

# LUTTERWORTH HIGH SCHOOL



## Literacy POLICY (Inc ROW)

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Adopted: By the Governing Board – 24/03/2026

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SEND		

# Lutterworth High School Whole School Literacy Policy

Oracy and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. [Education Endowment Foundation \(EEF\)](#)

## Aims:

- To support the learning of students in all subject areas by raising the awareness of all teachers about the way in which their work with students contributes to the development of students' Reading, Oracy and Writing Skills
- To raise students' own expectations of achievement in all areas of the curriculum, thus raising standards across all subjects
- To develop students' confidence and capacity for effective self-expression.
- To develop basic skills in literacy in all areas of the curriculum
- To support all staff in their personal development of Reading, Oracy and Writing (ROW)

**To provide a system of assessment and marking that promotes the importance of ROW in all areas of the curriculum.**

## Why do we need a policy?

**ROW underpins the school curriculum** by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. These skills enhance teaching and learning in all subject areas because:

- students need vocabulary, sophisticated expression and organisational control to cope with the cognitive demands of the curriculum
- reading helps us learn from sources beyond our immediate experience.
- writing helps us to sustain and order thought
- language helps us to reflect, revise and evaluate what we do, and develop an understanding of ideas expressed by others in either an oral or written form
- responding to higher order questions encourages the development of thinking skills and enquiry

**Improving a student's ability to read, clearly express ideas orally and write confidently can have an impact on students' self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering.**

## Who is responsible?

**All teachers are teachers of ROW.** Every department and every teacher has a crucial role to play in supporting students' ROW development and in doing so developing every student's literacy skills in order to support their learning and raise standards across the curriculum.

## Roles and Responsibilities

- **Senior Leaders:** lead and give a high profile to ROW
- **English Department:** provides students with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- **Curriculum Leaders and Teachers across the curriculum:** contribute to students' development of languages since speaking, listening, writing and reading are, to varying degrees, integral to all lessons
- **ROW co-ordinator:** supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas
- **Librarian:** nurtures a love of reading for pleasure and provides a vibrant, modern environment where books can open minds to diversity and life in the modern world. Provides practical resources to support the effective delivery of the curriculum
- **Parents:** encourage their children to use the range of strategies they have learned to improve their levels of literacy
- **Students:** take increasing responsibility for recognising their own ROW needs and strive to make improvements

## Curriculum Leaders

In order that the policy becomes practice, it is important that Curriculum Leaders ensure that:

- all department plans explicitly refer to the whole school Literacy Policy
- each department should have a resource bank accessible by staff of various ROW strategies to be incorporated into their teaching
- scheme of work (SOW) should clearly identify the inclusion of ROW (by explicit reference)
- new staff should be made aware of the Literacy Policy and its inclusion in all subjects
- the promotion of ROW in lessons should be regularly monitored through observations and the self-review process
- resources used within the department clearly signpost ROW activities in lessons

## The Role of Teachers

To enable the aims of this policy to be achieved, it is important that all teaching staff:

- have a full appreciation of what ROW is and, in areas of less confidence, are proactive in sourcing help and advice from members of the English department, The ROW Co-ordinator and other teachers in school
- are aware of how they can support the delivery of various elements of ROW in their lessons
- consider ROW in their short-, mid- and long-term planning
- apply Literacy Policy as part of ongoing F.A.R. feedback to students
- deliver timetabled ROW focused activities
- ensure that students are engaging in specific literacy form time activities
- to be a reading role model and advocate of ROW

## **Aims of the Three Elements of ROW**

### **Reading**

Students should be encouraged to enjoy reading; be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts
- understand how reading has an impact across the whole curriculum

### Reading Assessment Foci

- Understand, describe, select or retrieve information, events or ideas from texts and use quotations
- Deduce, infer or interpret information, events or ideas from texts
- Identify and comment on the structure and organisation of texts, including grammatical and presentational features
- Explain and comment on writers' use of language, including grammatical and literary features at word level
- Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
- Relate texts to their social, cultural and historical traditions

