside reading by sight. In practical terms, phonics is a method of teaching people how to read and write. It focuses on enabling them to hear, identify and use different sounds to distinguish different words from each other. Present the word to the student. Can they read the word? If they cannot read the word, segment it with them for example an/thro/po/met/rics	If students have struggled to say the word, ask them to repeat it 3 times. This could be done on an individual basis or a whole class. By repeating it 3 times, students are much more likely to be able to read the word again in the future. anthropometrics anthropometrics anthropometrics	Do the students understand what the word means? If not, be prepared to teach/ re-teach the meaning of the word. <i>Anthropometrics is the practice of taking measurements of the human body and provides categorised data that can be used by designers.</i>	Put the word in context for the students for example, 'Year 11 students collected anthropometric data which helped them to design a chair that would be a suitable size for most people'.	Use retrieval tasks to recall key definitions to assess whether students can remember the meaning of the key word and use it in context.

I SAY, YOU SAY; MY TURN, YOUR TURN

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MODEL THE ROUTINE	PRACTISE THE ROUTINE	MIX CHORAL & INDIVIDUAL RESPONSES	USE SPONTANEOUSLY AS NEW WORDS EMERGE	REVISIT & EMBED ORALLY & IN WRITING



- Both these methods are versions of the same basic idea. First the teacher says a word or phrase; then, on cue, the students repeat it back, chorally or individually.
- Once established as a routine, it's a quick, energetic way of supporting all students to rehearse new vocabulary, following a teacher's modelled example.
- I say extraneous, you say... extraneous. My turn: the material was porous. Your turn: the material was porous.