



Literacy Policy

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Owner: St. Luke's Academy

Approved by: T. Green

Ratified date: September 2026

Interim review date: March 2026

Next review date: September 2027

St Luke's Academy Literacy Policy - Shared ambition

In line with the EEF Guidance the school's Literacy approach will follow the 7 Key Recommendations to improving Literacy development and participation in secondary aged pupils as show below.



Aims and Objectives

The aim of this policy is to ensure the continual improvement of literacy standards for all learners. In developing literacy levels, we aim to increase access to and success within the curriculum; to prepare learners to operate successfully in the world beyond school; and to foster a life-long love of language.

At the heart of our policy and practice lies our acknowledgement that, whilst the basic skills of reading and writing might be explicitly delivered in the English curriculum, **all teachers share responsibility for the consolidation of these skills and for their subject specific application.**

Literacy is a key priority at St Luke's Academy. Literacy is a key life skill that imbues pupils with positive social, educational and economic outcomes. 'In broad terms, Literacy is:

- The ability to make and communicate meaning from, and by, the use of a variety of socially contextual symbols.
- Within various levels of developmental ability, a literate person can derive and convey meaning, and use their knowledge to achieve a desired purpose or goal that requires the use of language skills, be they spoken or written.
- A literate person can mediate their world by deliberately and flexibly orchestrating meaning from one linguistic knowledge base and apply or connect it to another knowledge base. For example, knowing that letters symbolize sounds, and that those sounds form words to which the reader can attach meaning, is an example of the cognitive orchestration of knowledge, a literate person conducts

Therefore, St Luke's Academy is committed to developing literacy skills in all of our pupils, in the belief that this will not only support their learning and raise standards across the curriculum, but will prepare them for a successful transition to adulthood.

- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- Reading helps us to learn from sources beyond our immediate experience

- Writing helps us to sustain and order thought
- Language helps us to reflect, revise and evaluate the things we do and the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour. It is empowering and allows independent learning

ALL teachers will build Literacy connections into their medium-term planning that addresses the whole school priority of Literacy – be that reading, writing, communication, organisation, presentation or a motor skill.

It is important that the **whole staff** share an understanding of what is meant by 'Literacy'. This translates into the four transferrable skill areas as shown below and covers strand 1 – 6 of The EEF approach to effective whole school literacy engagement:

Reading	Writing	Speaking & listening	Literacy skills
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In reading, subjects from across the curriculum offer opportunities for pupils to:

- use reading to research the subject area
- use the Library and ICT facilities to support subject learning and the acquisition of multi-modal literacy be supported in independent reading within a range of subjects

*Key Principles **all staff** aim to:*

- facilitate reading development through their subject
- present reading tasks at a suitable level
- draw pupils' attention to structure, layout, format, print and other sign-posts
- help pupils to skim, scan or read intensively according to the task
- teach pupils to select or note only what is relevant
- support pupils who are at the early stages of reading
- teach pupils to read identified subject vocabulary
- Encourage pupils to use a variety of independent reading strategies highlighted in the NGRT.

Pupils will be provided with:

- a range of materials to support the subject topic
- texts at appropriate readability levels which cater for the range of pupils' reading needs
- materials which are up-to-date and attractive
- resources/reference materials which enable all pupils to be independent

In writing, subjects from across the curriculum offer opportunities for pupils to:

- write for a range of audiences (including real ones)
- write in a variety of forms for different purposes
- plan, draft and discuss writing
- use writing to organise thoughts and aid learning and write according to the level they are at
- use ICT to create and present texts appropriately

