



BALLYORAN PRIMARY SCHOOL

Language & Literacy Policy

Reviewed May 2026



CONTEXT:

The vision of the Department of Education for Northern Ireland is to ensure that every learner fulfils their potential at each stage of development. This underpins the work of schools in providing high-quality learning experiences that support children's academic, social and emotional growth.

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Literacy plays a central role in supporting this aim, enabling pupils to communicate effectively, think critically and engage fully with learning across the curriculum.

The school's approach to Language and Literacy is informed by the principles outlined in *Every School a Good School*, which identifies the key characteristics of effective provision. In particular, the development of Literacy supports and is supported by:

- Child-centred provision
- High-quality teaching and learning
- Effective leadership
- A school connected to its local community

This policy reflects these principles and outlines how Language and Literacy are promoted and developed across the school to support all pupils in becoming confident, capable communicators.

The school also reflects the priorities outlined within *TransformED NI*, including *Strong Foundations: A Literacy Framework (2025)*, which promotes a consistent, evidence-informed approach to the teaching of reading, writing and oracy, with a focus on improving outcomes for all learners.

INTRODUCTION:

At Ballyoran Primary School, we believe that strong Literacy skills are fundamental to pupils' learning and overall development. Literacy encompasses the ability to talk, listen, read and write effectively, with confidence and purpose, and enables children to communicate their ideas, understand the world around them and engage fully with school life.

This policy outlines the approaches and strategies used across the school to promote high-quality Language and Literacy experiences. Through consistent, progressive teaching and learning, we aim to ensure that all pupils develop the knowledge, understanding and skills required to become confident, capable communicators.

Continuity and progression in Language and Literacy are supported through whole-school planning which reflects the requirements of the Northern Ireland Curriculum for Language and Literacy and promotes clear learning intentions, appropriate challenge and skill development over time.

By the end of Key Stage 2, pupils at Ballyoran Primary School should be enabled to:



- Speak confidently and appropriately to a range of audiences, with an awareness of purpose and context.
- Read and write with increasing confidence, fluency and understanding, using a range of strategies to monitor and improve their own work.
- Develop a positive attitude towards reading and engage with texts for enjoyment, information and meaning. Extend their vocabulary and understanding of words and language in both spoken and written forms.
- Understand and respond to a wide range of text types and genres, and write in a variety of styles appropriate to purpose and audience.
- Develop imagination, creativity, critical thinking and independence as learners.
- Use appropriate subject-specific and technical vocabulary to articulate ideas, responses and opinions clearly.

STATUTORY REQUIREMENTS:

Statutory requirements for the teaching and learning of Language and Literacy are outlined in the Northern Ireland Curriculum. These requirements ensure that pupils develop the skills of talking and listening, reading and writing progressively as they move through the school.

In the Foundation Stage, children should be given opportunities to:

- Talk, listen and represent ideas in a range of meaningful contexts and play-based activities.
- Use communication, language and literacy across all areas of learning.
- Become immersed in a language-rich environment with access to a wide range of print and opportunities for purposeful communication.

At Key Stage 1, children should be given opportunities to:

- Develop confidence in speaking and listening, and to listen attentively to others.
- Learn to read and write with increasing independence, accuracy and enthusiasm.
- Use language to explore their own experiences, ideas and imaginative worlds.

At Key Stage 2, children should be given opportunities to:

- Adapt the way they talk and write to suit a range of situations, purposes and audiences.
- Read a wide range of texts and respond to different layers of meaning.
- Explore how language works in both literary and non-literary texts, including how texts are structured and organised.

CHILD CENTRED PROVISION:

The principles of *Every School a Good School* are reflected throughout the school's approach to Language and Literacy. Provision is underpinned by a commitment to meeting the needs of all pupils and supporting them to achieve their full potential.

In relation to Literacy, this includes:

- Ensuring that decisions relating to planning, resources, curriculum and pastoral care reflect the needs, interests and aspirations of pupils.



- Promoting equality of opportunity, high-quality learning experiences and respect for diversity.
- Fostering a positive school culture where achievement, improvement and ambition are encouraged, and where all pupils are supported to succeed.
- Providing appropriate support and intervention to meet identified additional educational needs and to help pupils overcome barriers to learning.
- Valuing pupil voice and involving pupils in discussions and decisions that impact on their learning and school experience.

