




**BLOOM WORLD
ACADEMY**

Reference Number
BWA-18

Literacy Policy	
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Owner	Sean Duffy, Vice Principal - Senior School and Nexus
Reviewer	John Bell, Executive Principal 



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1. Aim

The aim of the Whole-School Literacy Policy at Bloom World Academy is to enhance literacy attainment at every level of ability. Staff collaborate to integrate the skills of listening, speaking, reading, and writing into the curriculum to maximise each student's potential.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to all stakeholders. This policy is broken into whole school approaches to literacy and more customised strategies for phase 1 and 2.

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

Definition of Literacy:

Literacy fosters the development of effective communication skills. Being literate means possessing the ability to listen, speak, read, and write at a level necessary to succeed in education, the workplace, and society.

5. Processing and practice

- **Literacy is integral to the process of learning:** Students require language skills to cope with the cognitive demands of all subjects.
- **The term 'literacy' includes all three components of language:** Speaking and listening, reading, and writing.
- **All elements of the literacy policy should be reflected across the curriculum.**
- **Language is central to a student's sense of identity, belonging, and development.**
- **All staff must share responsibility for developing literacy skills:** They must work together to create a literacy-rich environment that motivates and supports all students, raising their expectations of achievement and thus improving standards within the school.

Bloom World Academy views all teachers as teachers of Literacy.



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6. Responsibilities

Staff Title	Role and Responsibility
Senior Leadership Team	The Senior Leadership Team will actively support the overall literacy initiative at Bloom World Academy.
Advanced Practitioners	Advanced Practitioners play a crucial role in leading and supporting literacy activities within their teams.
Key Tutors	Key Tutors are expected to play a key role in supporting students with reading during homeroom time.
English Department	The English Department will bear the primary responsibility for teaching basic literacy skills within the curriculum and providing support.
Learning Support Department	The Learning Support Department will identify students with literacy difficulties, provide tuition, and deliver the key elements of the English National Curriculum.
Integra	All staff have a responsibility to plan and teach lessons that effectively develop students' literacy skills.

7. Marking Code and Symbols

Teachers are not expected to mark for spelling, punctuation and grammar each time they give feedback, when they do, these are agreed universal codes:

Description	Marking Code
Spelling mistake	SP
Grammar mistake	GR
Punctuation error	P
New paragraph needed	//
Incorrect verb tense	T
Something is missing (word or punctuation)	^
Unclear meaning	?
Capitalisation error	C
Wrong form of a word	WF
Word order mistake	WO
Expression/phrase needs improvement	EXP
Repetition – avoid using the same word/phrase	REP
Not sure – unclear sentence or phrase	NS



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8. Speaking and Listening

Student Activities	Approaches
Engage in group discussions to explore ideas and solve problems collaboratively.	Value and respect diverse viewpoints in discussions.
Use drama and role-play to express feelings, opinions, and explore concepts.	Acquire knowledge and new concepts through interactive listening.
Utilise ICT to discuss ideas and engage in purposeful talk.	Evaluate information critically.
Experience talk beyond BWA to broaden perspectives.	Use and practise new vocabulary in context.
Develop good manners and social behaviour through effective listening skills.	Adapt communication to suit different audiences and purposes.
Gain insight into others' ideas and opinions through active listening.	Recognise and appreciate different dialects and languages.

Organisation

- Incorporate talk into essential activities.
- Provide home learning activities that encourage discussion with peers and adults.
- Focus on subject-specific vocabulary.
- Create a classroom environment that promotes respectful and open communication.
- Offer flexible teaching spaces for various speaking and listening activities.

Progress in Listening and Speaking

- Develop specialised vocabulary.
- Progress from short, prompted contributions to sustained speaking.
- Gain confidence to initiate discussions and present ideas to larger audiences.
- Transition from informal peer discussions to formal presentations.



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9. Reading

Activities	Approaches
Use reading to research and support learning.	Integrate reading tasks into subject areas.
Utilise library and ICT resources for subject learning.	Present reading tasks at suitable levels.
Read independently to enhance learning.	Teach various reading strategies and skills.
Read for pleasure and explore various text types.	Encourage questioning and critical analysis of texts.
Read narratives and informational texts.	Support students at all reading levels.
Use reading skills such as skimming, scanning, and reading for meaning.	Teach subject-specific vocabulary through reading (Tier 3).

