Literacy Policy

1. Introduction

At Graduately Developing Futures we believe literacy is the foundation for lifelong learning and success. Our literacy policy is designed to support all learners, to develop essential reading, writing, and communication skills. Through a structured and inclusive approach, we aim to foster a love for reading while ensuring that all pupils become confident and competent in literacy.

2. Aims

- To develop a love for reading and a culture of reading for pleasure.
- To implement evidence-based literacy strategies, including the Simple View of Reading, Read Write Inc. (RWI), Talk for Writing, Lexia and VIPERS.
- To ensure all pupils receive high-quality, systematic phonics instruction.
- To develop comprehension, vocabulary, and fluency skills.
- To support pupils in becoming confident, articulate communicators.
- To provide targeted interventions for those who require additional support.

3. Developing a Love for Reading

At Graduately developing Futures , we promote reading for pleasure through:

- Daily storytelling and shared reading sessions.
- A well-stocked and accessible library with diverse and inclusive texts.
- Reading challenges to inspire engagement.
- Opportunities for independent reading and book discussions.
- Staff modelling enthusiasm for reading.

4. The Simple View of Reading

Our approach is informed by the Simple View of Reading, which recognises two key components:

- **Decoding:** The ability to recognise and read words.
- **Comprehension:** Understanding the meaning of texts.
  Teaching is structured to ensure a balance between these components, with targeted support provided to pupils who struggle in either area.

5. Read Write Inc. (RWI)

We implement the Read Write Inc. (RWI) phonics programme to develop early reading and writing skills. This includes:

- Daily phonics sessions in small, ability-based groups.
- Systematic synthetic phonics instruction.
- Regular assessment and regrouping to ensure progress.
- Home-school partnerships to reinforce phonics learning at home.

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6. Talk for Writing

Talk for Writing is embedded across the curriculum to develop pupils' speaking, listening, and writing skills. This approach includes:

- Imitation, innovation, and independent application stages.
- Oral storytelling, drama, and role-play to enhance vocabulary and confidence.
- Explicit teaching of text structures and language features.
- Shared and guided writing to support skill development.

7. Purposeful Writing

We place a strong emphasis on purposeful, topic-based writing to help pupils see the relevance and application of their literacy skills across the curriculum. Writing tasks are carefully planned to align with curriculum themes and real-world contexts, providing meaningful opportunities for pupils to express ideas, argue points of view, recount experiences, and present information. This approach supports motivation, improves writing stamina, and enhances the development of vocabulary and subject-specific language.

8. Lexia

Lexia is used as an intervention tool to support reading development, particularly for pupils with additional needs. Key features include:

- Personalised learning pathways based on assessment.
- Interactive and engaging activities to build fluency and comprehension.
- Regular progress monitoring and teacher-led interventions.

9. VIPERS for reading comprehension

- Vocabulary – understanding the meaning of words in context.
- Inference – making logical assumptions based on evidence in the text.
- Prediction – anticipating what might happen next.
- Explanation – explaining preferences, thoughts, and understanding.
- Retrieval – finding key details or facts from the text.
- Summarising – giving a concise account of the main points.

9. Assessment and Monitoring

We use a range of assessment tools to track progress and identify needs, including:

- Phonics screening checks.
- Reading age assessments and Lexia progress reports.
- Observations and formative assessments in reading and writing.
- Pupil voice feedback on reading engagement.

10. Further Inclusion and SEND

We recognise that some pupils require additional support to develop literacy skills. Our inclusive approach includes:

- Adaptive teaching strategies.
- Specialist interventions such as Lexia Core5.

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- Speech and language and Educational Phycologist support where necessary.
- Close collaboration with parents, carers, and external professionals.

11. Home-School Partnerships

We encourage families to support literacy at home through:

- Providing home reading books and phonics resources.
- Running literacy workshops for parents and carers.
- Offering guidance on reading strategies and storytelling at home.
- Child led incentives to encourage reading at home to encourage engagement.

12. Conclusion

At Graduately Developing Futures, we are committed to providing a high-quality literacy education that meets the needs of all pupils. Through structured phonics teaching, engaging reading and writing strategies, and targeted interventions, we strive to ensure that every child can develop the literacy skills they need for future success.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2027

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