

**Nurture ~ Believe ~ Discover ~ Achieve**

### **Safa Vision**

At SCS we aim to enable our learners to have success for today  
and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة  
المستقبل

## **SCS Literacy Policy**

**2026 - 2028**

# **Safa Community School**

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## **1. Rationale**

Literacy is central to learning, personal development and full participation in society. A high-quality literacy education enables pupils to communicate ideas fluently, interpret and evaluate information and develop a strong sense of cultural, intellectual, social and spiritual identity. Through reading, writing, speaking and listening, pupils access all areas of the curriculum and develop the skills needed to become empowered, confident and articulate individuals.

Our whole-school approach aims to:

## **2. Aims of the Policy**

- Ensure consistency in literacy approaches from FS to Post-16.
- Raise attainment in reading, writing, speaking and listening.
- Embed disciplinary literacy across all subjects.
- Provide targeted support for learners with additional needs, including EAL and SEND.
- Promote a culture of reading for pleasure and for information.
- Develop fluent, confident readers with strong comprehension skills.
- Equip pupils with a wide vocabulary, secure grammar knowledge and sound linguistic understanding.
- Develop clear, coherent writers who adapt their style for a variety of purposes, audiences and contexts.
- Foster strong oracy skills, enabling pupils to speak confidently, listen actively, debate thoughtfully and participate fully in society.
- Ensure literacy development is coherent, progressive and cumulative from FS to Year 13.

## **3. Core Components of Literacy Provision**

### **3.1 Reading**

#### **3.1.1 Foundation Stage (FS)**

- Reading is embedded in daily activities through storytelling, shared reading, phonics and role-play.
- Children develop word recognition, sound-blending, comprehension and vocabulary through Read Write Inc, Tales Toolkit and Safa Story sessions.
- Emphasis is placed on predicting, retelling and discussing texts to foster early comprehension and a love of reading.

### **3.1.2 Key Stage 1–2 (Years 1–6)**

- Reading lessons develop fluency, comprehension and critical reading skills such as predicting, summarising and inferring.
- Phonics instruction is personalised and streamed, ensuring all children apply phonic knowledge to reading and writing.
- Reading is supported by structured programs including Viper and Century, alongside weekly library sessions to promote reading for pleasure.

### **3.1.3 Key Stage 3–5**

- Library lessons provide age-appropriate and interest-based book recommendations to develop reading for enjoyment and academic purposes.
- Students are exposed to high-quality fiction and non-fiction texts, enhancing comprehension, analytical skills and disciplinary literacy.
- Technology supports monitoring of reading progress, with platforms such as Century informing interventions and personalised pathways.

### **3.1.4 Extended Curriculum & Enrichment**

- Extra-curricular activities, Book Week, author visits, literature festivals and competitions promote reading for enjoyment and critical engagement.
- Students are encouraged to engage in debates, research projects and cross-curricular reading activities.

## **3.2 Writing**

### **3.2.1 Foundation Stage (FS)**

- Writing develops through mark-making, drawing, storytelling and child-initiated literacy activities.
- Tales Toolkit and Talk 4 Writing support early sentence formation, vocabulary acquisition and story structure.

### **3.2.2 Key Stage 1 (Years 1–2)**

- Writing is taught through Talk 4 Writing and multi-sensory approaches, embedding vocabulary, grammar, punctuation and sentence structure.

- Phonics and spelling are integrated into writing lessons to support independent and accurate composition.
- Early grammar and punctuation skills (capital letters, full stops, question marks, exclamation marks) are introduced contextually.

### **3.2.3 Key Stage 2 (Years 3–6)**

- Writing teaching sequences follow the five Ds (Discover, Deconstruct, Develop, Demonstrate and Deliver).
- Jane Considine's The Write Stuff method, combining sentence stacking, model texts and rich vocabulary is used as a teaching tool to develop independent writing.
- Students practise extended, purposeful writing across narrative and non-fiction genres, with regular formative feedback and targeted assessment.
- Grammar, punctuation and spelling are explicitly taught within lessons and reinforced across all subjects.