Materials

- Provide a range of materials to support learning.
- Offer texts at appropriate levels for all students.
- Ensure materials reflect diverse cultures.
- Provide up-to-date and attractive resources.
- Offer resources that enable independent learning.

Organisation

- Provide opportunities for formal and informal reading assessments.
- Focus lessons on reading and reading skills.
- Use identified subject vocabulary in activities.
- Assign reading-related homework activities.

Progression in Reading

- Encourage students to find and select their own texts.
- Use many relevant sources for research.
- Introduce students to new authors and challenging texts.



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BWA Holistic Approach to Reading

BWA APPROACH TO READING

Enhance reading skills through targeted pre-during, and post-reading activities.



PRE-READING

Prepare for efficient and comprehensive reading by previewing text, setting goals, and activating background knowledge.



READING STRATEGIES

Engage with text actively by highlighting key points, summarising, and critically evaluating information.



POST-READING ACTIVITIES

Consolidate understanding through discussions, reflections, and creative responses to text.

EFFECTIVE READING

Utilise pre-reading strategies to set the stage, apply active reading techniques to engage in post-reading activities for retention and reflection.



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10. Writing

Activities	Approaches
Write for different purposes and audiences.	Provide models for writing in various forms.
Plan, draft, and discuss writing.	Offer resources to support independent writing.
Use writing to organise thoughts and aid learning.	Help students draft writing in context.
Produce quality written work.	Provide activities for students of all abilities.
Write for pleasure and express ideas effectively.	Teach writing conventions and language use.
Structure arguments and record information.	Use ICT to support writing tasks.

Organisation

- Incorporate writing into essential activities.
- Assign home learning activities that require written responses.

Progression in Writing

- Transition from short answers to extended writing.
- Move from simple writing tasks to complex, independent writing.
- Develop confidence in writing for different audiences and purposes.



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Primo (Pre-KG to KG2)

- **Phonics and Early Reading:**

Daily Read Write Inc. phonics sessions build foundational skills in sound recognition, blending, and segmenting. Multi-sensory activities, such as phoneme cards link sounds to letters, aiding in independent decoding skills.

Oral Language Development: Daily interactive storytelling, rhyme, and song sessions enhance oral language skills and phonemic awareness. Teachers use props, puppets, and digital storytelling apps to bring stories to life.

- **Engagement with Texts:**

Class reading corner

Each class across primo and Junior school have a dedicated reading corner where students have access to a variety of genres and can read for pleasure.

Story Sensory Play: Creation of story boxes with props for children to retell and interact with stories. Sensory play linked to story themes (e.g., building a "Goldilocks and the 3 bears" house in the sand area) fosters engagement and comprehension.

Early Literacy Centres: Designed centres with activities like letter sorting and word puzzles, allowing children to explore reading and writing through play, reinforcing letter recognition and word building.

Junior School (Grade 1 - 2)

- **Phonics and Early Reading Skills:**

Daily Phonics Sessions: Continue the "Read Write Inc." program to build on foundational skills, focusing on blending, segmenting, and recognising high-frequency words for fluency development.

Shared Reading and Interactive Read-Alouds: Shared reading and interactive read-alouds with big books to model fluency and comprehension strategies, such as choral and echo reading.



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- **Guided Reading and Comprehension:**

Small Group Guided Reading: Scholastics leveled readers are used in guided reading sessions, gradually increasing text complexity. Focusing on skills like retelling stories, identifying main ideas, and making simple predictions.

- **Reading for pleasure**

Class reading corner

Each class across primo and Junior school have a dedicated reading corner where students have access to a variety of genres and can read for pleasure.

- **Writing Development:**

Writing Centres and Activities: Students are engaged in activities like labeling pictures, writing simple sentences, and creating story sequences using word banks, sentence starters, and picture prompts.

Structured Writing Practice: Teachers begin with modeled and shared writing, gradually introducing independent tasks focused on sentence structure and punctuation.

The Writing Process: Student are taught about and apply the stages of the writing process—planning, drafting, revising, editing, and publishing, when writing their first draft.

Writers Workshop

Teachers will hold a 1-1 writing conference with students where personalised feedback and targets are set based on the success criteria for the text type.

Junior School (Grades 3-5)

Reading Skills and Comprehension Strategies:

- **Guided and Independent Reading:** Teachers continue small group comprehension skills focussed guided reading sessions with more complex texts, focusing on strategies like inferencing and summarising. Encourage independent reading across diverse genres.



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- **Literature Circles:** Literature circles will be introduced where students take on roles (e.g., discussion leader, summariser) to facilitate in-depth discussions, developing critical thinking and analytical skills.

