



LITERACY POLICY 2024/2025

AIM: (final result we are aiming to achieve)

At The English College we are proud to offer the students a rich environment where imagination and creativity can be fuelled. We believe that literacy and communication are key life skills. Through the English curriculum, we help students develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. As literacy is central to students' intellectual, emotional and social development it has an essential role across the curriculum and helps students' learning to be coherent and progressive.

We want children to enjoy language, to be successful in using it and to have the motivation to succeed.
We will:

- Fulfil the requirements of the English National Curriculum
- Make English a high priority in our school
- Challenge all students to achieve the best that they can
- Facilitate independent learning and progress across the curriculum
- Plan work that is of a high quality, consistent in approach and specific to the needs of the children.
- Provide children with a wide experience of language and vocabulary in order to develop their confidence to use and explore language.
- Develop their cognitive skills, imagination and personal expression through a range of writing tasks, using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose.

RATIONALE: (The reason for which this policy has been written)

What is literacy?

Reading/writing/speaking and listening: to be literate is to be able to read, comprehend and react to ideas in texts and language. It means being able to use language to communicate both in spoken and written forms. Literacy is an intrinsic life skill.

GUIDELINES: (The principles/instructions/steps of the policy)

Reading

Instilling a love of reading is of utmost importance at The English College. We want our children to be able to:

- be confident and able readers.
- read from a range of books for interest, information and pleasure.
- be able to effortlessly decode known and unknown words, drawing on a range of strategies.
- demonstrate their comprehension of what they have read by talking and writing about it.
- develop as enthusiastic, independent and reflective readers who understand and respond to a variety of texts from all genre types.

This will be evidenced through:

- a comprehensive literature spine which ensures that students are exposed to a wide and varied reading diet
- Reading logs
- a commitment to ensuring book corners are inviting spaces to read and share books
- a well-resourced library for all staff and students to access
- providing opportunities for students to share books with peers and read for pleasure

The teaching of reading is delivered through a wide range of age appropriate strategies including:

- phonics
- shared reading
- guided reading/reciprocal reading
- individual reading
- book talk across the curriculum

Guided and Independent Reading

- Guided/Reciprocal reading sessions will take place weekly in all classes from Year 1 to Year 6 during dedicated Reading Skills lessons.
- In secondary school, Year 7-11 have guided reading sessions embedded into the English curriculum.
- In Year 5 and 6 a mixture of whole class shared reading and guided reading tasks will take place.
- In Secondary school, years 7-11 have opportunities built into the curriculum to develop their skills as independent readers.
- All Primary parents are asked to listen to their child read at home and record this in the home/school reading record. Secondary parents will receive a list of recommended age appropriate reading materials and record their reading in a reading journal. .

Phonics in the Primary School

Phonics is the prime approach to teaching reading and spelling in the Foundation Stage and Key Stage 1. Read, Write Inc. is used to outline the principles and practices of phonics teaching, using a synthetic-phonics approach within 6 phases of word decoding.

- We aim for every child to be equipped with the necessary decoding skills to become fluent readers by the age of 7.
- The teaching of phonics is supplemented by other resources, such as Ruth Miskin's Read Write Inc.
- Opportunities are provided for children to apply their developing phonics skills in interesting and engaging reading and writing activities.
- Letters and Sounds enables children to see the relationship between reading and spelling from an early stage, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes.

In EYFS and Year 1, the students at The English College will receive a discreet 20 minute phonics lesson daily. Teachers are responsible for planning and TAs with teachers will lead their own phonics group. Within Years 2-6, an emphasis is placed on:

- Grapheme-phoneme correspondences in a clearly defined, incremental sequence.
- Applying the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through the word to read it.
- Applying the skills of segmenting words into their constituent phonemes to spell.
- Blending and segmenting as reversible processes.

Careful consideration is placed in ensuring every Year 1 child is able to access the statutory phonics screening tests and assessing children's ability to decode words. All children undertake regular informal assessment tasks to ensure all children have an understanding of:

- Grapheme-phoneme correspondences.
- Oral blending.
- Oral segmentation.
- Non-word reading (pseudo words).

Children who require additional support in Year 2 (having not passed the Year 1 phonics screening test of 40 words), are set into targeted learning groups during phonics sessions, to ensure their needs are being met. These children are assessed and progress is re-evaluated frequently to ensure they are on track to pass the phonics screening test in Year 2.