### **3.2.4 Key Stage 3–5**

- Writing develops in complexity, supporting analytical, discursive and creative forms.
- Students apply writing skills across the curriculum, including structured essays, reports and projects, with attention to audience, purpose and academic conventions.
- Technology supports writing practice, assessment and self-editing via platforms such as SPaG.com, Century and Letter-join.

### **3.2.5 Extended Curriculum & Enrichment**

- Extra-curricular activities, competitions and cross-curricular projects broaden writing experiences and provide authentic audiences for pupils' work.
- LAMDA and World Scholar's Cup are aimed to further challenge More Able, Gifted and Talented students with a particular focus on public speaking and debating skills.
- Invite only extra curricular activities and academic interventions challenge and support identified students across all levels.

## **3.3 Digital Literacy Integration**

- Digital literacy is explicitly embedded across the curriculum, enabling pupils from EYFS-Year 13 to develop skills in digital reading comprehension, e-writing, research and the responsible and ethical use of online platforms.

- Technology is used purposefully to support communication, collaboration and critical evaluation of digital content, ensuring pupils are confident, safe and effective users of digital texts across all subjects.

## **4. Oracy, Speaking & Listening**

### **4.1 Foundation Stage (FS)**

- Oracy develops through storytelling, role-play, discussions and collaborative activities, linking to early reading and writing.
- Emphasis on vocabulary acquisition, turn-taking and listening skills.

### **4.2 Key Stage 1–2 (Years 1–6)**

- Pupils practise partner and group discussions, story retelling, debates, presentations and collaborative problem-solving.
- Oracy is explicitly linked to reading and writing, reinforcing vocabulary, sentence structure and comprehension.

### **4.3 Key Stage 3–5**

- Students refine public speaking, debate and presentation skills across subjects.
- Oracy supports analysis, reasoning and communication in academic and social contexts, preparing students for future study and employment.

### **4.4 Integration Across the Curriculum**

- Oracy is embedded across all subjects, including mathematics, science and PSHCE, to develop critical thinking, subject-specific vocabulary and effective communication.
- High-quality spoken language is modelled consistently by adults, with explicit teaching of subject-specific and academic vocabulary.

### **4.5 Extended Curriculum & Enrichment**

- Opportunities beyond the classroom include assemblies, pupil voice groups, productions, debating clubs, competitions and author events.
- Inclusive strategies ensure all learners, including EAL, SEND and gifted pupils fully develop oracy skills.

## **5. Inclusion & Equity**

At Safa Community School, we are committed to ensuring that every learner has equitable access to high-quality literacy provision. We recognise the diverse needs of our students and aim to provide targeted support to enable all pupils to achieve their potential.

### **5.1 Provision for EAL Learners**

- English as an Additional Language (EAL) learners receive tailored support to develop their reading, writing and oracy skills.
- Visual aids, bilingual resources, sentence frames, scaffolding and online tools such as Widget support comprehension and language development.
- Teachers integrate language support into all lessons, providing opportunities for modelling, repetition and structured practice to ensure EAL learners can fully access the curriculum.

### **5.2 Literacy Support for Students with SEND**

- Students with Special Educational Needs and Disabilities (SEND) receive individualised interventions aligned to their specific learning requirements.
- Interventions include phonics boosters, reading comprehension support, spelling and grammar programmes and targeted writing strategies.
- Learning Assistants and specialist staff work collaboratively with teachers to implement personalised support plans, ensuring inclusive classroom participation
- Provisions for additional exam access arrangements for students with identified needs are planned and catered for.

### **5.3 Accessible Texts and Adaptive Teaching Approaches**

- All learners have access to appropriately challenging texts, with adaptations made where necessary to meet individual needs.
- Teaching approaches are differentiated using visual, auditory and kinaesthetic strategies, scaffolded materials and flexible groupings.
- Technology is used to enhance accessibility, including text-to-speech, digital books and interactive platforms to engage and support learners at all levels.

### **5.4 High Expectations for All Learners**

- Safa Community School maintains consistently high expectations for literacy achievement, ensuring that all students are challenged and supported to reach their potential.
- Assessment and feedback are used to inform teaching, monitor progress and provide additional support or extension opportunities as required.

