Literacy Policy

Date: October 2026

Review Date: September 2027

Contents

Introduction....3
Schedule for Development/Monitoring/Review....3
Statutory Requirements....5
Curriculum Coverage....6
Curriculum Implementation....7
Assessment....9
Roles and Responsibilities....10
The Governing Body....10
The Headteacher and Senior Leaders....10
The Subject Leader for Literacy and Writing....10
Class Teachers....10
Teaching Assistants and Additional Adults....10
Pupils....11
Parents and Carers....11
Inclusion....12
Professional Development....13
Our Approach to High-Quality Writing....14
Monitoring and Review....15

Introduction

This policy sets out the principles and practice for literacy and writing across the primary phase. It should be read alongside the school's wider curriculum and assessment arrangements. The policy is designed to secure a broad, ambitious and well sequenced curriculum in line with the 2014 National Curriculum and to support the standards expected through inspection of quality of education, behaviour and attitudes, personal development, and leadership and management.
Literacy and writing are fundamental to pupils' access to learning, wider curriculum participation and future life chances. The school will ensure that pupils speak, read and write fluently and confidently, use language accurately and purposefully, and develop the knowledge, vocabulary and stamina needed to communicate effectively in a range of contexts.

Schedule for Development/Monitoring/Review

This Literacy policy was implemented on:	September 2026
This Literacy policy was approved by the Governing Body on:	
The implementation of this Literacy policy will be monitored by the:	Governing Body Senior Leadership Team Literacy Lead
Monitoring will take place at regular intervals:	Annually
Governing Body will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	Annually
This Literacy Policy will be reviewed annually. The next anticipated review date will be:	September 2027

Aims

The literacy and writing curriculum aims to ensure that all pupils:

- *become fluent, confident and accurate communicators*
- *develop secure spoken language, reading and writing skills that support learning across the curriculum*
- *build vocabulary, knowledge and imagination through rich texts, purposeful talk and varied writing opportunities*
- *write for different purposes, audiences and forms with increasing control, independence and sophistication*
- *use transcription skills, including spelling and handwriting, with accuracy and automaticity*
- *compose, edit and improve writing with growing independence*
- *read widely and often, with pleasure, fluency and understanding*
- *develop positive attitudes towards literacy as a tool for learning, expression and enjoyment*
- *access the full curriculum through inclusive and appropriately scaffolded teaching*
- *achieve ambitious outcomes in writing across subjects and in end-of-key-stage assessment*

Statutory Requirements

The school will deliver the statutory requirements of the 2014 National Curriculum for English from Key Stage 1 to Key Stage 2, alongside the Early Years Foundation Stage framework where applicable.
Provision will include:

- spoken language
- reading
- writing
- spelling, vocabulary, grammar and punctuation

The curriculum will ensure that pupils are taught to:

- listen and respond appropriately
- ask relevant questions and build vocabulary
- articulate and justify ideas, arguments and opinions
- speak audibly and fluently with increasing command of Standard English
- participate in discussion, presentation, role play, performance and debate
- read accurately, fluently and with understanding
- apply phonics and decoding strategies where appropriate
- develop comprehension through inference, prediction, explanation, retrieval, summarising, comparison and evaluation
- write clearly, accurately and coherently for a range of purposes and audiences
- plan, draft, revise, edit and publish writing
- apply grammar, punctuation and spelling with increasing accuracy and control
- develop handwriting that is fluent, legible and appropriately joined where expected

The school will also ensure compliance with relevant statutory duties relating to inclusion, safeguarding, equality, assessment and safe use of digital literacy resources.

Curriculum Coverage

The literacy and writing curriculum covers the full range of language and text work needed for pupils to become effective communicators. It includes:

- speaking and listening
- phonics and word reading
- reading fluency and comprehension
- vocabulary development
- spelling
- handwriting and presentation
- sentence construction and grammar
- composition
- drafting, editing and publishing
- writing across a range of text types
- writing for different audiences and purposes
- oral rehearsal and drama to support writing
- reading and writing across the curriculum

Across the primary phase, pupils will meet a broad range of fiction, poetry, non-fiction, information texts, reference materials and texts from different cultures and traditions. Writing opportunities will include narrative, non-narrative, poetry, explanation, recount, instruction, persuasion, discussion and subject-specific writing. The curriculum will develop pupils' ability to write with growing control over structure, cohesion, vocabulary choice, sentence variety, punctuation and tone.