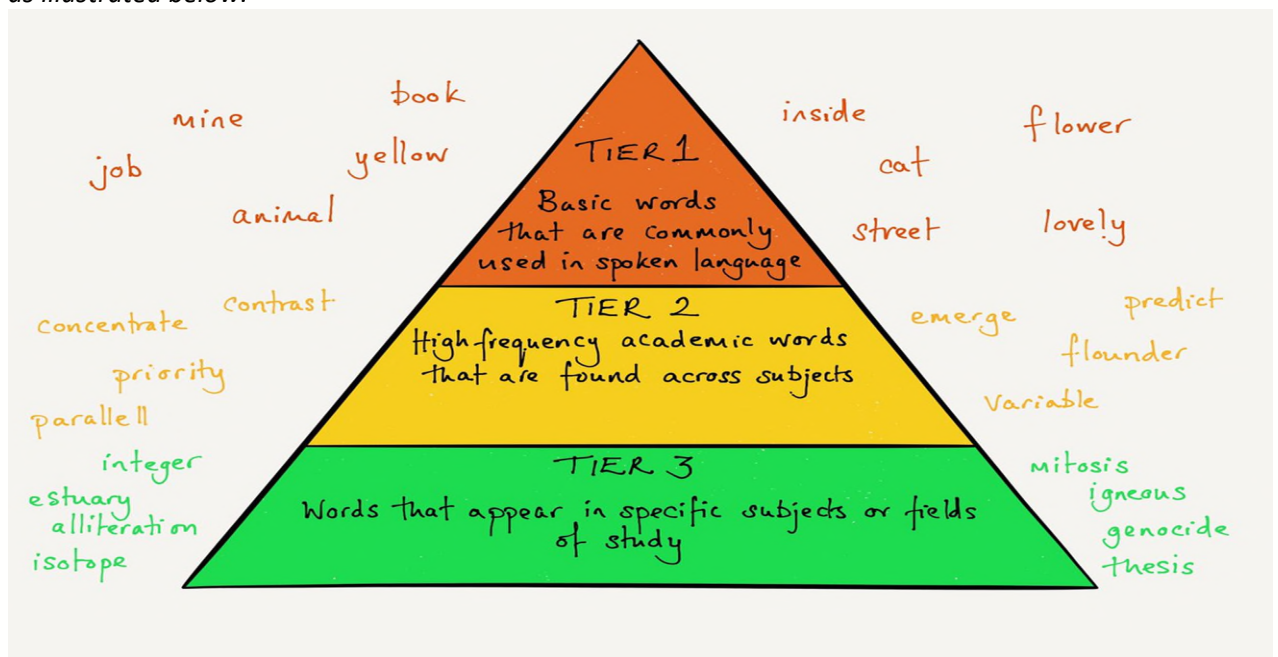
Teachers aim to:

- offer pupils models for writing in a range of forms – this may include scaffolding first attempts or collaborative planning

- help pupils to draft writing through the subject context understanding the purpose and audience
- Model quality writing
- provide appropriate activities for all levels of ability
- draw attention to the purpose and audience of the specific task
- help pupils, as necessary, with handwriting, spelling and presentational aspects of their writing to encourage them to write with legible fluent and accurate handwriting.
- support self-esteem by displaying work, at all levels, which represents pupils' best efforts
- teach pupils to spell identified subject vocabulary
- Practical based subjects to build in opportunities to improve motor skills that may in turn support improved organisation and handwriting
- **ALL staff** will highlight literacy errors when marking. For example, capital letters, full stops, commas, question marks and exclamation marks.
- **ALL staff** will promote the joy of reading and provide weekly opportunities for shared reading with pupil engagement and whole class reading
- Where necessary, develop motor skills with the use of pen holders/ergonomic pens, hand/Eye Coordination tasks, visual reminders of how to be comfortably sat to promote good handwriting, throwing and catching activities, opportunities for individual coached handwriting skills

Spelling:

Vocabulary knowledge is categorised into 3 Tiers (formally referred to as High Frequency Words) as illustrated below.



Tiered vocabulary pupils will be exposed to the relevant tier of vocabulary during literacy and for their spellings

- **All teachers** share responsibility for the development of accurate spelling. Due attention is given to any learning difficulty that may affect spelling and corrections made to pupils' spelling are:
 - Constructive – offering strategies for learning such as cover-write-check
 - Positive – acknowledging improvement and sensitive to individual difficulties

- Proportionate – usually limited to 3 Tier 2 or key words in one piece of writing

In speaking and listening, subjects from across the curriculum offer opportunities for pupils to:

- use talk for a range of purposes and audiences
- plan, discuss and evaluate their speaking and listening
- explore ideas through drama and role-play
- use talk to explore and evaluate other activities
- use talk to express feelings and opinions
- ask and answer questions in group discussion
- solve problems collaboratively