Phonics is still a priority in KS2 for children who are still not secure in the application of sounds in their reading (word-recognition and decoding) and writing. They are still supported in daily interventions. A particular emphasis is placed on being able to read and write words from each phase of phonics teaching. Half-term assessments will be carried out to inform restructuring of groups to enable rapid

progress within each phonics phase. This will also be supported by Fresh Start (extension of RWInc), Education City and Spelling Shed activities and assessments.

Reading in Key Stage 1 & 2

In Years 1 - 6, the following is implemented into the curriculum to support literacy and reading:

- 1 hour lesson per week will be spent in the library reading for pleasure with structured targeted 1:1 reading time with an adult
- In KS1 Reading Records will be checked daily and books changed at least twice a week.
- In KS2 Reading Records will be checked at least 3 times a week and students on levelled readers challenged and targeted to move through these at pace. Students should change their book at least once a week (minimum).
- For children who join in Key Stage 2 without English and with no prior reading experience in the English language, the Fresh Start phonics program will be introduced as a fast track to reading.
- Implicit NGRT style questions will be embedded into the teaching of POR alongside reading lessons and Reciprocal reading, which will focus on all areas of the NGRT.
- The English College Primary School Curriculum is Text Rich with a book at the centre of all learning. These books cover a range of genres promoting a love of reading - (4 books minimum per year)
- Writing outcomes stem from the core book and are matched to the National Curriculum expectations (Success Criteria), targeting SPaG and stamina for writing. This will be achieved through clear COLD and HOT tasks.
- A Padlet has been created for Key Stage 1 & 2, with further reading to challenge MAT students, including reading lists.
- A PTE-style assessment will be completed as a review of each core text.

Reading in Key Stage 3

In Years 7-9, the following is implemented into the curriculum to support literacy and reading:

1. 30 minutes per week will be spent in the library reading for pleasure.
2. The first 5-10 minutes of every lesson will begin with reading for pleasure.
3. 30 minutes per week will be spent responding to NGRT-style sentence completion and comprehension tasks.
4. Two novels, a play, poems and a Shakespeare text will be studied each year to promote a love of literature.
5. Creative writing will be explored each year to improve writing skills.
6. A Padlet has been created for Key Stage 3, with further reading to challenge MAT students, including reading lists.
7. A PTE-style assessment will be completed each term every year.
8. Vocabulary acquisition in KS3 should be supplemented by Literacy Pastoral Activities, including independent reading and engagement in a 'Word of the Week' Programme, utilising the Frayer Model methodology.

Reading in Key Stage 4 & 5

In Years 10-13, the following is implemented into the English curriculum to support literacy and reading:

1. The curriculum is focused on literature throughout Key Stages 4 and 5.
2. A Padlet has been created for each Key Stage, with further reading to challenge all students, including reading lists for each topic.
3. English lessons will begin with students reading non-fiction articles and speeches in order to develop their argumentative and persuasive writing.

Assessment

Following a recommendation from the expert group on National Curriculum Review, The UK government announced the end of the official use of levels for assessment in primary.

After much research on the subject, The English College has created a progression of skills and an Assessment of Reading system as a way of ensuring consistency and continuity with regards to the assessment of writing throughout the school.

Reading to be assessed through periodic NGRT assessments across the 3 terms of the academic year.

Years 3 - 6 Interventions

Probe Reading Interventions

From Year 3 - Year 6 we use diagnostic reading interventions; Probes to support interventions in reading. The Probe Reading Interventions Resources are designed to explicitly support student's instructional and independent reading levels using accurately levelled fiction and non-fiction texts.

The Probe Interventions enables us to:

- Identify and target knowledge, skills and strategies children use when reading unseen texts
- Assess children's fluency when they read aloud
- Assess children's inference strategies and reordering as well as vocabulary in context
- Determine children's comprehension understanding within and beyond the text, providing recommendations for ongoing teaching (supported by areas identified external assessment data - NGRT)

4 Week Reading Programme

For children who are not on track in the NGRT termly tests, a 4 week reading programme is suggested. This requires a commitment from school and home to hear the child read for 10 minutes every day in order to increase their daily reading. Most children make exceptional progress during this intervention. A reading age test is done at the start and end of this intervention to mark the effectiveness and progress.

Fresh Start

This is a phonics and reading intervention for any children who have not securely picked up phonics by year 4 and is an extension of the Read Write Inc programme.

KS3 -KS5 Reading Interventions

- All teachers are expected to incorporate Frayer Models into their curriculum planning to support vocabulary acquisition.
- Students with high literacy needs are placed in a 'nurture group' with an LSA assisting in order to provide additional support.

