# Literacy Policy
## 2026-2027

| Approved/reviewed by | Principal |
|---|---|
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**A**LTRUISM **R**ESPECT **C**OMPASSION **A**SPIRATION **D**ETERMINATION **I**NTEGRITY **A**DVENTURE
**G**RIT **L**IFELONG **O**PTIMISM **B**RAVERY **A**LACRITY **L**EARNING

## 1. Vision and Philosophy
At Arcadia Global School, literacy sits at the heart of everything we do.

We believe that the ability to speak confidently, read fluently, write clearly, and communicate with purpose is fundamental to both academic success and personal wellbeing. Literacy enables children to access the curriculum, express themselves, build relationships, and develop agency in the world around them.

Guided by our philosophy of Maslow before Bloom, we recognise that children learn best when they feel safe, seen, and heard. Therefore, literacy at AGS is not only about technical skill development, but also about belonging, voice, confidence, and joy.

Our aim is for every child to leave AGS as a fluent reader, thoughtful writer, articulate speaker, curious thinker, and lifelong lover of language.

Literacy is a whole-school responsibility. Every teacher, in every subject, is a teacher of literacy.

## 2. Definition of Literacy at AGS
Literacy includes speaking and listening, reading for learning and pleasure, writing for a range of purposes and audiences, vocabulary development, spelling, grammar and punctuation, and handwriting and presentation.

## 3. Whole-School Literacy Principles
Across FS–Year 9 we ensure consistent expectations, explicit vocabulary teaching, daily reading, writing across the curriculum, high-quality modelling, inclusive strategies for ELL and SofD learners, calm print-rich environments, and a strong culture of reading for pleasure.

## 4. Reading
Early Reading & Phonics (FS1–Year 2)
We use Read Write Inc (RWI) as the foundation of early reading with daily systematic phonics, ability grouping, and targeted interventions. Oxford Owl digital books are shared with FS families.

Reading Practice (Year 1–6)
Bug Club provides structured, levelled reading. Reading is tracked digitally and celebrated weekly with assemblies and a class reading trophy.

Guided Reading (Year 3–6)
Guided reading is taught through VIPERS skills: Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising.

Reading Journals, Library and Reading Comprehension (Year 7–9)
In Key Stage 3, students have access to the library thorugh either a designated lesson or as part of the English curriculum. Reading in the library is encouraged as part of a digital reading journal. To support the reading, regular reading comprehension lessons are scheduled within the curriculum.

Reading for Pleasure
Children borrow library books weekly, complete book reviews through Maktaba Files, and participate in reading challenges.

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## 5. Writing
Core Text Approach
Each half term is driven by a high-quality core text that inspires creative writing and supports curriculum themes.

Three-Week Writing Cycle
Week 1 – Discover
Week 2 – Build
Week 3 – Create

This ensures depth, modelling, drafting, editing, and publishing.

In Secondary – reading and writing are dovetailed together as part of language and literature learning. Students are tasked to write for varying formats and differing tones. Students are tasked with critically analysing texts to gain greater understating, and then to be used in their own writing.

## 6. Spelling, Grammar and Punctuation
Spelling is taught through EdShed using weekly rules, retrieval practice, online tasks, and home links. In KS1, tactile spelling trays support learning. Grammar and punctuation are embedded within writing lessons.
In KS3 – spelling is taught through regular spelling tests, feedback and marking, and through online digital learning platforms.

## 7. Handwriting
Clear, legible handwriting is prioritised. Handwriting Heroes launches in Term 2 2026 supported by CPG handwriting workbooks and consistent teacher modelling.

## 8. Oracy
Structured talk, partner discussion, debate, storytelling, and presentations are embedded daily. Full sentences and academic language are expected.

## 9. Literacy Across the Curriculum
Literacy is embedded across all subjects to ensure that students consistently apply reading, writing, vocabulary, and oracy skills in meaningful contexts.
- **Music:** lyric analysis, performance vocabulary, listening reflections, and written evaluations
- **JMBA/SMBA:** financial literacy, technical language, verbal presentations
- **Art:** artist studies, critiques, sketchbook annotations, and descriptive vocabulary
- **STREAM/DT/Food & Nutrition/Science:** scientific reports, explanations, research tasks, and technical vocabulary
- **PE:** strategy discussions, coaching language, reflection journals, and instructional communication
- **Humanities (History, Geography, MSCS Studies):** source analysis, research, note-taking, extended writing, and justification of ideas
- **Arabic and Islamic:** reading comprehension, recitation, vocabulary development, structured discussion, and written reflection
- **Computing/Digital Literacy:** reading technical instructions, digital research, and writing for online and multimedia platforms
- **Performing Arts/Drama:** script reading, storytelling, performance language, and confident spoken expression

Across all subjects, teachers explicitly teach Tier 2 and Tier 3 vocabulary and expect high standards of spoken and written communication.

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## 10. Vocabulary Development (Tier 2 and Tier 3)

At Arcadia Global School, vocabulary development is recognised as one of the strongest drivers of reading comprehension, writing quality, and overall academic success. We therefore take an explicit, systematic approach to teaching vocabulary across the curriculum.

We focus on two key types of vocabulary:

### Tier 2 vocabulary

High-utility academic words that appear across multiple subjects and support thinking, discussion, and writing (e.g., analyse, compare, justify, evaluate, structure, consequence).

### Tier 3 vocabulary

Subject-specific terminology required to access learning within individual disciplines (e.g., evaporation in science, composition in art, tempo in music, agility in PE).

### Teaching approaches include:

- Explicit pre-teaching of key vocabulary before new units and lessons
- Daily modelling of academic language by teachers
- Co-constructed vocabulary displays and working walls
- Word banks, sentence stems, and oracy scaffolds
- Visual supports, including Widget symbols for EAL learners
- Repeated exposure through reading, discussion, and writing
- Retrieval practice to secure vocabulary in long-term memory
- Encouraging pupils to use new vocabulary orally and in written responses
- Consistent expectations that pupils speak and write in full, precise sentences

Vocabulary is embedded across all subjects to ensure pupils develop both the language of learning and the confidence to articulate their thinking clearly.

This approach ensures equity for all learners, particularly EAL and vulnerable pupils, and supports access to the full curriculum.

## 11. Inclusion

Widget symbols, scaffolds, adult support, and targeted interventions support EAL and SEND learners. NGRT, PASS, and teacher assessments inform provision.

## 12. Learning Environment

Classrooms reflect a co-constructed, biophilic approach with purposeful displays, vocabulary walls, and calm design that supports learning.

## 13. Assessment

Formative assessment, NGRT, NGST data, reading trackers, phonics checks, writing moderation, and pupil voice inform next steps.

## 14. Roles and Responsibilities

- Teachers embed literacy daily.
- English Leads and Teaching and Learning Lead oversees curriculum and coaching.
- Leaders ensure consistency and impact.
- Parents support reading at home.

## 15. Monitoring and Review

This policy is reviewed annually to ensure it reflects current best practice, aligns with the EYFS Framework and the UK National Curriculum, responds to pupil needs identified through assessment data, and continues to meet local regulatory expectations, including KHDA requirements.