



The Sutton Academy

Literacy Policy

Status	Non-Statutory
Responsible Trustees' Committee	ALT
Date last approved by TB	Not Applicable
Responsible Person	Mr M Lovelady
To Review Date	November 2026
Last Amended Date	November 2024

Vision Statement

At The Sutton Academy we aim for all students to have fluency in their knowledge and use of the English language.

A secure understanding of literacy will enable students to access the Academy's challenging curriculum as well as contributing to discussions taking place in the wider world and within the communities they are part of.

Definition

'The definition of literacy should be taken to include the ability to speak and listen effectively alongside the skills of reading and writing.' *Ofsted*

Our Commitment to Students

All teaching staff are multi-disciplinary teachers of literacy. As such, the staff at The Sutton Academy are committed to developing literacy skills in all our students in the belief that it will support their learning and raise standards across the curriculum. We share responsibility for the teaching of literacy across the curriculum and recognise our statutory responsibilities.

It is the responsibility of all staff to model and promote good literacy. Planning for literacy should be a consideration in all lessons. Our teachers promote a love of reading, writing and oracy through thoroughly planned and focused lessons. Students' individual progress and needs should be planned for and responded to, in the same way as for subject specific progress. Planning for and response to literacy objectives will be monitored by Faculty and Curriculum Leaders as well as ALT as part of the coaching cycle. Marking for Literacy will be monitored via faculty work scrutinies and ALT book looks.

Policy Aims

1. To clarify and promote the purpose of literacy.
2. To establish the roles and responsibilities of all teachers and leaders in the development of literacy.
3. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of learning and lesson planning.
4. To keep literacy as a continual priority for the Academy.

Education Endowment Foundation Principles for Improving Literacy in Secondary Schools

In recognition of the importance of literacy within the Academy, and as part of our insistence on pursuing research-based pedagogy, we adhere to the Education Endowment Foundation's (EEF) principles of literacy best practice. All faculty areas will prioritise the development of their practice in one of seven areas annually:

1. Prioritise 'disciplinary literacy' across the curriculum.
2. Provide targeted vocabulary instruction in every subject.

3. Develop students' ability to read complex academic texts.
4. Break down complex writing tasks.
5. Combine writing instruction with reading in every subject.
6. Provide opportunities for structured talk.
7. Provide high quality interventions for struggling students.

It is a core aim of the Academy that teaching and support staff become effective in the provision of all seven elements of literacy. Whilst faculties may prioritise an area to improve each year, best practice will be shared relating to all areas and teachers will be expected, over time, to build a level of expertise across the seven areas. This will be supported through effective and relevant professional development provision.

Each year, faculty leaders will conduct a self-assessment of literacy practice in conjunction with a member of the ALT. Following a review of the assessment, faculty leaders will identify the most useful area(s) (from the seven outlined above) to develop within their faculty looking at:

- The contribution the subjects within the faculty can make to the literacy development of our students.
- The areas in need of development, in terms of literacy practice, within the faculty.

The details of the literacy priority of each faculty is to be detailed and monitored through their Faculty Improvement Plan (FIP).

Roles and Responsibilities

The Academy Leadership Team will:

- Prioritise and value all elements of literacy.
- Support the Director of Literacy with the implementation and delivery of the Academy's Literacy Policy.
- Provide a professional development programme that supports whole-school literacy whilst adapting to the bespoke needs and contributions subjects can make to the literacy of our students.
- Ensure that the promotion of vocabulary is a key focus for all teaching staff and educational practitioners working within the Academy.
- Be accountable for whole-school reading, writing and oracy programmes and interventions.
- Monitor and evaluate faculty curriculum maps to ensure literacy opportunities are being maximised at all key stages.

The Director of Literacy will:

- Ensure there is a varied and comprehensive Ready to Learn reading programme, which provides 'windows, mirrors and sliding doors' to all students.
- Quality assure the provision of all elements of literacy across the Academy.
- Hold faculty and curriculum leaders accountable for the quality of the teaching of literacy within their areas.
- Lead the development and operation of the Academy library – encouraging students to proactively engage with all opportunities to read and develop their fiction/non-fiction awareness.