- Inclusive practices foster confidence, independence and a love of literacy for every student, preparing them to succeed academically and socially

## **6. Assessment, Tracking & Monitoring**

Safa Community School employs a robust system of assessment, tracking and monitoring to ensure literacy progress for all learners. Assessment is used not only to measure attainment but also to inform planning, interventions and the next steps in learning. Data is used systematically to identify individual pupils requiring targeted intervention, including referral to SEND, EAL and MAGT support where appropriate; progress is reviewed through ongoing formative assessment and follow-up data analysis to evaluate impact and inform next steps.

### **6.1 Types of Assessment**

- **Formative Assessment:** Ongoing assessments within lessons, including questioning, observation, writing checklists, reading notes and oral responses, are used to gauge understanding and adjust teaching in real time.
- **Summative Assessment:** Formal assessments, such as end of term writing tasks, reading comprehension tests, spelling quizzes and National or International benchmark assessments (for example NGRT, PTE, Phonics Screening) provide a summary of student progress.
- **Standardised Assessment:** Tools including Century, SPaG.com, PM Benchmarking and Spellzone are used to track individual progress, identify gaps and benchmark against expected standards.

### **6.2 Tracking Systems and Data Cycles**

- Literacy data is recorded and monitored via the school's tracking platforms, allowing class teachers and curriculum leaders to identify trends, strengths and areas for development.
- Regular data cycles, including baseline, mid-year and end-of-year assessments, ensure timely interventions and support targeted teaching for all pupils, including EAL, SEND and more able learners.

### **6.3 Informing Planning and Interventions**

- Assessment outcomes inform lesson planning, groupings and the deployment of interventions, ensuring a personalised approach to literacy development.
- Targeted support, including phonics boosters, comprehension groups and writing interventions, is informed by accurate and up-to-date data.

- Teachers and subject leaders use analysis to identify gaps, extend learning and adjust the curriculum to ensure progression and challenge for all students.

#### **6.4 Monitoring Routines**

- Regular monitoring, including learning walks, book looks, pupil voice sessions and planning reviews, ensures consistency in literacy provision across the school.
- Senior and subject leaders use monitoring outcomes to provide feedback, support professional development and celebrate best practice.
- Evidence from monitoring is triangulated with assessment data to evaluate the effectiveness of teaching strategies and interventions, ensuring continuous improvement in literacy outcomes.

### **7. Staff Development**

Safa Community School is committed to ensuring all staff have the knowledge and skills to deliver high-quality literacy teaching.

- **Annual CPD Plan:** All teaching staff participate in yearly professional development focused on literacy pedagogy, assessment strategies and disciplinary literacy across the curriculum.
- **Induction for New Staff:** New teachers and support staff receive targeted training on the school's literacy approach, resources and assessment systems.
- **Coaching and Mentoring:** Teachers benefit from ongoing coaching, modelling and mentoring, including lesson observations, team teaching and peer support to embed best practice and promote continuous professional growth.

### **8. Partnerships with Parents & the Wider Community**

Safa Community School recognises the vital role of parents and the wider community in supporting literacy development.

- **Home Reading:** Clear expectations and systems are in place to encourage regular reading at home, with guidance provided to support comprehension, fluency and enjoyment.
- **Parent Workshops:** Workshops and engagement opportunities are offered to build parental confidence in supporting literacy, including phonics, reading strategies, writing at home and programmes such as *My Learning, My School* and student showcases.

- **Community Links:** Pupils benefit from strong links with libraries, local literacy events, visiting authors and cultural initiatives, fostering real-world engagement and extending learning beyond the classroom.

## 9. Policy Review

This literacy policy is reviewed regularly to ensure it remains current and effective.

- **Review Cycle:** The policy is formally reviewed every two years, with the date of the last review recorded and the next review scheduled.
- **Update Process:** Updates are informed by school data, assessment outcomes, research developments in literacy pedagogy, and findings from inspections. Feedback from staff, pupils, and the wider school community is considered to ensure continuous improvement.