



Holy Cross
CATHOLIC HIGH SCHOOL

Literacy Policy

'I have come that they may have life, and have it to the full' (John 10:10).

1. Aim

To ensure the highest standards of literacy, vocabulary, oracy and the correct use of Standard English.

2. Objectives

- To ensure that our pupils foster a love for reading and read frequently.
- To ensure that all teachers, in all subjects, and in all lessons, actively develop the literacy skills of our pupils.

3. Guidelines

- All pupils in Year 6 will receive a book to read during the transition period and over the summer break which will be studied and linked with KS3 English learning objectives through a travel writing transition unit during the autumn term of Year 7.
- All pupils in Year 7 will complete a spelling age test on entry and they will complete a baseline writing and reading assessment linked to the transition novel.
- All KS3 pupils will complete an NGRT reading test, at the end of each academic Year, to record their reading ability. Pupils will then be streamed into waves of transition relevant to their reading ability (red, amber, green and blue).
- The Teacher of Reading Intervention will timetable intervention for red and amber readers that focuses upon phonics, reading fluency and comprehension dependent on the pupil's area of need.
- To promote reading for pleasure, pupils will read during at least one single tutor period during the course of the week. All English lessons in Years 7-9 will begin with a short period of silent reading or a class read.
- At least once per fortnight each English class will attend a library lesson where they will read in silence, exchange their Accelerated Reader book or take an online test. The English teacher and HLTA responsible for Accelerated Reader will track progress of all pupils' reading age and monitor engagement of reading. The English teacher responsible for the class will monitor individual pupil's current attainment and progress and intervene when necessary through a review process in the library lesson. Rewards will be given to those pupils demonstrating exceptional effort and progress towards their target.
- Pupils in Years 7, 8 and Year 9 engage in Bedrock Vocabulary weekly during English lessons and at home. Pupils are expected to complete two 'lessons' per week. This is monitored and reviewed by their English teacher during lessons.

- The following codes must be used to draw attention to aspects of literacy:
 - P = Punctuation mistake
 - C/S = Comma splice mistake
 - S = Spelling mistake
 - CL = A capital letter is missing
 - // = New paragraph needed
 - G = Grammar mistake
 - T = Tenses mistake
 - V = Vocabulary

All pupils in the school will have these codes stuck on the front of their books at the start of the academic year.

4. Expectations

- Teachers are expected to:
 - Demonstrate consistently high standards of literacy and use of tier 2 and tier 3 vocabulary.
 - Provide opportunities for pupils to read, talk, listen and write.
 - Highlight no more than five literacy errors for any one pupil. Errors will be highlighted using the codes from the Literacy Mark Scheme. Where an error is identified the teacher will write the correct code in the margin adjacent.
 - Ensure they access data on pupils' reading ability through Synergy at key points throughout the year to be aware of any changes.
 - Ensure they are utilising appropriate reading strategies based on the reading ability of pupils in their class.
- Pupils are expected to:
 - Correct any literacy errors in green pen.
 - Routinely visit the school library (within lessons, during social time or during tutor time for KS4 pupils) to exchange their reading book and take the relevant Accelerated Read quiz if they are in KS3.
 - Attend their Tutor period and English lessons with their reading book.
 - Complete reading homework for one hour per fortnight in line with the KS3 English curriculum.
- Parents are expected to:
 - Encourage pupils to read and use Bedrock vocabulary
 - Try and provide a quiet place where pupils can read and encourage them to use the school library
 - Routinely use the Accelerated Reader website to monitor the books their child has read and the progress they are making

- Middle leaders are expected to:
 - Ensure that pupils are reading during at least one single tutor period during the course of the week.
- The Leadership Team are expected to:
 - Ensure that the whole school literacy policy is fully implemented.
 - Evaluate the impact of this policy on the quality of literacy skills through quality assurance procedures.
 - Ensure that pupils' reading ability is accurately recorded on Synergy for all teaching staff to access.
 - Ensure that regular and appropriate training on reading, oracy and vocabulary is provided for staff.

A Review of the Literacy Policy will take place in May 2026