



## Literacy Policy - Glendale International School

### Literacy Policy - Glendale International School - January 2026

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<b>Policy Applicable To:</b>	EYFS (Phase 1), Primary (Phase 2), Secondary (Phase 3)
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### **Purpose of the Policy**

This policy sets out Glendale International School's approach to literacy across EYFS (Phase 1), Primary (Phase 2: Y1-6) and Key Stage 3 (Phase 3: Y7-9). It ensures that literacy provision is consistent, ambitious and inclusive, enabling all students to develop secure reading, writing, vocabulary and oracy skills, and to make strong progress from their starting points.

Literacy at Glendale is aligned to the National Curriculum for England (NCfE) and the EYFS Framework, adapted for the UAE context, and delivered through high-quality teaching, carefully selected texts and purposeful curriculum links. Literacy teaching is designed to support both foundational competence and higher-order application, including inference, interpretation, reasoning and communication, so that students are prepared to succeed across all subjects and progress confidently into future pathways.

This policy outlines how literacy is taught, supported and monitored through a balance of classroom practice, targeted intervention, enrichment and partnership with parents. It reflects Glendale's commitment to developing future-ready learners through independent thinking, ethical use of technology, and the ability to communicate clearly and confidently in a range of contexts.

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# Section 1: EYFS (Phase 1)

## 1.1 Literacy Intent in EYFS

Literacy in EYFS at Glendale is designed to develop strong foundations in communication, language, early reading and early writing, ensuring every child is prepared confidently for the transition into Year 1. Literacy provision is inclusive, language rich and developmentally appropriate, supporting children to build vocabulary, listening skills, confidence in speaking and early comprehension through meaningful experiences.

Children are supported to develop early reading behaviours, phonological awareness and enjoyment of books through high-quality stories, structured phonics teaching and daily exposure to language. Literacy is embedded across continuous provision and play-based learning, ensuring that children can explore, practise and apply skills naturally through purposeful activities.

## 1.2 Communication and Language (Oracy as a Foundation)

Oracy is a key driver for early literacy development in EYFS. Children are supported to listen attentively, respond appropriately and communicate ideas with increasing confidence. Adults model high-quality language and extend children's vocabulary through sustained shared thinking, structured discussion and purposeful interaction.

Oracy is strengthened through:

- storytelling and talk-rich routines
- songs, rhymes and repeated language patterns
- structured circle time and small-group discussion
- purposeful questioning and vocabulary modelling

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### **1.3 Early Reading and Phonics**

Glendale uses Little Wandle to provide a systematic approach to early phonics teaching. Focused phonics lessons support children to develop early decoding skills, recognise sounds and begin to blend confidently.

Children are introduced to phonics through:

- daily structured sessions
- sound recognition and blending practice
- early word reading and sentence exposure
- routines and reinforcement across the day

Phonics teaching supports both early reading and early writing development, including sound-to-letter correspondence and early spelling.

### **1.4 Vocabulary and Storytelling**

Vocabulary development is embedded throughout the EYFS curriculum and supports children to access learning across all areas. Children are exposed to rich language through stories, talk, play, topic learning and adult modelling.

Storytelling and reading aloud are prioritised daily to support:

- listening and comprehension
- imagination and engagement
- sequencing and retelling skills
- early inference and discussion about meaning

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### **1.5 Early Writing and Fine Motor Development**

Early writing in EYFS is developed through a balance of fine motor development, mark-making and structured opportunities to write for meaning. Children are supported to build the physical skills needed for writing, alongside early letter formation and meaningful communication through writing.

Provision includes:

- fine motor and hand strength activities
- mark-making opportunities across continuous provision
- early letter formation practice
- writing linked to play, role play and storytelling

### **1.6 Literacy Through Play and Continuous Provision**

Literacy is embedded across continuous provision and is not limited to adult-led sessions. Children apply literacy skills through play-based learning, including reading and writing opportunities in role play areas, creative provision, small world play and inquiry learning.

Adults support literacy development through:

- modelling language and vocabulary in context
- prompting talk and reasoning through play
- providing purposeful reading and writing opportunities
- reinforcing phonics and early writing skills naturally

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### **1.7 Assessment and Next Steps in EYFS Literacy**

Assessment in EYFS is ongoing and formative, based on observation, interaction and evidence gathered through daily learning. Teachers use assessment to identify strengths, next steps and any barriers to progress.

Phonics progress is monitored regularly and informs grouping, support and teaching focus. Literacy assessment supports early identification of children requiring additional support or challenge.

### **1.8 Inclusion, EAL and Early Literacy Support**

Literacy provision in EYFS is inclusive by design. Children with SEND and EAL learners are supported through adaptive teaching within lessons, targeted language development and scaffolds that support access to learning.

