



**HERITAGE
ACADEMY**

Literacy and EAL Policy

Read! In the Name of your Lord Who has created (all that exists).

Surah Alaq (96:1)

Written/ updated: September 2026	Next Review: September 2027 (or sooner if required)
Person Responsible	Headteacher

This policy should be read in conjunction with our:

Curriculum Policy
Assessment, Recording and Reporting Policy

1. Purpose and aims

Literacy underpins learning across the curriculum. This policy sets out how Heritage Academy develops pupils' ability to read, write, speak and listen effectively, and how the school supports pupils who use English as an additional language (EAL).

Our aims are to:

- develop confident, accurate and articulate readers, writers and speakers;
- ensure that pupils can access the language and literacy demands of every subject;
- build pupils' academic and subject-specific vocabulary;
- promote reading for knowledge, understanding and pleasure;
- identify pupils who need additional literacy or EAL support and provide timely, proportionate intervention; and
- maintain high expectations for all pupils while recognising that pupils may require different forms of support to reach them.

2. What we mean by literacy and EAL

Literacy includes reading, writing, speaking and listening. It also includes understanding and using the conventions, vocabulary and forms of communication that are particular to different subjects. Digital and multimedia texts are part of this wider literacy.

A pupil is considered to have English as an additional language where he has been exposed to a language other than English during early development and continues to be exposed to that language in the home or community. Heritage Academy has a very high proportion of pupils from multilingual backgrounds. EAL status does not, by itself, indicate low attainment, weak literacy or a need for intervention. Some EAL pupils are highly proficient in English; others may need targeted support to develop fluency or academic language.

3. Whole-school expectations

All teachers at Heritage Academy are teachers of literacy within their subject. Teachers should understand the language demands of their curriculum and explicitly teach the vocabulary, reading, writing and spoken language pupils need in order to succeed.

Across the curriculum, teachers should, where appropriate:

- teach and revisit subject-specific vocabulary and expect pupils to use it accurately;
- model clear, precise spoken and written language;
- provide structured opportunities for pupils to discuss, explain, justify and evaluate ideas;
- teach pupils how to read the types of text used in the subject;
- make the purpose, audience and conventions of written tasks clear;
- use appropriate scaffolds for extended writing and reduce them as pupils become more independent;
- make effective use of glossaries, displays, worked examples and model answers where helpful; and
- maintain high expectations of presentation, vocabulary, spelling and expression without creating unnecessary marking workload.

4. Reading

There is a significant correlation between reading and eventual performance across all subjects at GCSE, which is just as strong in maths and sciences as it is in arts subjects.

Reading is also fundamental to learning in every subject. Pupils should be taught to read and to adapt their reading approach to the purpose and type of text.

Teachers should help pupils to:

- identify the purpose of a text and locate relevant information;

- skim, scan and read closely as appropriate;
- follow an argument, process or sequence;
- summarise, synthesise and evaluate information;
- interpret unfamiliar vocabulary using context and subject knowledge; and
- use features such as headings, contents pages, indexes, diagrams, graphs and other visual information effectively.

Creating a community of readers

Reading is the core whole-school strategy to improve literacy at Heritage Academy. Wider reading develops vocabulary, knowledge, comprehension and awareness of how writers communicate meaning through tone, style, structure and conventions. At Heritage Academy, pupils have daily silent reading during form time and complete a novel once every two weeks and write a detailed book review. Reading lists are used to support and challenge pupils to read a broad range of appropriate texts, including books they may not otherwise choose independently.

5. Writing

Pupils should learn to write clearly, accurately and coherently for different purposes and audiences using appropriate grammar, punctuation, spelling, tone, style, audience, purpose and organisation. Subjects should explicitly teach the forms of writing that are important within their discipline, for example explanation in science, argument in history or precise use of symbols and mathematical language in mathematics.

Where pupils complete extended writing, teachers should provide appropriate guidance on structure. This may include model answers, paragraph frameworks, sentence stems, topic sentences or mnemonics such as PEE where these are genuinely helpful. Such scaffolds should support, rather than replace, the disciplinary conventions of the subject and should be reduced as pupils become more independent.

6. Speaking, listening and oracy

Speaking and listening support pupils in organising ideas, acquiring vocabulary and preparing for reading and writing. Teachers should create purposeful opportunities for pupils to speak in complete and increasingly precise sentences, listen actively, respond to others, explain their reasoning, participate in discussion and debate, and adapt spoken language to audience and purpose.

Reading, speaking and writing should be linked where useful so that discussion and high-quality spoken models help pupils to develop more effective written responses.

7. Vocabulary

The explicit teaching of vocabulary is a whole-school priority. Subject-specific and academic vocabulary should be identified, explained, revisited and used in context. Pupils should be expected to pronounce, spell and apply key terminology accurately. Teaching should also promote pupils' confidence in using new vocabulary, enabling them to express themselves clearly, ask for clarification when needed and advocate for their own learning. Vocabulary checks or low-stakes tests may be used where they support retention and understanding.

8. Supporting pupils with English as an Additional Language (EAL)

The overall aim is to give pupils whose first language is not English the linguistic ability and confidence to manage their studies, activities and social interactions while they are at Heritage Academy and play a full role within the community and beyond. Recognising that the successful acquisition of English is integral to the emotional well-being and academic success of each pupil, we seek to foster the development of each individual whatever their language level and experience.