Spoken language and speaking and listening activities are part of the core English curriculum. The school also recognises that for some pupils, the ability to discuss thoughts and feelings is more accessible than asking them to write it down. Therefore, the school uses the following in order to promote active spoken language and enriched vocabulary skills:

- Those who struggle with engagement are given controlled choices regarding spoken topics
- In class debates
- Formal and informal discussions are held, where appropriate recorded, for working towards formal qualifications.
- Individual and group presentations
- Regular opportunities to listen and respond appropriately
- Reminders of turn and turn taking skills

Literacy across the curriculum

- **Promoting awareness and enjoyment for all pupils is a further aim of our Literacy policy.**
To this end, all subject areas will contribute to in-house and national events as outlined below. Additional opportunities for enrichment of reading and writing include activities such as:
 - Library sessions
 - Peer Buddy Readers
 - Staff Reading for pleasure
 - DEAR Time sessions (Drop Everything And Read) scheduled 10 minute quiet reading across curriculum subject
 - Story time sessions in the Study Centre
 - Charity events that include activities such as a readathon
 - NGRT Competitions relating to progress and engagement

Whole School Strategies for Supporting Literacy

Key Words

Key words identified in MTP to be displayed in the classroom, where appropriate they will be dotted and dashed using RWI strategy.

Writing Frames

Teachers of each subject will produce writing frames to support pupils in the writing process. Subjects should adapt and/or withdraw these as pupils gain in confidence and develop planning and writing skills.

The St Luke's Study Centre

The St Luke's Study Centre plays a leading role in supporting literacy. There is a library induction programme for all pupils, and to encourage continued reading throughout the Academy. Each class will have Tutor time in the Study Centre, once every two weeks, to read.

Word of the Week

Each week, all pupils are taught the spelling and meaning of a word, mainly Tier 2 words, during tutor time and assembly, pupils are challenged to use the WOW in each subject. All pupils will work to ensure they understand the meaning of the word.

Literacy Intervention in Line with the EEF strand 7 whole school literacy engagement

Literacy Challenge is provided for pupils who fail to acquire basic Literacy skills at an age-appropriate rate. Pupils entering key stage 3 with a less than chronological reading age or recorded to be below age expected expectations in English, will be allocated support in accordance with their needs. Attainment levels will be determined via the school induction process.

All pupils for whom Literacy is insecure are monitored closely through our Additional Needs Policy and by the whole-school Literacy lead. Evidence, both external and internal, show that there is a strong correlation between poor engagement levels and low literacy skills. Intervention will be delivered by trained Learning Support Assistants and teaching staff under the supervision of the Literacy Lead. Pupils are also supported via additional strategies identified within their EHCP such as in class support or specific tuition, these are used to promote and inform whole school teaching and learning. Care is taken to ensure that any hurdles in the acquisition of Literacy skills, for example specific learning difficulties, are identified and addressed using a variety of methods and staff CPD will focus on these barriers such as dyslexia.

St Luke's Academy provides high quality literacy interventions for struggling pupils and are committed to ensuring that all pupils gain at least 1 year in their reading age until they reach their chronological age or above.

In order to measure this the school uses a digital NGRT and this is administered twice annually (September and March).

The school measures starting points and deciphers pupil's needs into categories as shown below to model tiered support.

Baseline assessments are used to determine given starting points – these vary depending on the intervention that is to be used.

Where necessary to school employ the support of outside professional that include:

- EP
- SALT

Reading Categories

Our pupils have been divided into waves to identify and accommodate readers at the right level in order to provide the right intervention, at the right time for the best impact.

Category 1: 7 and under - RWI

A sentence completion score that is very low suggests that Pupil/s may have specific difficulties at a word reading level. There may be significant gaps in his phonics and vocabulary knowledge. Deficits in language ability, particularly receptive language, may compound the difficulties. Pupil/s may struggle to understand the syntax of a sentence therefore misinterpreting the author's meaning and inaccurately completing the sentence.