Support may include:

- structured vocabulary teaching and repetition
- visual supports and modelling
- small-group language development sessions
- targeted phonics reinforcement where appropriate

Further guidance is outlined in Glendale's Inclusion Policy.

### **1.9 Parent Partnership and Home Reading in EYFS**

Glendale values strong partnership with parents in supporting early literacy. Families are encouraged to read regularly at home and to reinforce early language development through conversation, storytelling and shared reading routines.

Parents are supported through:

- guidance on reading routines and early literacy

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- communication about phonics and early reading development
- workshops and shared strategies where appropriate

### **1.10 Transition from EYFS into Year 1**

EYFS literacy provision supports readiness for Year 1 by strengthening early phonics, vocabulary, comprehension and writing stamina. Transition is planned carefully to ensure continuity in routines, language and expectations, supporting children to move confidently into a more structured Key Stage 1 literacy curriculum.

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## **Section 2: Primary (Y1-6) - Phase 2**

### **2.1 Literacy Intent in Primary**

Glendale's Primary literacy provision ensures that all students become confident, fluent and thoughtful readers, effective writers and clear communicators. Students develop secure foundational skills while also being challenged to apply reading and writing skills with depth, accuracy and independence.

Literacy is strengthened through carefully selected core texts linked to topic-based learning, supporting vocabulary development, background knowledge, depth and enjoyment of reading. Students are supported to write for a range of purposes and audiences, and to develop oracy skills that allow them to explain, justify and present learning confidently.

### **2.2 Reading Curriculum and Reading Culture**

Reading is central to academic success at Glendale and is prioritised across the Primary phase. Students are supported to read widely, develop fluency and deepen comprehension, while building a positive and confident reading identity.

Across Primary, students are supported to:

- develop fluency, accuracy and expression
- build vocabulary and background knowledge through high-quality texts
- apply comprehension skills such as retrieval, inference, interpretation and reasoning
- develop confidence and independence as readers

### **2.3 Early Reading and Phonics**

In Key Stage 1, Glendale uses Little Wandle to deliver systematic and progressive phonics teaching. Focused phonics lessons are taught throughout Foundation Stage and Year 1, supporting students to secure decoding skills and build early reading confidence.

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In FS2 and Year 1, students are streamed for phonics to ensure teaching is targeted appropriately and that all students make strong progress. In Year 2, phonics becomes more integrated into wider literacy teaching, supporting students to apply phonics knowledge fluently within reading and writing.

### **2.4 Reading Skills Progression**

Reading development at Glendale includes both the mechanics of reading and the deeper skills required for understanding and application. Students are taught to read accurately and fluently, and to engage with texts in a way that develops meaning, critical thinking and reasoning.

Reading skills developed across Primary include:

- retrieval and locating evidence within a text
- inference and interpreting meaning beyond the literal
- vocabulary in context and precise word understanding
- interpretation and analysis of meaning, tone and purpose
- reasoning and justification using evidence

### **2.5 Writing Curriculum and Composition Approach**

Writing at Glendale is taught through a whole-school approach that supports coherence, high expectations and progression. Writing is frequently linked to a high-quality core text and the half-termly inquiry topic focus, ensuring that writing has clear purpose, strong vocabulary and meaningful context.

Across Primary, students write for a range of text types and purposes, including:

- recounts
- diary entries
- non-chronological reports

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- narratives and descriptive writing
- explanations and persuasive outcomes

To support progress and consistency, Glendale uses a structured approach across the phase, including *cold writes* and *hot writes* at the start and end of each half term. Primary students' compositions are graded against a whole-school writing rubric which assesses grammar use, spelling, content and punctuation. This supports clear evidence of progress and enables teachers to identify next steps for teaching, support and challenge.

### **2.6 Spelling, Grammar and Handwriting**

Spelling and grammar are taught explicitly and are embedded within daily classroom practice. Handwriting is modelled and practised in Key Stage 1. Spelling development is aligned to NCfE statutory spelling expectations, supported by age-appropriate high-frequency and tricky words.

Spelling is also strengthened through meaningful application of:

- topic vocabulary
- subject-specific language (including Science vocabulary)
- writing across the curriculum

### **2.7 Oracy and Vocabulary Development**

Oracy is developed explicitly across Primary as a key driver for literacy, learning and confidence. Students are taught to speak clearly, listen actively and participate respectfully in discussion.

Vocabulary is taught explicitly across subjects to ensure students can access texts, communicate precisely and demonstrate deeper understanding.

### **2.8 Reading Across the Curriculum**

Students apply reading skills across the curriculum, including researching and interpreting information in Science and Humanities, solving worded problems in Maths, and reading

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technical vocabulary in DT and Computing. This supports stronger outcomes across subjects and strengthens students' ability to learn independently.