### **Oracy**

Speech is the main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately
- understand how speaking and listening are important in the world of work

## Writing

Many lessons include and depend on written communication. The aim of this policy is to enable students to develop increasing confidence and competence in writing so that they are able to:

- write a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging technical vocabulary and an effective style; organise and structure sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- apply word-processing conventions and understand the principles of authoring multi-media text
- access dictionaries, glossaries and lists of appropriate subject vocabulary
- use a range of strategies to learn spellings including:
  - look – say – cover – write – check
  - making connections between words with the same visual spelling pattern
  - explore families of words

We must provide a systematic approach to writing across all subjects to develop consistency. This will reinforce students' language skills by teachers:

- making connections between students' reading and writing, so that they have clear models for their writing
- using the modelling process to make explicit to students *how* to write
- providing frameworks where appropriate
- being clear about text type, audience and purpose
- providing opportunities for a range of writing including sustained writing
- displaying key words in the classroom
- teaching subject specific vocabulary and spelling
- encouraging high standards of presentation
- using the school policy for assessment and marking

## Writing Assessment Foci

- Write imaginative, interesting and thoughtful texts
- Produce texts that are appropriate to text type, audience and purpose
- Organise, sequence, structure and present whole texts effectively
- Construct paragraphs and link ideas within and between paragraphs
- Vary sentences
- Write with technical accuracy
- Select appropriate and effective vocabulary
- Use correct spelling
- Where there are concerns about handwritten work being legible, please refer to our SEND Policy

## Assessing Literacy across the Curriculum

Literacy skills in reading and spelling are assessed at least annually using the GL Assessment NGST and the national comparative judgement assessment which provide students in year 7 with a writing age. Students who are not making the progress we might expect are identified and interventions can be planned to support these students to improve. In addition, students who are working below age-related expectations are identified and this information is used to support the identification of SEND and exam concessions.

Students at KS3 are assessed at regular intervals.

### DfE Advice – Marking for literacy: some key principles

- Make marking criteria explicit
  - Mark selectively
  - Prompt and praise
  - Expect active involvement from students
  - Develop a consistent approach, easily interpretable by students, teachers and parents
  - Provide immediate feedback
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- When assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing
  - When setting writing tasks we should make explicit to the students the key features of language that will be considered
  - When responding to students' work we should:
    - target specific areas for improvement
    - give guidance on how to achieve the short-term targets set. For example, whilst 'improve your spelling' is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding –ing is specific and presents the student with a target that can be addressed
    - use comments that are positive and supportive
    - refer to the whole school marking policy to develop consistency and student confidence
    - create opportunities for students to reflect on the quality of their own work and for peer assessment
  - Literacy marking is more than proof-reading and should draw attention to style (such as sentence structure, tense, connectives) in addition to spelling and punctuation; comments should be constructive and should offer specific advice.
  - Pupils should self-check prior to submitting work for marking and should respond to teacher advice.

### **Literacy Marking Code**

<b>Sp</b>	Check spelling
<b>//</b>	New paragraph needed
<b>P</b>	Please use punctuation here (mostly a comma or a full stop)
<b>C</b>	You need a capital letter here
<b>T</b>	Please check the tense of your verb
<b>^</b>	There is a word missing in this sentence
<b>FS</b>	Please answer in a full sentence
<b>?</b>	The meaning of this sentence is not clear
<b>V</b>	Think of a better word (vocabulary) here

### **Presentation**

Greater consistency across all departments will help students know more clearly what is expected of them. Each department should devise a 'presentation policy' that should include the following as core:

When students present their work they must:

- Use blue or black pens for writing
- Write the date and title in full
- Underline the date and the title with a ruler
- Cross out mistakes using one neat line – not correction fluid
- Draw diagrams and illustrations in pencil
- Use a ruler for drawing straight lines, tables
- Avoid scribbling on the covers of or in exercise books
- Use purple pen initiative in line with F.A.R. feedback