



Literacy Policy

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Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Aims and Objectives

At Newlands School, the primary literacy curriculum aims to develop confident, articulate and enthusiastic learners who can listen, speak, read and write effectively across a range of contexts and purposes. We are committed to promoting high standards of literacy by equipping pupils with a strong command of spoken and written English, while nurturing a lifelong love of reading and language.

Our objectives are to:

- Foster a love of reading, writing and language.
- Enable pupils to communicate ideas, opinions and emotions clearly and creatively.
- Develop pupils' vocabulary, grammar, punctuation and spelling in line with the National Curriculum.
- Ensure all pupils make sustained progress through high-quality teaching, effective feedback and targeted support.
- Provide inclusive and engaging literacy provision that meets the needs of all learners, including EAL and SEND pupils.

Primary Phase

1. Writing

Writing across the primary phase is taught through a structured and progressive approach, underpinned by Talk for Writing strategies. This approach places oracy at the heart of writing development, recognising that pupils need to internalise language patterns before they can write independently.

Key features include:

- Immersion in high-quality model texts (WAGOLs – *What A Good One Looks Like*).
- Shared writing, where teachers explicitly model the writing process.
- Oral rehearsal, storytelling, and drama to develop sentence fluency and vocabulary.
- Planning, drafting, editing, and publishing stages to support independent writing.
- Writing for a range of purposes: to entertain, inform, persuade and discuss.
- Peer marking and self-reflection.

Pupils are encouraged to edit and improve their work, focusing on vocabulary choices, sentence structure, grammar, and punctuation. Checklists, success criteria, and teacher feedback support pupils in developing independence and ownership of their writing.

2. Read Write Inc. (Phonics and Early Reading)

Read Write Inc. (RWI) is the core phonics and early reading programme used in EYFS and Key Stage 1, and where appropriate in Key Stage 2. The programme provides a systematic and consistent approach to teaching phonics, reading and early spelling.

Key features include:

- Daily, structured phonics lessons focusing on decoding, blending and segmenting.
- Pupils taught in carefully matched ability groups, informed by regular assessments.
- Ongoing assessments approximately every six weeks to track progress and adjust groupings.

The programme aims to ensure that all pupils become accurate, fluent and confident readers by the end of Key Stage 1, enabling them to access the wider curriculum successfully.

3. Reading

Reading is a central priority at Newlands School and is taught through a balanced and comprehensive approach that develops decoding, fluency, comprehension, and oral literacy skills. Pupils are supported to become confident, competent readers who can understand, analyse, and discuss texts across a wide range of genres.

Key elements of our reading provision include:

- Whole-class reading sessions that model effective reading strategies, promote enjoyment, and provide opportunities for pupils to discuss ideas and express their understanding verbally.
- Guided and shared reading that explicitly teaches comprehension skills, including retrieval, inference, sequencing, and summarising. Pupils are encouraged to articulate their thoughts, reasoning, and predictions, with books carefully selected to match their reading levels. Techniques to enhance reading fluency are embedded in these sessions.
- Use of a novel book each term, with all related activities in reading lessons linked to this book, allowing pupils time to engage fully, enjoy, and digest the text. VIPERS-style questioning is used to support comprehension and critical thinking. Pupils also explore the author's background through biography research tasks.
- Independent reading uses a wide range of fiction, non-fiction, and poetry texts to broaden vocabulary, knowledge, and opportunities for spoken responses. Online platforms such as MYON and library lessons provide access to leveled texts, selected using pupils' reading ages from NGRT assessments.
- Reading interventions in CID lessons and additional homework tasks, designed to target gaps, consolidate prior learning, pre-teach new concepts, and challenge pupils who are ready for extension.
- Speaking and listening development is embedded in literacy lessons through activities such as PowerPoint presentations, where pupils must present their ideas to the class, developing confidence, clarity, and communication skills.

Reading comprehension is continuously developed through structured questioning, discussion, and collaborative activities. Pupils are encouraged to make connections across texts, explore vocabulary, predict outcomes, and explain their reasoning. These approaches ensure that reading at Newlands School is engaging, challenging, and supportive of both literacy and oracy development.

4. SPaG (Spelling, Punctuation and Grammar)

Spelling, punctuation and grammar are taught both discretely and through meaningful application in reading and writing, in line with the National Curriculum.

A structured tiered vocabulary programme is in place across the primary phase. Weekly spelling lists for each year group include Tier 3 vocabulary that is directly linked to current curriculum content and units of learning. Pupils complete a spelling test alongside a **vocabulary assessment**, which checks their understanding of word meaning and ability to use vocabulary accurately in context.

Grammar and punctuation are taught **explicitly and contextually** through the Talk for Writing approach. Key grammatical features are modelled, practised and embedded within writing units and are **revisited regularly throughout each unit** to ensure secure understanding and effective application in pupils' independent writing.

5. Assessment

Assessment in literacy is used to monitor progress, inform teaching and ensure high standards across reading, writing and spelling, punctuation and grammar (SPaG).

Assessment approaches include:

- Ongoing formative assessment to record pupil progress in reading and writing.
- Weekly spelling and vocabulary assessments to check accuracy, understanding and application.
- Termly NGRT assessments to track reading progress.
- Summative assessments in reading, writing and SPaG to measure attainment and inform next steps.