- Ensure that a 'love of reading' is promoted at every opportunity throughout the Academy.
- Engage with student voice to continually appraise the effectiveness of strategies and make revisions as appropriate.
- Develop and continually assess the suitability and challenge of The Sutton Academy Literary Canon.
- Engage with the latest research and studies regarding the promotion of high literacy levels and share these with all staff at every level.
- Co-ordinate cross-curricular literacy initiatives.
- Liaise with colleagues in relation to literacy intervention programmes and support for students in need of additional literacy provision.

Faculty and Curriculum Leaders will:

- Promote literacy across their faculty, as a fundamental element of the national curriculum and teaching standards.
- Ensure the EEF recommendations are evident in the design and implementation of their curriculum.
- Quality assure literacy practices within their faculty regularly to ensure good practice is shared and underperformance is challenged.
- Ensure that reading opportunities are identified and planned within the curriculum.
- Ensure that vocabulary we intend students to learn, or which forms part of essential prior knowledge, is clearly identified in curriculum maps.
- Ensure that the tiers of vocabulary are present within curriculum maps.
- Ensure that the Academy Marking for Literacy policy is adhered to.
- Ensure that the faculty's instruction of reading, writing, speaking, and listening is in line with the whole Academy's recommended pedagogy. See Appendix A.

All teaching staff will:

- Develop student oracy, reading, writing and vocabulary as integral aspects of the teaching of their subject.
- Demonstrate an understanding of, and take responsibility for, the promotion of high standards of literacy, articulacy and the correct use of standard English, whatever their specialist subject.
- Ensure that they maintain high expectations in terms of vocabulary use and model best practice at all times.
- Promote vocabulary development to all students, including clear instructions relating to tiered vocabulary.
- Plan for literacy opportunities in all lessons.
- Engage with CPD related to literacy development.
- Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills.
- Adapt teaching to the individual needs of their students.
- Use the whole Academy recommendations relating to literacy pedagogy. See Appendix A.

**It is the responsibility of ALL staff to model, promote and teach literacy.
Planning for literacy should be a consideration in all lessons.**

Appendices

Appendix A: Literacy strategies 2022-23

Reading

- All members of staff are expected to promote reading as a positive activity and one which will significantly improve outcomes over time.
- When reading challenging material (material students would struggle to read fluently independently) teachers should read the text aloud to the class.
- All teachers should take opportunities to recommend secondary linked texts relevant to the curriculum. These texts should be flagged to the Director of Literacy to ensure we provide access to them in the Academy library.
- Pre-reading of texts read in class is essential. The teacher will then be able to zoom in on particular elements, as well as easing their own cognitive load to focus on reading as expressional as possible.
- Those whose faculties have completed the EEF priority area of reading as part of their bespoke literacy development, the strategy of Reciprocal Reading should be used for lengthier texts, especially those being used as the main channel of delivery.

Writing

- Model effective writing techniques using the visualiser and systematic application of the “I do ... we do ... you do ...” technique.
- Ensure students write in full sentences as much as possible.
- Challenge students to use extended vocabulary including judicious application of tier two and three lexis.
- Provide students with opportunities to produce extended pieces of writing and reflect upon the success of that writing with consistent application of the SPaG marking policy.
- Use writing frames where necessary to scaffold students’ work.
- Provide students with support at word, sentence and paragraph level.
- Encourage students to use a range of punctuation correctly.

Oracy

- Promote the use of standard English.
- Enable students to give extended answers using strategies such as “say it in a sentence” and “say it again but better” providing thinking time as needed.
- Ensure the highest quality of verbal responses by encouraging students to repeat any responses that don’t contain targeted vocabulary.
- Provide structured opportunities for students to work collaboratively with others and practice verbalising their thinking.
- Provide students with the opportunity to ask questions as well as answer them.
- Be clear, when asking students to talk to each other, how you would like them to talk and provide vocabulary and phrases you wish them to use. Students should then give feedback on their discussions using these terms and phrases.
- Communication should be taught through modelled examples and spoken communication should be taught by teachers who promote group interaction and emphasise voice control and clarity.