


Literacy Policy

Ellesmere Port Catholic High School



Approved by:	PP Mrs L. Henderson Deputy Headteacher Mrs C. Vile Headteacher	
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Catholic Social Teaching



The Dignity of Work and Education

We believe Literacy to be key to accessing the full curriculum, we are ensuring that every pupil has the chance to achieve their full academic potential. The literacy policy also ensures that all pupils have access to the same high-quality education in every department, no matter their background or ability level.

Aims:

“All teachers should demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject.”

Ellesmere Port Catholic High School wants students to be highly effective communicators who can represent themselves and others with confidence and aplomb. The school will initiate a range of strategies to promote ‘Literacy Across the Curriculum’ for all students, extend the experiences of the most able and support the needs of those who may experience difficulties with literacy.

Provision and enhancement of Literacy across the Curriculum:

Through high-quality English teaching, targeted library provision, the expertise of the SENDCO, and the collective responsibility of all staff, we promote a culture of fluent reading, precise writing, and confident communication. The school seeks to close literacy gaps between groups of learners, regardless of background or need.

Students with SEND are supported to make strong progress in reading, writing and language development. We systematically monitor data to identify those requiring additional literacy intervention and, through structured programmes such as Lexia, phonics support, reading mentors, and study skills workshops, we deliver evidence-based resources, individualised support, and adaptive teaching strategies that enable all learners to access the curriculum successfully.

In line with the EEF’s Improving Literacy in Secondary Schools guidance and our commitment to Reading for Meaning across the Curriculum, we have established the following priorities to strengthen literacy and language across all subjects:

1. **Prioritise Disciplinary Literacy:** Every subject explicitly teaches the reading, writing, and vocabulary skills needed to think, communicate, and write like an expert in that discipline.
2. **Embed Reading for Meaning:** All teachers model and scaffold comprehension strategies—such as prediction, clarification, questioning, and summarising—to help students engage deeply with complex texts.
3. **Develop Tiered Vocabulary Knowledge:** Departments identify and explicitly teach subject-specific (Tier 3) and transferable academic vocabulary (Tier 2) to strengthen students’ understanding and expression.
4. **Support Struggling Readers:** We provide timely, structured intervention—diagnosed through data and supported by programmes such as Lexia and reading mentoring—to accelerate progress and build fluency.
5. **Foster a Reading Culture:** The tutor programme and library, through Sparx Reader, promote reading for pleasure and purpose respectively, ensuring every student regularly reads texts that stretch both their comprehension and curiosity.

Well established measures, procedures and strategies which are currently implemented across the curriculum will continue to be promoted, supported and resourced.

Roles and responsibilities:

The Headteacher will:

- ensure a Literacy Co-ordinator is appointed

SLT will:

- Carry out book monitoring as part of the QA process with a specific focus on the implementation of the literacy marking policy and use of constructive feedback.
- Periodically review policies and strategies in light of assessment data and emerging needs of individuals or sub-groups.
- Monitor the effectiveness of the policy through observations of teachers' lessons and work sampling.

The Literacy Co-ordinator (PDN) will:

- Oversee literacy strategy across the different disciplines. The work and progress will be monitored by the Headteacher and his/her line manager.
- Drive whole-school literacy improvement through disciplinary literacy, targeted vocabulary development, staff CPD, and strategic leadership aligned with the EEF's guidance. Identify priorities to improve literacy and learning across the different disciplines.
- Have fortnightly meetings with the two members of the literacy team.
- Ensure the QA calendar is followed
- Ensure that termly screening takes place of student's reading ages.
- Support and oversee the development of high-quality literacy and reading resources across KS3–KS5, ensuring consistency with whole-school literacy aims and intervention programmes.
- Provide ITT students and ECTs with training on literacy across the curriculum and guidance about the policy.
- Take responsibility for writing to parents/carers about encouraging reading and literacy at home.
- Update the school website to keep parents updated with literacy initiatives and strategies.
- Contribute to the quality assurance cycle by monitoring the implementation of form-time reading canons and evaluating pupil participation and engagement in targeted reading interventions across year groups and key stages.

The Assistant Literacy Co-ordinator with a reading focus (JLO/CaJo) will:

- Ensure all KS3 students complete reading tests and ensure that the results are used across the curriculum to inform planning and target groups under the guidance of the literacy co-ordinator.
- Ensure pupils with a reading age of 9.00 or below are targeted by the SENDCO for specific intervention and support.
- Provide reading age scores for students to help them browse suitable books in their ability range.
- Meet fortnightly with the Librarian as part of the line manager provision.
- Ensure reading ages are put on to Arbor at the start of each year.

Subject Leaders will:

- Ensure teachers in their department include literacy into their schemes of work
- Ensure that the literacy mark scheme is inserted or glued into the front of books and is prominently displayed in every classroom.
- Make clear literacy should be promoted in all lessons at every opportunity in line with literacy themes

- Ensure subject specific vocabulary is displayed in classrooms and encourage appropriate use of words.
- Support the literacy co-ordinator in ensuring all KS3 pupils complete reading tests through the Sparx Reader Programme.
- Ensure that literacy is discussed as an agenda item in department meetings and that directions from the Literacy team are carried out effectively.
- Contribute to support future planning for literacy provision, intervention and support.

Teachers will:

- Monitor students to identify any who may be in need of extra literacy support
- Ensure scaffolding is included in curriculum planning to support and challenge using reading ages
- Ensure CRAFT time is available for students to record errors and identify where progress needs to be made.
- Ensure that the literacy mark scheme is inserted or glued into the front of books and is prominently displayed in every classroom.
- Ensure there is a consistent element of literacy marking, feedback and target setting for every student as well as written comments and grading as appropriate.
- Incorporate elements of literacy in lessons consistently.
- Use subject specific vocabulary on a literacy working wall displays.
- Use reading age to assist in the planning and delivery of lessons.

Form tutors will:

- Carry out activities that promote literacy during form time (reading canons).
- Ensure students are reading on designated mornings in form.
- Celebrate Sparx Reader through updates via librarian.

The library will:

- Ensure diverse reading materials are available
- Have a literacy area with text books, exercises and materials that students can access to address common areas of weakness
- Offer structured support for homework and research
- Ensure reading and literacy across the curriculum is given high priority.

The SENDCO/Assistant Headteacher Inclusion & Diversity will:

- Provide intervention and support for students with a reading age of 9.00 or below.
- Use Sparx Reader reading ages and SATs data to identify those requiring additional literacy support from a specialist dyslexia teacher.

Policy Summary:

1. A Literacy mark scheme will be implemented. It is intended that every exercise book, in every subject will have the Literacy mark scheme inserted or glued into the front. The mark scheme will also be prominently displayed in every classroom. Thus, pupils' use of standard English (SE) and accurate spelling, punctuation and grammar (SPG) will be given heightened status in written and verbal feedback.
2. The library will have an area for materials and resources relating to Literacy support.
3. There will be continued and heightened tracking of sub-groups in order to identify and monitor intervention strategies.