The school aims to provide inclusive Language and Literacy provision that enables all pupils to make progress from their starting points. Pupils who may be experiencing difficulty or underachievement are identified at an early stage and supported appropriately. Pupils with additional educational needs, including those with special educational needs or English as an additional language, are supported in line with the school's Inclusion and SEN policies. Appropriate challenge and enrichment are also provided to support pupils who demonstrate particular strengths in Literacy.

A range of teaching approaches is used to support learning, including whole-class teaching, group work and individual support. Learning opportunities are differentiated as appropriate to meet the needs of different learners, recognising that no single approach will suit all pupils.

All pupils are provided with equal access to the Language and Literacy curriculum, regardless of gender, ethnicity, ability or background.

In summary, the school aims to raise standards in Literacy by:

- Providing high-quality teaching and learning experiences for all pupils.
- Identifying and addressing underachievement at an early stage.
- Offering targeted in-school support where required and, where appropriate, working in partnership with external agencies.
- Meeting the needs of identified pupils through inclusive practice and appropriate support frameworks.

INTERVENTION PROGRAMMES:

Intervention and Targeted Support

The school recognises the importance of early identification and timely support to address barriers to progress in Language and Literacy. A range of targeted interventions and support strategies is used to meet the identified needs of pupils and to support progress from individual starting points.

Learning Support Provision

Targeted Literacy support is provided through the work of a Learning Support Teacher, in collaboration with class teachers and other relevant staff. Pupils are identified for support through ongoing assessment, analysis of data and professional judgement. Support may be delivered through small-group or individual sessions and is designed to complement



class-based learning. Progress is monitored regularly, and outcomes are reviewed to inform next steps and ongoing support.

Targeted Reading Support

A number of structured approaches are used to support pupils who require additional help with reading. These may include:

- **Boosting Reading**, where pupils receive focused support aimed at developing reading fluency, accuracy and comprehension.
- **Peer Paired Reading**, which provides pupils with opportunities to practise reading through structured, collaborative approaches that promote confidence, engagement and enjoyment.
- The use of **digital reading tools**, including *Amira*, an AI-supported reading programme, currently implemented in Years 3, 5 and 7 to support reading development, provide targeted feedback and inform teacher assessment.

These approaches are used alongside class-based guided reading and are carefully matched to pupils' needs. Progress is monitored through a combination of observation, teacher judgement and assessment information, and support is reviewed accordingly.

Support for Pupils with Additional Language Needs

Where pupils present with additional language or communication needs, support is planned in line with the school's Inclusion and Special Educational Needs policies. The school works collaboratively with relevant services and agencies, as appropriate, to support pupils' Language and Literacy development.

As the school cohort evolves, provision for pupils with English as an additional language or newcomer needs will be developed in response to identified needs and available resources.

Monitoring and Review

All intervention and support provision is regularly reviewed to ensure it has a positive impact on pupils' progress and wellbeing. Information from assessment, classroom practice and pupil feedback is used to evaluate effectiveness and to inform ongoing planning.

HIGH-QUALITY TEACHING AND LEARNING:

The principles of *Every School a Good School* underpin the school's approach to high-quality teaching and learning in Language and Literacy. Provision aims to ensure that all pupils experience engaging, purposeful and progressive learning opportunities that support positive outcomes.

In relation to Literacy, this is reflected through:

- The provision of a broad, balanced and relevant curriculum that meets the needs of all pupils.
- A strong emphasis on the development of Language and Literacy skills across the curriculum.
- Teachers who are committed, enthusiastic and reflective practitioners, fostering positive learning relationships.



- The use of flexible and responsive teaching strategies that take account of the diverse needs of learners.
- The effective use of assessment information to inform planning, teaching and learning.
- Ongoing self-evaluation at classroom and whole-school level to support sustained improvement.
- High expectations for all pupils, with appropriate challenge and support to enable progress for learners at all levels of attainment.

Organisation of Teaching and Learning

Language and Literacy are delivered in line with the requirements of the Northern Ireland Curriculum.

- Pupils are taught in single year groups.
- Teachers use a range of flexible grouping strategies, informed by assessment and professional judgement, to support and challenge pupils appropriately. Groupings are reviewed regularly to ensure they remain responsive to pupils' needs.
- Classroom Assistants support teaching and learning through work with individuals and small groups under the direction of the class teacher.
- Teachers plan for progression in Language and Literacy through a balance of text-, sentence- and word-level learning, ensuring coverage of a wide range of genres, skills and experiences over time.
- Planning is reviewed regularly by teachers to inform next steps in learning and to ensure continuity and progression.