### **2.9 Library Provision and Reading for Pleasure**

All Primary students have a weekly timetabled library lesson. These sessions include author studies, exposure to varied genres, newspaper articles, questions of the week and structured reading for pleasure. Library lessons also support intervention and 1:1 reading where needed. Peer reading and cross-phase Reading Buddies are used to strengthen fluency, confidence and reading enjoyment, with older students modelling positive reading habits and supporting younger learners through shared reading and discussion. Elected student leaders act as Library Ambassadors, supporting younger readers, promoting reading initiatives and helping to maintain a positive, purposeful library culture. The library also supports student leadership through a student-written newspaper, providing authentic opportunities for writing, editing, publishing and reading for purpose, particularly for those identified as Gifted and Talented readers and writers.

### **2.10 Technology to Support Literacy**

Technology is used purposefully to enhance literacy outcomes, without replacing the importance of reading books, writing by hand and engaging in discussion.

Literacy platforms include:

- Bug Club (Y1-6) to support home reading practice
- Century Tech (Y3+) to support personalised practice and reinforcement
- Achieve3000 (Upper KS2 KS3) to strengthen reading comprehension and vocabulary

### **2.11 Assessment, Tracking and Use of Data**

Literacy progress across Primary is assessed and tracked using a combination of internal evidence and external benchmarking to ensure accurate judgements, early identification of need and high expectations for all students. Teachers use day-to-day formative assessment (including observation, questioning, reading conferences, cold and hot writes and ongoing work

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in copybooks) alongside summative outcomes to evaluate progress in reading and writing over time.

Glendale uses external assessment tools to strengthen accuracy, consistency and school improvement. NGRT is administered termly from Year 2 onwards and provides detailed insight into reading age, standardised scores and diagnostic profiles. Particular attention is paid to students' overall stanines, with 5 being considered "at expected level". NGRT outcomes are analysed by leaders and teachers to identify students requiring targeted support, including those who need further development in sentence completion and vocabulary knowledge, and those who require additional support with passage comprehension and applied reading skills. Differences in stanines are reviewed to highlight gaps, trends and priorities across year groups and cohorts.

External reading outcomes are triangulated with wider assessment evidence, including GL Progress Tests in English (PTE) and internal reading and writing assessments, to build a secure understanding of each student's attainment and progress. Subject leaders complete question-level and category analysis to identify strengths and gaps (for example, vocabulary, retrieval, inference and interpretation), and findings are used to refine teaching sequences, adjust curriculum emphasis and plan targeted intervention.

To ensure students are meeting their potential, teachers also compare literacy outcomes with wider indicators such as CAT4 verbal battery scores, ensuring that achievement reflects both attainment data and cognitive potential. This combined approach supports timely intervention, ambitious target-setting and strong progress for all learners.

### **2.12 Inclusion, EAL and Intervention**

Glendale's literacy provision is inclusive by design. EAL support includes targeted provision for complete beginners and advancing learners. Progress is monitored using Pearson EAL assessments administered termly. Literacy intervention includes targeted support for reading fluency and comprehension, SPaG, handwriting and phonics in KS1. Groups are formed from data and classroom observation and communicated with parents.

### **2.13 Home Reading and Parent Partnership**

Students access levelled Big Cat books (Y1-6) to support progression and appropriate challenge. Families are supported with guidance on home reading routines and how to reinforce reading habits positively (including keeping record of reading and teacher-parent communication through the Reading Record journal).

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### **2.14 Transition into Key Stage 3**

Key Stage 2 literacy provision supports readiness for KS3 through increasing independence, wider reading expectations and stronger application of inference, vocabulary and comprehension skills. Students are supported to develop study habits (particularly through study skills timetabled lessons), written accuracy and confidence in communicating ideas clearly. This transition is strengthened through the leadership of the Head of English, who works across Upper Key Stage 2 and Key Stage 3 to ensure continuity in expectations, curriculum sequencing and assessment approaches. In Year 6, literacy teaching is delivered by an English subject specialist to increase academic rigour and support readiness for secondary-style learning. Targeted intervention in Year 6 is also supported by KS3 teachers, enabling early identification of gaps and ensuring students enter Year 7 confident, well-prepared and ready to access the demands of the KS3 curriculum.

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## **Section 3: Key Stage 3 (Y7-9) - Phase 3**

### **3.1 Literacy Intent in Key Stage 3**

Literacy in Key Stage 3 builds directly on the strong foundations developed in Primary and is designed to deepen reading, writing and communication skills in preparation for GCSE/iGCSE pathways. Students are expected to read widely and critically, write with increasing sophistication and accuracy, and communicate confidently using subject-specific vocabulary and academic language.