Assessment information is used to identify gaps in learning, set targets and plan appropriate support or challenge to ensure all pupils make progress.

6. Intervention

Targeted intervention is an integral part of the Primary Literacy provision at Newlands School. It is designed to support pupils who require additional help to meet age-related expectations, as well as to extend learning for those who need further challenge. Interventions are informed by ongoing assessment and carefully planned to meet the individual needs of all pupils.

As part of our literacy provision, we implement CID Curriculum Intervention Days, bi-weekly, during which pupils engage in 90-minute focused sessions on reading techniques. These sessions are differentiated according to pupil ability, using Tier 1, Tier 2, and Tier 3 groupings to ensure that learning is appropriately scaffolded for all levels.

In addition, the school timetable includes two designated lessons for enrichment and intervention. These lessons allow teachers to identify pupils who require additional support to fill learning gaps, consolidate prior learning, pre-learn new concepts, or extend and challenge pupils who are ready for further enrichment in a particular subject.

Intervention activities incorporate a variety of assessment tools, including NGRT and GL-style exam questions, to provide targeted preparation for summative assessments and ensure pupils develop the skills required for success.

Interventions may include, but are not limited to:

- Phonics and early reading support, particularly through targeted Read Write Inc. sessions for pupils requiring consolidation or catch-up.
- Reading interventions focusing on fluency, comprehension, vocabulary development, and confidence.
- Writing interventions that support sentence structure, spelling, grammar, and organisation of ideas.
- Small group or one-to-one support for pupils with identified SEND or EAL needs.
- The use of AI-based tools to make real-time, data-informed decisions on which pupils have understood concepts and which require additional support (Assessment for Learning).
- The use of LBQ (Learning by Questions) for live questioning and Assessment for Learning, enabling teachers to identify pupils who have grasped the learning, who need extra support, and who can be challenged further, directly linked to CID intervention days and enrichment sessions.

Secondary Phase

In the secondary phase, our English program becomes more specialized, offering students the opportunity to delve deeper into literature and language studies. The curriculum includes the study of classic and contemporary literature, poetry, and language analysis. Students are encouraged to express themselves through various forms of writing, develop advanced analytical skills, and explore the cultural and historical contexts of literature.

Our English curriculum is developed around a sequence of high-quality age-appropriate texts. We carefully select our vehicle texts to ensure they reflect the diversity of our school community and the wider world.

Our chosen texts:

- Feature characters from a variety of ethnic, cultural, and socioeconomic backgrounds, ensuring all our students can see themselves represented in the literature we study.
- Include stories written by authors from diverse backgrounds, introducing students to a wide range of voices and perspectives.
- Showcase characters with different abilities and neurodiversity, promoting understanding and inclusivity.
- Furthermore, we select texts that address important contemporary issues, helping our students engage with and understand the world around them. These include:
 - Environmental sustainability: Books that explore themes of conservation, climate change, and sustainable living, encouraging students to think critically about their impact on the planet.
 - Gender equality: Stories that promote equal opportunities and challenge gender biases, fostering a sense of fairness and respect among our students.

- Social justice: Texts that tackle issues of inequality, discrimination, and human rights, helping students develop empathy and a sense of social responsibility.
- Mental health and wellbeing: Books that address emotional intelligence, resilience, and self-care, supporting our students' overall wellbeing.
- Technology and digital citizenship: Stories that explore the role of technology in our lives and promote responsible digital behavior.

1. Assessment

Assessment in English is comprehensive and encompasses reading comprehension, writing proficiency, and oral communication skills. Students are evaluated on their ability to analyse literary texts, articulate ideas clearly and coherently, and apply appropriate grammatical and stylistic conventions. A range of assessment methods is used, including written examinations, oral presentations, and creative projects, enabling students to demonstrate the application of language skills across diverse contexts.

Termly New Group Reading Test (NGRT) assessments are conducted to monitor and track students' reading progress and to inform targeted intervention strategies. At the IGCSE level, students have the option to study either English First Language or English as a Second Language. Students opting for English as a Second Language are assessed across the four key skill areas of reading, writing, speaking, and listening, in line with examination requirements.

2. Curriculum Intervention and Enrichment

Targeted English intervention is implemented based on data analysis conducted during Curriculum Intervention Days (CID) to identify and address specific learning skill gaps. The compulsory enrichment period provides structured opportunities for students to engage in meaningful debates, reading clubs, and research-based activities, thereby supporting the development of critical thinking, communication, and independent learning skills.

3. Parental Involvement

The Parent-Led Reading Programme (PLRP) is a key feature of the school's partnership with parents, designed to promote a lifelong love of reading. The school recognises the vital role of parental support in the development of students' literacy skills. Regular updates on the English curriculum are shared with parents, alongside guidance on creating a reading-friendly environment at home and invitations to literary events. Workshops focused on supporting literacy development and strategies for engaging children in meaningful conversations are organised to further strengthen the collaborative relationship between the school and parents.

In conclusion, this English Policy reflects the school's commitment to developing well-rounded individuals with strong literacy skills, effective communication abilities, and a lifelong appreciation of language. Through a comprehensive curriculum, purposeful assessment practices, enriching learning experiences, and active parental involvement, the school aims to empower students to navigate the world confidently and contribute positively and meaningfully to society.