Monitoring and Evaluation

The quality of teaching and learning in Literacy is monitored and evaluated through a range of agreed approaches, which may include:

- Review of teachers' planning.
- Scrutiny of pupils' written work.
- Analysis of assessment information.
- Professional dialogue and feedback.

The Literacy Co-ordinator, in collaboration with senior leaders, supports this process to ensure consistency, progression and continued improvement in Language and Literacy provision across the school.

Approaches to Talking and Listening

Children's oral language is central to their ability to communicate effectively, build relationships, understand ideas and organise, explore and refine their thinking. The development of talking and listening skills underpins learning across all areas of the curriculum and is fundamental to pupils' overall Language and Literacy development.

Opportunities for talking and listening, group discussion, interaction and drama are embedded throughout the curriculum and across school life. Oral language is recognised as a primary mode of communication and learning, and is given a clear and consistent focus in all year groups. Pupils are encouraged and supported to listen attentively and to speak clearly, confidently and appropriately for a range of audiences and purposes.



Reading, writing, talking and listening are developed holistically. Teachers make explicit links between spoken and written language, helping pupils to understand that their ideas can be orally rehearsed, refined and then communicated in written form. Purposeful talk and active listening are integral to all Literacy learning, and opportunities are planned to ensure pupils can practise, apply and extend these skills regularly.

Group discussion and collaborative learning opportunities allow pupils to articulate their thinking, challenge ideas and consider different viewpoints. Through participation in structured discussion, pupils learn to take on different roles and responsibilities, developing co-operative attitudes, respect for others and confidence in expressing their views.

Teachers model effective communication by demonstrating the conventions of conversation, asking open and focused questions, prompting and scaffolding responses, and summarising ideas. Pupils are given frequent opportunities to initiate and engage in both planned and incidental talk.

Role-play and drama activities are used across the school to support Language and Literacy development. Through these experiences, pupils are supported to:

- Express their thoughts, feelings and ideas.
- Adapt their language and behaviour to suit different contexts and situations.
- Explore perspectives through adopting the roles and characteristics of others.
- Discuss and reflect on issues raised through drama and role-play activities.

Approaches to Reading

The school recognises the importance of developing confident, fluent and motivated readers. Pupils are supported to use a range of reading strategies in order to understand, interpret and respond to texts. Enjoyment, confidence and independence in reading are fostered across all year groups and throughout the curriculum.

The school's approach to reading is informed by current research and guidance, including the principles outlined within *TransformED NI* and the *Science of Reading*. This reflects a clear focus on developing pupils' decoding, fluency, vocabulary and comprehension skills in a structured and progressive way.

Teachers use a variety of teaching approaches, selecting those most appropriate to the learning intention and the needs of the pupils. Opportunities to read for pleasure, information and learning are planned within Literacy lessons, across the curriculum and beyond the classroom.

Modelled Reading

Modelled reading provides opportunities for teachers to explicitly demonstrate effective reading strategies by *thinking aloud* while reading. Teachers share clear learning intentions and model strategies such as decoding unfamiliar words, reading with fluency and expression, making connections, predicting, visualising, inferring and clarifying meaning. This modelling supports pupils in developing an awareness of how effective readers approach and make sense of texts.



Shared Reading

Shared reading enables pupils to participate collaboratively in the reading process. With teacher support, pupils apply reading strategies and comprehension skills to a range of texts. This approach provides opportunities for discussion, questioning and reflection, helping pupils to deepen their understanding of texts.

Guided Reading

Guided reading allows teachers to work with small groups of pupils to support and extend reading development. Learning is focused on specific skills or strategies, informed by assessment and professional judgement. Texts are carefully selected to provide appropriate challenge, and pupils are encouraged to talk about their reading, explain strategies used and reflect on their understanding.

Independent Reading

Independent reading is central to supporting pupils' confidence, fluency and enjoyment of reading. Pupils are encouraged to select and read a wide range of texts, including fiction, non-fiction and poetry, from class and school libraries. Independent reading provides regular opportunities for pupils to practise skills, develop personal responses to texts and build reading stamina.

High-quality reading materials are available throughout the school and are chosen to reflect a wide range of interests, cultures and experiences. Pupils have regular access to both classroom and school library resources.