In the early years, provision will emphasise talk, mark making, phonological awareness, early writing, listening, shared stories and adult modelling. In later primary years, the focus will increasingly move towards sustaining ideas, writing at length, refining style, adapting register and using grammar and punctuation for effect.

Curriculum Implementation

The literacy and writing curriculum will be taught through a clear, sequenced approach that builds cumulatively over time. Planning will ensure that knowledge, skills and vocabulary are revisited, secured and extended. Implementation will include:

- *daily or frequent literacy teaching in all year groups*
- *explicit teaching of oral language, reading and writing as interrelated aspects of literacy*
- *strong emphasis on spoken language and oral rehearsal before writing*
- *teacher modelling of high-quality writing, including sentence construction, vocabulary choice and text organisation*
- *shared writing and guided writing*
- *opportunities for pupils to write independently and at length*
- *systematic teaching of spelling, handwriting, punctuation and grammar*
- *regular reading aloud of high-quality texts*
- *discussion of texts to deepen comprehension and support writing*
- *writing linked to wider curriculum learning so that pupils write for authentic purposes*

Teaching will:

- *begin with clear learning objectives and success criteria*
- *build from oral work to shared composition and then independent writing*
- *include sentence-level work where needed to support accuracy and fluency*
- *support pupils to draft, edit and improve their work*
- *ensure that literacy tasks have a clear audience, purpose and form*
- *maintain high expectations for presentation, transcription and accuracy across subjects*

The curriculum will use a range of teaching approaches, including:

- *explicit instruction*
- *modelling and thinking out loud*
- *structured talk and collaborative discussion*
- *guided practice*
- *sentence combining*
- *drama and role play*
- *vocabulary exploration*
- *shared reading and response to texts*
- *independent application*

Resources will be selected to support progression, inclusion and engagement. These may include:

- high-quality texts and extracts
- word banks and vocabulary displays
- writing frames and scaffolds where appropriate
- dictionaries, thesauruses and other reference materials
- appropriate handwriting and spelling resources
- digital tools and assistive technology where needed
- classroom displays that support learning

Assessment

Assessment in literacy and writing will be continuous, purposeful and used to inform teaching.
The school will use a combination of formative and summative assessment, including:

- observation of pupils' talk, reading and writing
- questioning and dialogue during lessons
- analysis of work in books and writing outcomes
- review of handwriting, spelling, punctuation and sentence control
- short in-lesson checks and low-stakes tasks
- end-of-unit or end-of-term assessments where appropriate
- statutory assessments and teacher assessment where required
- live marking and feedback

Assessment will be used to:

- identify what pupils know and can do
- diagnose misconceptions and gaps
- adapt teaching promptly
- inform grouping, support and challenge
- track progression over time
- support accurate teacher judgement in writing through moderation

Writing assessment will pay attention to:

- transcription accuracy
- sentence structure and control
- vocabulary choice
- cohesion and organisation
- purpose, audience and form
- stamina and independence
- editing and improvement

Teachers will ensure that pupils receive feedback that is specific, manageable and focused on the next step. Pupils will be given time to respond to feedback and improve their work.

Roles and Responsibilities

The Governing Body

- holds leaders to account for the quality and impact of literacy and writing provision
- ensures that the curriculum remains ambitious, inclusive and compliant with statutory requirements

The Headteacher and Senior Leaders

- prioritise literacy and writing as foundations for curriculum access and attainment
- ensure that curriculum intent, implementation and impact are monitored
- allocate time, resources and staffing to support high-quality provision
- ensure effective professional development and support for staff

The Subject Leader for Literacy and Writing

- leads curriculum design, progression and review
- monitors planning, teaching, books and outcomes
- supports staff with subject knowledge, resources and assessment
- leads moderation and helps secure consistency across year groups
- identifies areas for improvement and supports action planning

Class Teachers

- plan and teach the literacy and writing curriculum in line with school expectations
- model accurate language, spelling, punctuation and handwriting
- provide purposeful opportunities for talk, reading and writing
- assess pupils' learning and adapt teaching accordingly
- ensure that pupils receive clear feedback and opportunities to improve
- maintain high expectations for written presentation and transcription in all subjects

