



Greenfields School

Ysgol Greenfields Literacy Policy

2025-2026

Implemented	By Whom	Last Review	By Whom	Next Review
October 2025	C.Singh	October 2025	R. Redman and C.Singh	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change



1. Vision and Rationale

At Ysgol Greenfields, we believe that literacy is fundamental to learning, personal development, and wellbeing. Literacy empowers learners to access the curriculum, express themselves confidently, and engage meaningfully with the world around them. It is a shared responsibility across all areas of learning and experience, and is embedded within our whole-school approach.

We recognise literacy as a mandatory cross-curricular skill within the Curriculum for Wales, and we are committed to ensuring progression in learners' abilities to listen, speak, read, and write effectively.

2. Aims

Our aims are to:

Develop confident, fluent, and reflective communicators.

Embed literacy across all Areas of Learning and Experience (AoLEs).

Ensure all staff actively support literacy development through inclusive planning and teaching.

Provide targeted support for learners with Additional Learning Needs (ALN) and those with English as an Additional Language (EAL).

Promote a culture of reading for pleasure and purposeful writing.

Monitor and evaluate literacy progress to inform teaching and intervention.

3. Characteristics of a Literate Learner

A literate learner at Ysgol Greenfields:

- Reads and writes with fluency, understanding, and enjoyment.
- Speaks and listens with confidence and clarity.
- Uses a wide and appropriate vocabulary across contexts.
- Understands and applies conventions of different text types.
- Plans, drafts, edits, and presents writing effectively.
- Uses reading strategies such as skimming, scanning, and inference.
- Applies literacy skills across real-life contexts and curriculum areas.
- Reflects critically on their own and others' communication.

4. Whole-School Responsibilities

Senior Leadership Team:

- Lead strategic planning and implementation of literacy across the school.
- Ensure staff training and resource allocation supports literacy development.
- Monitor and evaluate literacy provision and outcomes.

Literacy Lead:

- Coordinate whole-school literacy strategy.
- Support staff in embedding literacy within AoLEs.
- Identify and share best practice.
- Monitor progression and impact of literacy initiatives.

Curriculum Leaders:

- Map literacy opportunities across schemes of learning.
- Ensure consistency and progression in literacy teaching.
- Support staff with planning and differentiation.

All Staff:

- Integrate literacy into lesson planning and delivery.
- Model high standards of spoken and written language.
- Provide feedback on literacy skills in learners' work.
- Use inclusive strategies to support all learners.

5. Inclusive Literacy Provision

Differentiation:

- Tasks and support are tailored to meet individual needs.
- Strategies include questioning, scaffolding, group work, and targeted resources.

EAL Learners:

- Encouraged to use their first language to support learning.
- Provided with bilingual resources and visual aids.
- Supported through inclusive communication strategies.

ALN Learners:

- Supported through IDPs and differentiated teaching.
- Access to small group interventions and tailored resources.

Higher Attainers:

- Challenged through extended tasks and deeper enquiry.
- Opportunities for creative and analytical literacy activities.

6. Literacy Across the Curriculum

Speaking and Listening:

- Learners engage in purposeful talk, discussion, and presentation.
- Strategies include active listening, questioning, and structured group work.

Reading:

- Learners read for pleasure, information, and analysis.
- Skills include comprehension, inference, and critical evaluation.
- Access to high-quality texts and reading interventions.

Writing:

- Learners write in varied forms for different audiences and purposes.
- Emphasis on planning, drafting, editing, and presentation.
- Use of modelling, genre conventions, and technical accuracy.

7. Monitoring and Evaluation

Literacy progress is monitored through:

- Assessment data and learner progress tracking.
- Curriculum reviews and staff feedback.

- Learner voice and engagement.
- Evaluation of interventions and impact on outcomes.

8. This policy is informed by:

- **Curriculum for Wales Literacy Framework** – including strands on translanguaging, listening, reading, speaking, and writing. [\[hwb.gov.wales\]](https://hwb.gov.wales)
- **Estyn guidance** – advocating balanced reading instruction and whole-school reading cultures. [\[estyn.gov.wales\]](https://estyn.gov.wales)
- **Welsh Government priorities** – literacy, numeracy, and attendance as central to school improvement. [\[media.serv...gov.wales\]](https://media.serv...gov.wales)
- **Education Development Trust's National Support Programme** – promoting sustainable, school-led literacy improvement. [\[www.edt.org\]](https://www.edt.org)
- **Plaid Cymru's education plan** – advocating foundational literacy benchmarks and libraries in every school. [\[nation.cymru\]](https://nation.cymru)
- **Wales Journal of Education** – highlighting research-informed strategies and bilingual literacy development. [\[journal.uwp.co.uk\]](https://journal.uwp.co.uk)

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