Phonics and Early Reading

Phonics teaching supports pupils in understanding how sounds and letters work together to enable accurate reading and spelling. An integrated approach to phonics is used in the early stages of learning to read, enabling pupils to develop effective decoding strategies and build confidence as readers.

The school's approach to early reading reflects current research and guidance, including the principles outlined within *TransformED NI* and the *Science of Reading*. This emphasises the importance of:

- systematic and explicit teaching of phonics
- the development of fluency through regular, supported reading practice
- the teaching of vocabulary and language comprehension
- structured progression in reading skills over time

The school uses the Northern Ireland Linguistic Phonics programme to support the teaching of early reading. This approach helps pupils to understand the relationship between sounds and written language, enabling them to apply their phonics knowledge to both reading and writing.

Teaching approaches are carefully planned to support pupils in developing the key components of reading, including word recognition, fluency, vocabulary and comprehension. These elements are taught in a coherent and integrated way to support pupils in becoming accurate, confident and independent readers.



Digital and Supported Reading Approaches

Digital resources are used, where appropriate, to enhance pupils' reading experiences and support targeted development. This includes the use of structured digital programmes and tools to support reading engagement, fluency and comprehension.

Within the school, digital reading tools such as Accelerated Reader are used to support pupils in Years 3–7 to encourage independent reading, monitor progress and promote reading for pleasure. These tools are used alongside teacher assessment and professional judgement and do not replace high-quality teaching or opportunities for reading for enjoyment.

The school also utilises Amira, an AI-supported reading programme, to support the development of reading fluency, accuracy and comprehension. Amira provides immediate feedback and supports teachers in identifying next steps in pupils' reading development.

Additional digital resources may also be used, where appropriate, to support pupils' confidence, engagement and independence as readers.

Promoting a Love of Reading

The school actively promotes a positive reading culture through a range of experiences, including access to book events, reading celebrations and participation in activities that encourage enjoyment of books and reading. These opportunities are designed to support pupils in developing positive attitudes towards reading and identifying themselves as readers.

Approaches to Writing

The school recognises the importance of enabling pupils to see the value of writing as a meaningful form of communication. Pupils are supported to develop confidence, accuracy and enjoyment in writing through engaging and purposeful activities across the curriculum. Teachers use a range of teaching approaches, selecting those most appropriate to the learning intention, the context and the needs of the pupils. Enjoyment and motivation in writing are fostered in Literacy lessons, across the wider curriculum and through a variety of real and imagined contexts.

Strong links are made between talking, reading and writing. Pupils are encouraged to orally rehearse their ideas before writing, reflecting the principle of *think it, say it, write it and read it aloud*. This supports pupils in organising their thoughts, refining ideas and improving the quality of their written work. Pupils are also encouraged to read as writers and write as readers, developing an awareness of how language choices impact meaning.

Modelled Writing

Modelled writing enables teachers to demonstrate the writing process explicitly. Teachers model planning, composing, editing and improving writing, making their thinking visible and highlighting key skills and features linked to the learning intention.

Shared Writing

Shared writing provides an interactive approach in which pupils actively contribute ideas while the teacher leads and models the writing process. This approach supports pupils'



understanding of structure, vocabulary choice and the crafting of sentences within different genres and forms.

Guided Writing

Guided writing is used to provide targeted support and challenge for pupils or small groups. Teachers plan focused tasks that address specific aspects of writing development, such as spelling, handwriting, punctuation, vocabulary choice, sentence structure or more complex organisational and stylistic features. Groupings are flexible and informed by assessment and professional judgement.

Independent Writing

Pupils are provided with regular opportunities to write independently for a range of purposes and audiences. They are encouraged to apply skills taught through modelled, shared and guided writing in a variety of contexts across the curriculum.

Throughout the school:

- Pupils are supported through the use of appropriate and differentiated resources.
- Writing frames and scaffolded supports are used when necessary and gradually withdrawn to promote independence.
- Pupils are encouraged to consider purpose, audience, genre and form when writing.
- Classrooms are developed as writing-rich environments that celebrate and value pupils' written work.

Digital Tools to Support Writing

Digital tools are used, where appropriate, to support and enhance writing development. This includes the use of Just2Easy to provide creative opportunities for planning, drafting, editing and publishing writing, as well as to support engagement and independence. Digital writing tools complement, rather than replace, high-quality teaching and opportunities for extended writing.