- Students who score stanine 1-3 on the NGRT are placed in intervention reading circle groups with an LSA/6th form support.
- At each report cycle, students who are not meeting the required level in terms of age-related expectations will receive intervention in order for them to catch up and keep up.
- Ongoing formative assessment underpins planning and is an integral part of teaching and learning so that lessons and units cater for a student's individual needs and next steps.
- Assessment information is collated across a range of pieces of independent reading tasks and used to make formative judgements against GCSE/GCE assessment objectives.
- Students' targets and next steps are communicated with them at the end of their reading task and discussed as appropriate. Students will complete a feedback response activity. These are then monitored and reviewed over a unit of work.

Writing

Equipping students with the ability to write effectively, creatively and for a range of purposes is of high importance at The English College.

We want our students to be able to:

- Develop as confident writers who can write effectively for a variety of audiences and a range of purposes.
- Interest and engage a reader by the use of imaginative words and phrases.
- Enjoy the process of developing, organising and communicating ideas to others.
- Use the texts they read as models for their own writing
- Write grammatically accurate sentences and texts.
- Apply features of fiction and non-fiction texts to their own writing.
- Apply spelling rules and strategies independently in their writing, e.g. knowledge of word endings, suffixes etc.
- Write in a fluent, legible style. This is a cursive style in primary school..
- Take pride in the presentation of their work.
- Be adventurous with language, and persist when spelling is difficult.
- Apply accurately the grammatical skills and conventions in different forms of writing.
- Write to a consistently high standard in all subjects.
- Develop resilience and stamina for writing longer pieces.

Pupils are given regular opportunities to present their Writing using digital technology. Staff utilise a variety of programmes and platforms, appropriate to their lessons, to support subject specific writing.

Writing in Primary

In primary, we will meet these aims through The Power of Reading (CLPE); establishing clear long term plans for each year group that give an overview of genres and texts that will be taught to ensure a broad and balanced curriculum. Teachers will use these alongside the National Curriculum programmes of study, to develop lesson plans and units of work.

Key Stage One	Key Stage Two
Composition: planning, drafting, evaluating, editing and proofreading	Composition: planning, drafting, evaluating, editing and proofreading
Composition: applying vocabulary, grammar and punctuation	Composition: structuring and organising texts
Transcription: spelling and handwriting	Composition: applying vocabulary, grammar and punctuation
	Transcription: spelling and handwriting

Alongside this, we use the 'Talk 4 Writing' process to enable students to draw upon a bank of texts and language models to support their own writing. This process follows the following sequence:

- Imitation – learning model texts off by heart; developing a secure understanding of the text type, structure and language patterns; and identifying authorial choices.
- Innovation – using the model to produce their own pieces of writing with some scaffolding.
- Invention – creating new texts of a similar style following the same structure.

Throughout the stages of 'Talk 4 Writing', modelled, shared and guided writing are vital. This teaching approach occurs across the school from Foundation Stage to Year 6.

- Modelled Writing – where the teacher models and highlights the strategies used by successful writers.
- Shared Writing – a teacher-led, whole-class or group activity which draws students into the writing process.
- Guided Writing – where students use their new skills to complete the activity in pairs or a group, focusing on particular targets and analysing their progress through teacher guidance.

It is expected that all text types will be applied across the curriculum. Where possible, links to class topics are made in English lessons through the texts and tasks chosen.

Writing in KS3 to KS5

"Teachers should develop pupils' ... writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching." DfE (2013)

All teachers have a responsibility to help students become confident, skilled writers who can use writing to process and organise ideas and to communicate effectively:

- Students are encouraged to write clearly in a variety of forms for a variety of audiences
- Students can refer to models when writing
- Word and phrase banks help students to develop precision
- Scaffolding is used to support writing as appropriate
- Marking of writing is supportive and encourages reflection and improvement

- Accurate spelling is important for the convincing presentation of ideas in any subject. All teachers have a responsibility to help students become confident, skilled spellers.
- Students are equipped with a range of strategies for remembering or inferring spellings
- Students are encouraged to use dictionaries to check spellings

Assessment

Following a recommendation from the expert group on National Curriculum Review, The UK government announced the end of the official use of levels for assessment.

After much research on the subject, The English College has created a progression of skills and an Assessment of Writing system as a way of ensuring consistency and continuity with regards to the assessment of writing throughout the school.