Teaching Assistants and Additional Adults

- support pupils through guided work, targeted intervention and in-class scaffolding
- reinforce agreed approaches to phonics, handwriting, vocabulary and writing structure
- contribute to assessment through observations and feedback to teachers

Pupils

- take an active role in speaking, reading and writing
- listen attentively, contribute thoughtfully and work with increasing independence
- respond to feedback and improve their work
- take pride in the quality of their written presentation and accuracy

Parents and Carers

- support reading, talk and writing at home where possible
- encourage regular practice of spelling, handwriting and reading
- work in partnership with the school to support pupils who need additional help

Inclusion

The school is committed to ensuring that all pupils can access and succeed in literacy and writing.

Teachers will plan for inclusion by:

- *using adaptive teaching so that all pupils can engage with the same ambitious curriculum*
- *providing scaffolds such as sentence stems, word banks, visual prompts and structured planning where needed*
- *pre-teaching and revisiting vocabulary and concepts*
- *breaking tasks into manageable steps without lowering expectations*
- *allowing alternative recording methods where appropriate*
- *using assistive technology when this supports access and independence*
- *ensuring that pupils with SEND, English as an additional language, speech and language needs, physical disabilities or social and emotional needs are supported effectively*
- *providing challenge for the most able writers through greater precision, complexity, control and independence*
- *monitoring the participation and progress of disadvantaged pupils so that gaps are identified and addressed early*

Pupils with additional needs will receive high-quality teaching first, followed by targeted support where required. Teaching will remain ambitious, with the same curriculum entitlement for all pupils wherever possible.

Professional Development

Staff development in literacy and writing will be planned to secure strong subject knowledge and consistent teaching practice.

Professional development will focus on:

- phonics and early reading
- spoken language and vocabulary development
- sentence teaching and grammar in context
- spelling progression
- handwriting and transcription
- composition, modelling and shared writing
- feedback and editing
- assessment and moderation of writing
- inclusion and adaptive teaching
- writing across the curriculum

Development will include:

- induction for new staff
- coaching, modelling and peer support
- collaborative planning and moderation
- review of pupil work and teaching impact
- updates linked to identified priorities from monitoring

Our Approach to High-Quality Writing

This policy meets the expectations of the current inspection framework by ensuring that literacy and writing are:

- *broad, ambitious and well sequenced*
- *taught cumulatively from early years through to the end of primary education*
- *supported by secure subject knowledge and clear explanation*
- *assessed accurately so that teaching can be adapted*
- *embedded within a strong culture of reading, writing and purposeful talk*

The school will demonstrate high-quality provision through:

- *frequent opportunities for pupils to practise writing with increasing independence*
- *explicit teaching of vocabulary, sentence construction, cohesion, spelling and handwriting*
- *strong links between reading, speaking and writing*
- *writing tasks with clear purpose, audience and form*
- *regular writing at length across the curriculum*
- *effective support for pupils who find writing difficult*
- *ambitious challenge for the most able writers*
- *pupils who can talk confidently about what they have read and written*
- *books that show clear progression in handwriting, spelling accuracy, sentence control and text organisation*

Leaders will monitor implementation carefully and act decisively where pupils fall behind, ensuring that literacy remains central to curriculum access and wider achievement.

Monitoring and Review

The subject leader and senior leaders will monitor the quality and impact of literacy and writing through:

- *learning walks and lesson visits*
- *scrutiny of planning*
- *analysis of pupil work in books*
- *moderation of writing outcomes*
- *review of assessment information*
- *pupil voice*
- *discussion with staff about curriculum implementation*
- *review of intervention impact*

Monitoring will focus on:

- *curriculum sequencing and coverage*
- *quality of teaching and modelling*
- *use of oral rehearsal and vocabulary teaching*
- *consistency of expectations for handwriting, spelling and presentation*
- *opportunities for extended writing across subjects*
- *progress of different groups of pupils*
- *the impact of support and challenge*

The policy will be reviewed regularly by leaders and governors to ensure it remains accurate, effective and aligned with curriculum and inspection requirements.