Thinking Skills & Personal Capabilities and Cross-Curricular Opportunities for Literacy Development

Teachers actively seek opportunities to develop pupils' Thinking Skills and Personal Capabilities (TS&PCs) through Language and Literacy learning and across the wider curriculum. Pupils are supported to practise, apply and transfer their reading, writing and communication skills in a range of meaningful contexts beyond discrete Literacy lessons.

Planning across all year groups reflects opportunities for pupils to:

- Manage information by locating, organising and presenting ideas effectively.
- Think, problem-solve and make decisions through discussion, reading and writing tasks.
- Be creative by generating ideas, using imagination and exploring language in different forms and contexts.
- Work with others through collaborative talk, group discussion and shared tasks.
- Self-manage by reflecting on learning, setting targets and evaluating their own work.

In developing cross-curricular literacy skills, teachers consider:

- The use of a range of active learning strategies, including discussion, drama and



assessment for learning approaches.

- Purposeful questioning to support thinking, understanding and reasoning.
- Opportunities for pupils to select and apply appropriate reading and writing strategies across all areas of learning.
- The development of independent learning skills, including research, note-taking and presentation.
- The use of self-assessment and peer assessment to support reflection and improvement.

Digital Literacy

Digital technologies are used purposefully to support and enhance Language and Literacy learning. Pupils are provided with opportunities to engage with a range of digital texts and tools to support reading, writing, speaking and listening skills.

Across the school:

- Digital resources are used to support planning, drafting, editing and presentation of written work.
- Technology is used to enhance opportunities for collaboration, discussion and communication.
- Appropriate digital tools are selected to support engagement, independence and creativity.
- Digital Literacy is planned for within Literacy and cross-curricular learning, where appropriate.

The use of digital tools complements high-quality teaching and learning and supports pupils in developing the skills required to communicate effectively in a modern, digital world.

Assessment and Target-Setting

Assessment is an integral part of teaching and learning and plays a central role in supporting pupils' progress in Language and Literacy. Assessment is used to:

- Monitor and evaluate pupils' progress and attainment.
- Inform and improve teaching and learning.
- Identify next steps and support future planning.

Teachers continually assess pupils' learning through day-to-day classroom practice and professional observation. Assessment is closely linked to learning intentions and success criteria, enabling teachers and pupils to reflect on progress and identify areas for development. Assessment approaches are appropriate to pupils' age, stage and individual learning needs.

Information to inform assessment is gathered using a range of methods, including:

- Observation of pupils during class activities and discussions.
- Dialogue between teachers and pupils.
- Evaluation of pupils' written and practical work.
- Use of self-assessment and peer assessment strategies.

Marking and feedback are provided in line with the school's Marking Policy and are used to celebrate success, address misconceptions and support improvement. Pupils are given



opportunities to engage with feedback and to understand how they can develop their learning further.

Assessment activities are planned and embedded within teaching and learning to ensure they are purposeful and meaningful. Teachers use assessment information to guide planning, adapt teaching approaches and provide appropriate challenge and support.

Standardised and Summative Assessment

A range of assessment information, including standardised assessments where appropriate, is used alongside teacher professional judgement to provide a holistic picture of pupil progress. Details of standardised assessments used by the school are outlined within the school's Assessment Policy.

Teachers make summative judgements relating to pupils' progress in the Cross-Curricular Skill of Communication in accordance with statutory requirements. These judgements are informed by a range of evidence collected over time and are reported to parents and relevant authorities as required.

Target-Setting and Supporting Progress

Teachers set high expectations and monitor progress closely to identify actual or potential underachievement at the earliest stage. Where concerns are identified, targets are set to support pupils' progress, and appropriate interventions or support strategies are implemented.

Pupils are encouraged to be actively involved in their own learning by reflecting on progress, understanding targets and contributing to next steps. For pupils with additional learning needs, targets are planned collaboratively by teachers, in consultation with the Learning Support Co-ordinator (LSC) and other relevant professionals, in line with school policy.

Assessment and target-setting are reviewed regularly to ensure they continue to support positive outcomes for all pupils.

EFFECTIVE LEADERSHIP:

The principles of *Every School a Good School* underpin leadership and management in relation to Language and Literacy. Effective leadership at all levels supports high-quality teaching and learning and promotes continuous improvement in Literacy outcomes.

