



**'We Work Best When We Work
Together'**

LITERACY POLICY

Policy Update: December 2025

Policy to be reviewed by: September 2028

Vision Statement

At Malvern Primary School, we believe literacy is the foundation for lifelong learning, communication and personal success. We are committed to developing confident readers, articulate speakers and purposeful writers through a rich, inclusive and engaging curriculum. Through high-quality teaching and meaningful literacy experiences, we aim to foster a lifelong love of reading and writing in every child.

Our literacy approach combines systematic phonics instruction, oral language development, high-quality literature and purposeful writing opportunities. We strive to create a culture where reading for pleasure and writing for purpose are embedded throughout school life.

Aims

At Malvern Primary School, we aim to:

- Develop fluent, enthusiastic and confident readers.
- Foster a love of reading through exposure to high-quality and diverse texts.
- Enable children to become effective communicators through speaking, listening, reading and writing.
- Teach children to write clearly, accurately and creatively for a range of audiences and purposes.
- Build strong foundations in phonics and early reading.
- Promote ambitious vocabulary development across the curriculum.
- Ensure all children, including those with SEND and EAL, can access and succeed in literacy learning.
- Encourage independence, resilience and pride in literacy outcomes.

Teaching and Learning Principles

Our literacy curriculum is underpinned by the following principles:

- Literacy is central to all learning.
- High expectations are maintained for all pupils.
- Reading, writing, speaking and listening are interconnected.
- Children learn best through explicit teaching, modelling and guided practice.
- Vocabulary development is essential for academic success.
- Literacy learning should be engaging, purposeful and meaningful.
- Assessment informs planning and next steps for learning.

Early Reading and Phonics

Malvern Primary School uses **Jolly Phonics** and **Linguistic Phonics** to deliver a structured and systematic approach to early reading and spelling.

Jolly Phonics

Jolly Phonics is introduced in the Early Years Foundation Stage and provides children with a multi-sensory approach to learning sounds and letters. Children are taught:

- Letter sounds
- Letter formation
- Blending for reading
- Segmenting for spelling
- Tricky words

Phonics teaching is delivered daily and progresses systematically to ensure secure acquisition of early reading skills.

Linguistic Phonics

Linguistic Phonics supports children in understanding the relationship between sounds and spellings. It develops children's ability to apply phonic knowledge confidently when decoding and encoding unfamiliar words.

Teaching includes:

- Explicit instruction in grapheme-phoneme correspondences
- Oral blending and segmenting
- Decoding strategies
- Reading fluency practice
- Application of phonics in reading and writing

Children who require additional support receive targeted interventions and regular assessment to ensure rapid progress.

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Reading

We believe reading is fundamental to academic achievement and personal development.

Reading for Pleasure

At Malvern Primary School, we aim to embed a strong culture of reading for pleasure by:

- Providing attractive and engaging reading environments
- Sharing high-quality class texts daily
- Promoting author studies and book recommendations
- Celebrating reading through events and assemblies
- Encouraging regular home reading
- Providing access to diverse, inclusive and representative literature
- Modelling positive reading behaviours across the school community
- Children are encouraged to read widely for enjoyment, information and curiosity.

Reading Teaching Approaches

Children experience:

- Shared reading
- Guided reading
- Independent reading
- Storytelling
- Teacher read-aloud sessions
- Reading across the curriculum

Comprehension skills are explicitly taught, including:

- Retrieval
- Inference
- Prediction
- Summarising
- Clarifying
- Vocabulary exploration

Teachers promote discussion and critical thinking through rich questioning and text exploration.

Writing

Writing at Malvern Primary School is purposeful, ambitious and creative.
Talk for Writing

We use the **Talk for Writing** approach to support children in developing confidence and competence as writers.

Through Talk for Writing, children:

- Internalise language patterns and structures
- Explore and analyse model texts
- Develop vocabulary and grammar in context
- Orally rehearse ideas before writing
- Plan, draft, edit and improve their work

Writing units follow a clear sequence of:

1. Imitation
2. Innovation
3. Independent Application

Writing for Purpose

Children are provided with meaningful opportunities to write across the curriculum. Writing tasks are carefully planned to ensure they have:

- A clear purpose
- An intended audience
- Real-life relevance
- Opportunities for creativity and independence

Children write in a range of genres including narratives, reports, explanations, persuasive texts, poetry and non-fiction.

Teachers promote high standards of:

- Handwriting and presentation
- Spelling and grammar
- Vocabulary choice
- Editing and proofreading

Spoken Language and Vocabulary

We recognise that spoken language underpins literacy development.

Children are encouraged to:

- Speak confidently and clearly
- Listen actively and respectfully
- Participate in discussions and debates
- Explain and justify their ideas

Vocabulary development is explicitly planned through:

- High-quality texts
- Direct vocabulary instruction
- Classroom discussion
- Subject-specific language
- Word-rich learning environments

Oral rehearsal is used regularly to support writing development and language acquisition.

Inclusion and SEND

We are committed to ensuring all pupils can access the literacy curriculum and achieve success.

Teaching is adapted to meet the needs of all learners through:

- Adaptive teaching strategies
- Scaffolding and visual support
- Precision teaching
- Small group intervention
- Targeted phonics support
- Additional reading opportunities

Children with SEND, EAL and disadvantaged pupils are supported through early identification and appropriate intervention.

Assessment

Assessment is used to monitor progress, inform planning and identify next steps.

Teachers use:

- Ongoing formative assessment
- Phonics assessments
- Reading fluency and comprehension assessments
- Writing moderation
- Pupil conferencing
- End-of-unit assessments
- Statutory assessments where appropriate

Assessment information is used to ensure all children make strong progress from their starting points.

Roles and Responsibilities

Literacy Lead

The Literacy Lead is responsible for:

- Monitoring literacy teaching and learning
- Supporting staff development
- Ensuring consistency across the school
- Monitoring pupil progress and attainment
- Leading literacy improvement initiatives

Teachers

Teachers are responsible for:

- Delivering high-quality literacy teaching
- Maintaining high expectations
- Promoting positive attitudes towards reading and writing
- Providing regular feedback
- Creating engaging literacy environments

Parents and Carers

Parents and carers are encouraged to support literacy development by:

- Reading regularly with children
- Promoting discussion and storytelling
- Encouraging positive attitudes towards books and writing

Monitoring and Review

This policy will be reviewed annually by the Literacy Lead and Senior Leadership Team to ensure it reflects current practice, statutory requirements and the needs of pupils at Malvern Primary School.