



Greenfields School Literacy Policy 2026-2027

Implemented October 2025	By Whom C.Singh	Last Review September 2026	By Whom Craig Thomas	Next Review September 2027
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Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
12/03/26	2	Creslyn Singh	Reviewed
25/09/26			

This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024

1. Vision and Rationale

At 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, and we are committed to ensuring progression in learners' abilities to listen, speak, read, and write effectively.

Learners at Greenfields often experience disrupted education, trauma-related barriers to literacy, or dysregulated learning histories. Our approach is therapeutic, trauma-informed and responsive to individual literacy gaps.

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 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
- 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:

- Learners with ALN will have their literacy needs planned for through Individual Development Plans (IDPs), in line with the ALNET Act (Wales) 2018.

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- 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.
- Learners with English as an Additional Language (EAL) receive translinguaging support, bilingual resources and multimodal communication strategies, linked to the EAL Policy

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.
- Targeted interventions may include phonics programmes, reading recovery, paired reading, vocabulary enrichment, inference training and bespoke small-group literacy sessions.

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.

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V2.0, Reviewed September 2025 (Next Review September 2026)

Page 4 of 6

- Learner voice and engagement.
- Evaluation of interventions and impact on outcomes.
- Learner voice contributes to evaluation of literacy provision, including preferred reading materials, accessible formats, and self-assessment of confidence in literacy skills.
- Any literacy-related safeguarding concern such as inappropriate written content, disclosures in writing or concerning online reading material will be escalated following the Wales Safeguarding Procedures (2019).
- Progress in literacy is recorded and tracked using Taith360 as part of whole-school assessment practice
- Outcomes inform IDPs, intervention mapping and SEF / SDP cycles.
- Reading ages are monitored regularly and used to inform differentiated teaching groups.

8. Phonics

Greenfields school uses “Fresh Start” as its phonics program, which is a branch of Read Write Inc. aimed at teenagers who have “fallen through the net”. This is used in conjunction with reading logs.

9. This policy is informed by:

- **Estyn guidance** – advocating balanced reading instruction and whole-school reading cultures. [\[estyn.gov.wales\]](https://www.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)
- Wales Safeguarding Procedures (2019)
- Keeping Learners Safe (2022)

- Welsh Government Literacy Guidance (2022 revision)

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