- Extended/Independent pieces of writing to be assessed against the school's Assessment and Monitoring system for writing (FS-Y13).
- Writing moderations will take place termly utilising the Ros Wilson assessment rubrics.
- Ongoing formative assessment underpins planning and is an integral part of teaching and learning so that English lessons and units cater for a student's individual needs and next steps.
- In all year groups in primary, cold tasks are used prior to a unit of work to identify next steps and hot tasks are used at the end of each unit to identify progress and further targets.
- Assessment information is collated across a range of pieces of independent writing and used to make formative judgements against the National Curriculum/GCSE objectives.
- Students' targets and next steps are communicated with them at the end of their piece of writing and discussed as appropriate. Students will complete a feedback response activity. These are then monitored and reviewed over a unit of work.

Handwriting in Primary

It is paramount that children are rigorously taught the correct letter formation from the very beginning of their time in school. As soon as the children are ready, they will be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. Students in EYFS will be taught pre-cursive letters so that they are able to join when they are ready. By the end of Key Stage 1, all children should be displaying an efficient, neat and legible handwriting style that is effective in recording their ideas.

It is expected that handwriting will be 'taught' rather than simply 'practised', through a variety of whole class, small group or individual sessions as appropriate. Handwriting sessions should take place 4 times a week. It may be appropriate to diminish this once the children have mastered the end of KS2 expectation.

All members of staff, class teachers and teaching assistants will model the school handwriting style through all professional activities (when writing on the board or in children's books).

Speaking and Listening

"... talk is essential to children's thinking and learning ... and to their productive engagement in classroom life ... We now have additional evidence that high quality classroom talk raises standards in the core subjects as typically measured in national tests." Robin Alexander (2012)

All teachers have a responsibility to help students become confident, skilled speakers and listeners. In English lessons, students routinely reflect on their use of talk and self or peer assess spoken work.

- Effective verbal communication is modelled for students and its structures are taught explicitly
- Listening is framed in terms of skills which can be developed
- Questioning is one of the main ways in which teachers elicit language from students.
- Teachers have a responsibility for consolidating and developing students' vocabulary: students are encouraged to be experimental with word choices and have access to dictionaries and thesauruses
- Students are encouraged to use subject vocabulary with precision
- The meaning of words is reinforced visually the learning environment is infused with subject vocabulary
- Keywords and concepts are displayed in an appropriate way

Monitoring and reviewing literacy

The English Curriculum Leader is responsible for the monitoring and review of the children's learning and progress in English throughout the school.

In primary this will be carried out by monitoring books and progress through Cold/Hot writing tasks, as well as carrying out lesson observations, planning reviews, talking to children, student voice and learning walks.

In secondary this will be carried out by monitoring books, as well as carrying out lesson observations, planning reviews, talking to children, student voice and learning walks.

Marking for literacy

All teachers have a responsibility to use marking to secure and develop the literacy of students.

- There is a consistent approach to the marking of spelling, punctuation and grammar (a feedback policy is clearly displayed in each classroom).
- Pupils are expected to respond to mistakes in spelling, punctuation and grammar and they should always be given the opportunity to rectify such mistakes (dedicated improvement and reflection time).
- The clarity and impact of handwriting and presentation are important for communication in any subject and are also important for students' self-esteem: students are not allowed to feel disadvantaged by poor handwriting but are helped to feel that they can improve it.
- In primary, teachers are aware of basic handwriting strategies such as letter-size differentiation and the use of a range of pens.

Inclusion

Inclusion involves the identification and minimisation of barriers to learning and participation, and the maximising of resources to support learning and participation. We believe in giving all children strategies to be successful. This includes those children for whom English is an additional language, children with Pupil Profiles and children identified as working at Mastery level. The needs of such children are met by providing tasks that: Are visual, auditory and kinaesthetic and contextual, with a 'real life' purpose. In addition, the needs of gifted and talented children in Literacy are met by providing tasks that: Are

common and involve different responses and outcomes; provide the opportunity for reading at a higher level; extend the scope, language and idiom of writing; allow for challenges linked to a common theme.

APPENDICES (Relevant links to other policies or documents)

- Feedback and Marking Policy (Primary and Secondary)
- Primary Handwriting Policy
- Termly Writing Moderation (Primary)

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	3/3/2021	New Policy	Principal	June 2022
1	20/06/2022	Updated to reflect curriculum adaptations	WSLT	July 23
2	20/6/24	Updated information intervention	WSLT	June 2025