Ensuring that when they leave Heritage Academy they are equipped for the next stage of their academic career, as confident, responsible, articulate and considerate individuals.

Identification and assessment

Where a pupil is making less progress than expected, staff should consider whether this is related to English language development, a wider literacy difficulty, SEND or another factor. EAL should not be treated as a special educational need in itself, although an EAL pupil may also have SEND.

Teaching and learning for EAL pupils

EAL pupils should follow the full school curriculum and be taught with high expectations. Classroom teaching is the main form of support. Where appropriate, staff should:

- model vocabulary and sentence structures explicitly;
- pre-teach or revisit key vocabulary and concepts;
- use visual support (dual coding), diagrams, examples and demonstrations to make meaning clear;
- provide structured opportunities for purposeful talk before writing;
- encourage responses beyond one-word answers and give pupils sufficient processing time;
- use appropriate scaffolds such as sentence stems, writing frames or word banks, reducing support as confidence grows;
- read aloud or model fluent reading when this supports comprehension;
- teach pupils how to navigate textbooks and other subject texts;
- encourage pupils to draw on knowledge and skills from other languages where helpful; and
- check understanding carefully rather than assuming that conversational fluency means secure understanding of academic language.

Additional intervention

Where classroom support is not sufficient, additional literacy or EAL intervention may be provided. This may include short-term small-group or individual support and, where necessary, carefully planned withdrawal. Intervention should have a clear purpose, be proportionate to need, be reviewed regularly and avoid unnecessary loss of curriculum entitlement. Support should be reduced or withdrawn when the pupil can access learning successfully without it.

9. Assessment and feedback

Assessment should help teachers identify what pupils can do, what they need to improve and whether support is having an impact. Teachers should consider pupils' literacy within the normal assessment of subject learning rather than create a separate marking burden in every lesson.

Teachers should address literacy errors where they affect meaning, relate to key subject terminology, or represent an appropriate teaching priority. It is not expected that every spelling, punctuation or grammar error will be corrected in every piece of work. Feedback should remain focused, proportionate and useful to pupils. Over time, work and assessment evidence should show pupils developing greater accuracy, fluency, vocabulary, independence and control of subject-appropriate language. The following feedback codes should be used when marking pupils' work:

Heritage Academy Feedback Codes		
Symbol	What it means	Explanation/tip
C	Capital letter	Missing capital letter or, you have put a capital letter where one was not needed.
Det.	More detail required.	Develop your answer further by adding more explanation and/or examples.
Dia.	Diagram error.	See if you can spot your error/ check with the teacher.
Do	Do this task.	Do this task when you get your work back.
EC	Error in calculation	Double check your numbers and calculations.
Gr.T	Grammatical mistake – wrong tense used.	Change your sentence to maintain the correct tense - past, present or future.
Gr.W	Grammatical mistake – check word order/choice.	Re-phrase or rearrange your sentence so it is grammatically accurate. (Consider word inflections, subject-verb agreement ...).
H	Handwriting/ presentation is messy.	Re-write more clearly (either the illegible part or all of it.)
P	Punctuation mistake.	You have either missed punctuation or used incorrect punctuation.
S	Structure.	You need to make sure that one point follows on from the previous one and link your sentences/paragraphs.
Sp.	Spelling.	Look up the word in the dictionary and write it x5 or x10 for recurring error.
U	Underline with pencil and ruler.	The date, U and subtitles should always be underlined.
V	Use subject-specific vocabulary.	Use vocabulary which is relevant to the topic or use more sophisticated words.
WW	Wrong word	The word is not appropriate for the sentence. Choose another word.
/	New sentence.	Start a new sentence here.
//	New paragraph.	Start a new paragraph here.
?	The work does not make sense.	Proofread your work and ensure it makes sense.

10. Roles and responsibilities

Headteacher and senior leaders

- provide strategic oversight of literacy and EAL provision;
- ensure appropriate staffing, training and resources;
- review evidence about pupil outcomes and the effectiveness of provision; and
- ensure that whole-school expectations are implemented consistently and proportionately.

Literacy/English lead

- support the development of whole-school literacy and reading;
- share effective practice and contribute to staff development; and
- support the identification of priorities arising from assessment and quality assurance.

Teachers

- identify the literacy demands and disciplinary language of their subject;
- ensure schemes of learning provide appropriate opportunities to develop reading, writing, vocabulary and spoken language; and
- teach the vocabulary and literacy conventions needed for success in their subject;
- use appropriate strategies to support EAL pupils and other pupils with literacy needs;
- maintain high expectations while providing proportionate scaffolding; and
- raise concerns where a pupil may require additional assessment or intervention.

11. Monitoring and review

The school will evaluate the effectiveness of literacy and EAL provision through a proportionate range of evidence, which may include assessment information, work scrutiny, lesson visits, pupil voice, and review of intervention outcomes. The purpose of monitoring is to evaluate pupil progress and the effectiveness of provision, identify strengths and priorities, and support improvement; it is not to create unnecessary bureaucracy for staff. Whole-school and subject-based professional development will be provided where monitoring identifies a need or where it would strengthen classroom practice.