A very low passage comprehension score suggests that Pupil/s may be attempting to access text at a level beyond his word-reading capabilities. Pupil/s's reading and processing speed may be slow and

prevent him from identifying keywords and understanding the gist of the text. Pupil/s may benefit from further assessment of working memory, in case low working memory is preventing him from holding information long enough for it to be effectively processed. These pupils require a minimum of 4 x weekly interaction through the school RWI programme

Category 2: 7.1 – 10.11 – Literacy skills programme – Comprehension Express

A sentence completion score that is below average suggests that Pupil/s may have some difficulties at a word reading level. He may be lacking in some phonics knowledge and have unreliable vocabulary knowledge. Deficits in language ability, particularly receptive language, may contribute to the difficulties. Pupil/s may lack confidence in understanding the syntax of a sentence resulting in misinterpretation of the author's meaning and inaccurate completion of the sentence. A below average passage comprehension score suggests that Pupil/s may be attempting to read a text at a level that is too challenging for his word-reading capabilities. Pupil/s reading and processing speed may be slow and prevent him from competently understanding the gist of the text. Weak vocabulary knowledge and a poor working memory may also contribute to Pupil/s's difficulties. These pupils require a minimum of 4 x weekly interaction through the school's literacy programme, Comprehension Express, during tutor.

Category 3: 11 – 12.11- Functional Skills Entry Level 3

A sentence completion score that is average suggests that Pupil/s is reading and understanding at an age appropriate word level. However, they may still have areas of weakness such as a limited vocabulary or difficulty understanding the syntax of a sentence, which prevents them from achieving a higher score. An average passage comprehension score suggests that Pupil/s is able to read a text compatible with the word-reading capabilities. Pupil/s shows a largely accurate understanding of the text. Pupil/s may still, however, have a slower than fluent reading and processing speed, which currently prevents them from achieving a higher score. These pupils require a minimum of 4 x weekly interaction through the Entry Level 3 Functional Skills programme.

Category 4: 13+ - Functional Skills Level 1

A sentence completion score that is very high suggests that Pupil/s is accessing text at a word-reading level that is mature and highly competent. They are likely to read and understand most words fluently and automatically from Tier 2 Vocabulary and above. Pupil/s attributes meanings to words with ease and can efficiently select the appropriate word to complete the sentence. Where a word or sentence may be more challenging, Pupil/s can use effective reading skills such as context and grammatical cues to deduce accurate meanings. These pupils require a minimum of 4 x weekly interaction through the Entry Level 3 Functional Skills programme.

Intervention Timetable

Intervention	Frequency	Deliver By	Impact
Whole School look at Reading Writing and Speaking and listening criteria	4 x weekly Tutor Literacy Session 1 x weekly WOW Termly – Literacy Focus Subjective Specific Terminology Medium Term	All Staff in terms of curriculum and promotion of improved literacy skills in the 4 key areas of literacy	All teachers are teachers of literacy. Therefore, St Luke's Academy is committed to developing literacy skills in all of our pupils, in the belief

	Planning to build in on termly literacy focus		that this will support their learning and raise standards across the curriculum:
Category 1: RWI Individual/small group	4 x weekly	TA and teaching staff	Individualised baseline and starting point following tiered approach and progress
Category 2: literacy skills programme Comprehension Express	4 x weekly	TA and teaching staff	Individualised baseline and starting point following tiered approach and progress
Category 3: Functional Skills Entry Level 3	4 x weekly	TA and teaching staff	Working towards recognised qualification EL3
Category 3: Functional Skills Level 1	4 x weekly	TA and teaching staff	Working towards recognised qualification L1

Key Priorities

Barrier	Suggestion	How can staff support this
Reading for pleasure	- Encourage whole class shared reading - All staff to ensure positive delivery - Purchase of high impact low ability reading material - School library book to be issued for Tutor time - Book review termly with a library book.	All staff to ensure positive delivery and shared reading is delivered during EVERY literacy session
Low Reading Ages	- RWI and literacy based programme - NGRT testing and recommendations	- Use strategies as listed in step 2 - Give time for Key Vocabulary

		• Include commonly misspelt words in medium term plans
Close the Gap	• Opportunities for Catch up Skills through individual or small group intervention	Provide specific skills that that pupil continually makes mistakes with within teacher feedback to support and promote improvement
Literacy Calendar	• Focus 3 times per year in our event calendar	• All staff to encourage and actively support the Literacy focus weeks
WOW	Word of The Week Tier 2 vocabulary	• Actively engage in the WOW activities and promotion within their subjects • Assembly • Tutor time