Across KS3, literacy is strengthened through explicit teaching of comprehension and inference, extended writing opportunities across subjects, and regular practice in speaking and listening through discussion, debate, presentations and collaborative tasks. Literacy is treated as a shared

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responsibility across the curriculum, ensuring students can access challenging texts, express ideas clearly and apply knowledge confidently in increasingly demanding academic contexts.

### **3.2 Reading Curriculum and Core Texts**

English in KS3 includes a strong focus on core texts, including classics, poetry and a range of traditional and modern genres. These texts (and extracts, where appropriate) provide opportunities to develop vocabulary, comprehension, interpretation and critical analysis. Texts and extracts are selected with sensitivity to UAE culture in mind.

### **3.3 Applied Reading Skills and Exam Readiness**

Reading in KS3 develops applied skills required for academic success, including inference, interpretation, analysis, reasoning and evaluation. Study skills lessons support reading development, including vocabulary building and comprehension strategies aligned to exam-style expectations.

### **3.4 Writing Across the Curriculum and Academic Style**

Students are supported to write accurately and purposefully across subjects, using appropriate structure, vocabulary and academic tone. Writing expectations include clarity, precision, extended responses and improvement through redrafting and editing.

### **3.5 Oracy, Presentation and Communication**

Oracy continues to be developed explicitly in KS3 through structured discussion, debate and presentation opportunities. Drama and performance opportunities also support confidence, expression and communication.

### **3.6 Library Provision and Independent Reading**

KS3 students have structured access to the library through timetabled sessions, reading culture initiatives and targeted support for independent reading. Library lessons promote reading for pleasure, wider reading choices and increasing independence in selecting texts that stretch vocabulary, knowledge and personal interest. Students are supported by the librarian to explore a range of genres, authors and non-fiction sources, and to develop sustained reading habits and reading stamina over time.

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The library also supports literacy through student leadership opportunities, including Library Ambassadors who promote positive reading culture, support younger readers where appropriate and contribute to whole-school literacy events. Opportunities such as peer reading, cross-phase reading buddies and student-led contributions to the school newspaper strengthen engagement, confidence and a sense of ownership in literacy across the school community.

### **3.7 Technology to Support Literacy**

Technology supports literacy in KS3 through purposeful digital reading, research and writing refinement. Platforms (such as Achieve3000 and CenturyTech) are used to strengthen vocabulary, comprehension and independent learning, while maintaining high expectations for original thinking and high-quality outcomes.

### **3.8 Assessment, Tracking and Use of Data**

Literacy assessment in KS3 includes a balance of formative and summative approaches. External benchmarking supports monitoring and evaluation. Assessment evidence is used to identify gaps, strengthen planning and provide targeted intervention or stretch, supporting progress and readiness for Key Stage 4.

Literacy progress across Key Stage 3 is assessed and tracked using a combination of internal evidence and external benchmarking to ensure accuracy, consistency and readiness for Key Stage 4. Teachers use ongoing formative assessment within lessons and across subjects to monitor reading, writing, oracy and academic vocabulary development. This includes evidence from extended writing, analytical responses, reading-based tasks, presentations, structured discussion and subject-specific written outcomes.

External assessment tools are used to strengthen evaluation and ensure Glendale remains aligned to international standards. NGRT is administered termly and provides a clear picture of reading attainment, progress and diagnostic areas of need. NGRT outcomes are analysed to identify students who require targeted support, including those who need further development in sentence completion and vocabulary and those requiring additional support with passage comprehension and applied reading skills. Particular attention is paid to students' overall stanines, with 5 being considered at expected level. Differences in stanines are reviewed to identify trends and gaps across cohorts and to support targeted planning.

Reading outcomes are triangulated with internal evidence and external benchmarking, including GL Progress Tests in English (PTE), to ensure that judgements reflect a complete and accurate picture of each student's literacy development. Subject leaders carry out question-level and

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category analysis to identify strengths and priority areas for improvement, informing intervention planning, curriculum refinement and teaching adjustments across departments.

Teachers also compare reading outcomes with wider indicators such as CAT4 verbal scores, alongside internal attainment evidence, to ensure students are being appropriately supported and challenged to meet their potential. This ensures literacy tracking leads directly to purposeful next steps, targeted intervention and improved outcomes over time.

### **3.9 Inclusion, EAL and Intervention**

Literacy support in KS3 remains inclusive and responsive. Students who require additional support, including EAL learners and students with SEND, receive targeted provision and classroom adaptations to ensure access to the full curriculum.

### **3.10 Transition into Key Stage 4**

KS3 literacy provision supports readiness for GCSE/iGCSE through increasing rigour, academic writing expectations, deeper reading analysis and stronger independent study habits. In Year 9, students are supported to understand exam-style reading and writing demands and to build confidence in applying skills under assessment conditions.