This is reflected through:

- A clear and effective School Development Plan that sets realistic priorities and targets for improvement, informed by self-evaluation and evidence.
- The Board of Governors providing strategic direction while supporting and appropriately challenging school leadership in the ongoing improvement process.
- School leaders demonstrating a commitment to professional learning and development, promoting a culture of shared practice and continuous improvement.
- Opportunities for teachers to contribute to leadership through curriculum development, collaboration and professional dialogue.
- Effective management of school resources to support high-quality Language and Literacy provision.
- Ongoing monitoring and evaluation of teaching and learning, policies and practices to inform decision-making and support sustained improvement.



Leadership structures and processes support consistency, reflection and progression in Language and Literacy across the school, ensuring provision continues to meet the needs of all learners.

The Board of Governors

The Board of Governors is kept informed of the quality of Language and Literacy provision and the standards being achieved across the school. Regular updates are provided in relation to progress, priorities for development and attainment in Literacy.

The Literacy Action Plan is shared with the Board of Governors as part of the school's improvement planning process, and progress towards identified targets is reviewed and evaluated at agreed points during the academic year.

Role of the Literacy Co-ordinator

The Literacy Co-ordinator, in consultation with the Principal, senior leaders and staff, is responsible for supporting and improving standards of teaching and learning in Language and Literacy in line with the School Development Plan.

The main responsibilities of the Literacy Co-ordinator include:

- Maintaining a clear understanding of Language and Literacy, including talking and listening, reading and writing.
- Promoting high standards and effective practice in Literacy across the curriculum.
- Supporting professional development and encouraging the sharing of good practice among staff.
- Monitoring pupils' progress in Literacy through the use of assessment information and professional dialogue.
- Supporting the analysis and use of relevant data to inform planning and improvement.
- Coordinating Literacy provision, including targeted support and intervention, in collaboration with teachers and the Learning Support Co-ordinator (LSC).
- Leading the development, review and evaluation of the Literacy Policy and associated action planning.
- Working collaboratively with staff to identify and support pupils with additional learning needs, as well as those requiring increased challenge in Literacy.
- Supporting the selection, organisation and effective use of Literacy resources.
- Keeping informed about current developments and guidance related to Language and Literacy.
- Maintaining effective communication with the Principal, senior leadership, teachers, support staff, parents and pupils, as appropriate.
- Liaising with external agencies and support services when required to support Literacy development.

A School Connected to Its Local Community

The principles of *Every School a Good School* underpin the school's commitment to working in partnership with parents, carers and the wider community to support pupils' Language



and Literacy development.

This is reflected through:

- Positive relationships that promote effective communication and engagement between the school, parents and the wider community.
- Mutual respect between the school and parents, with shared responsibility for supporting pupils' learning.
- The effective use of school provision and programmes to support pupils' needs and contribute positively to the wider community.
- Clear and effective communication with relevant education services and support agencies.
- Collaboration with external and community organisations where appropriate to enhance learning experiences and support pupil wellbeing.

The school recognises that education is most effective when pupils, parents, teachers and support staff work collaboratively. Parents are provided with regular opportunities to discuss their child's progress and to engage with their learning.

Opportunities for parental involvement may include:

- Parent-teacher consultations.
- Written reports on pupils' progress and attainment.
- Communication through school platforms and other agreed channels.
- Support for learning at home, including reading and homework activities.
- Participation in school events and activities that celebrate learning.

Teachers are available to communicate with parents through agreed channels, and meetings can be arranged to discuss any matters relating to pupils' learning or wellbeing.

The school seeks to support and encourage parental involvement in Literacy by providing guidance, information and resources to support reading and writing at home. This may include access to digital resources, recommended reading materials and links to local library services.

Where appropriate, the school engages with community partners and other educational settings to enhance Language and Literacy experiences and support broader curricular and social development.

Conclusion

This Literacy Policy supports the school's vision for high-quality teaching and learning and reflects current approaches to Language and Literacy across the curriculum. It should be read in conjunction with other relevant school policies, including:

- Learning and Teaching Policy
- Assessment Policy
- Marking and Feedback Policy
- Special Educational Needs and Inclusion Policy
- Digital Learning / ICT Policy

Together, these policies support a consistent, inclusive and coherent approach to pupils' learning and development.



Review of Policy

This policy will be monitored and reviewed on a regular basis to ensure it remains relevant, reflective of current practice and in line with statutory requirements and school priorities. The Literacy Co-ordinator, in consultation with senior leaders and staff, will lead the review process as appropriate.