Writing Workshop and Process:

- **Genre/Novel Studies:** Students in grades 2 – 5 engage in writing workshops exploring different genres, using novel study texts to analyse features and techniques. Encouraging experimentation with various styles.
- **The Writing Process:** Student are taught about and apply the stages of the writing process—planning, drafting, revising, editing, and publishing, when writing their first draft.
- **Writers Workshop**

Teachers will hold a 1-1 writing conference with students where personalised feedback and targets are set based on the success criteria for the text type.

Consistent use of writing proofreading symbols for improving writing across the Junior school.

Writing for different contexts, purposes and audiences

Research Projects and Presentations: Across all subjects students will be challenged to gather information from various sources, taking notes, and organising findings into presentations and reports at the appropriate grade level.

Cross-Curricular Connections: English literacy is integrated across all subjects in the school day. All teachers know that they are language teachers and are supported in having students read and explore a variety of genres using writing tasks to deepen their understanding.

Inquiry-Based Learning:

Integrated Research Projects: Students engage in research projects across genres, synthesising information and presenting findings, fostering inquiry skills.



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Real-World Writing Tasks: Tasks are assigned through connections to real-world contexts, like writing letters to school leadership team or creating informational brochures.

Word Walls / Vocabulary walls

All subjects have key words and terms connected to the unit and concepts being studied on display on the class display boards. Students refer to these throughout the Unit of Inquiry.

Science Literacy: Literacy is incorporated into science through activities like reading scientific articles, conducting experiments, and writing lab reports using proper scientific language.

Home-School Literacy Partnership

Phonics (RWInc) Workshops for Parents: Workshops are offered to equip parents with strategies to support early literacy at home, such as phonics games and fostering a positive reading environment.

Home Reading Programs: Students are encouraged to participate in home reading of age-appropriate reading material that can be read with parents or guardians. In Grades 1 – 5 this is accessed through RAZ reading platform where students have access to reading books at their level of reading. 20 minutes of daily reading is encouraged at home with a take-home book. Students visit the Research Centre once a week where they select 2 books of their choice to read at home.

- **Family Literacy Workshops:** We offer a range of workshops for parents to provide them with strategies for supporting literacy at home, focusing on reading aloud, asking comprehension questions, and encouraging creative writing.
- **Communication with Parents:** We provide regular updates through the weekly newsletters and on Toddle – our digital platforms about students' literacy progress and suggestions for reinforcing learning at home.
- **Drop Everything and Read with parents:** Continue to promote "Reading Together," where parents and children read a book together to encourage family literacy.
- **Book Fairs and Author Visits:** The Research Centre hosts book fairs and author visits to explore new books and engage with writers.



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Supporting English Language Learners (EALs)

- **Differentiation for EALs:** All teachers provide differentiated reading and writing tasks for EAL students, using visuals, sentence starters, and bilingual resources to support their literacy development.
- **Language Buddies:** In class EALs will be paired with fluent English-speaking peers for shared reading activities and discussions.
- **Culturally Responsive Texts:** Teachers will commit to ensuring that the literacy materials reflect the diverse cultures of the student body, offering texts in both English and their home languages where possible.

Research Centre (Library)

- **School Access:** Independent regular use of the school library / Research Centre with designated library time each week for all elementary students.
- **Diverse Text Selections:** We are building our resources to ensure that a wide range of reading materials that reflect different cultures, interests, and levels, supporting students' inquiry and pleasure reading.
- **Classroom Libraries:** Each classroom has a library corner with a rotating collection of books relevant to the current units of inquiry, fostering a love of reading.

Handwriting and Fine Motor Skills

- **Writing Instruction:** Handwriting practice is introduced in the Junior school to support writing fluency and legibility.
- **Handwriting Practice:** Regular handwriting practice is provided to those that need it
- **Fine Motor Skills Development:** In the primo years, teachers incorporate activities that develop fine motor skills, such as cutting, tracing, and drawing, to support handwriting readiness.

Spelling:

Each class will:

- identify and display key vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help students to learn subject spelling lists;
- concentrate on the marking of high-frequency and key subject words considering the differing abilities of students;



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- test or revise spelling words regularly;
- set personal spelling targets.

Intervention – Literacy Pathways

Intervention programmes are delivered mostly through the Pathways and include the following:

English masterclass

Journalism

Debate & public speaking

English Beginners

Reading Buddies

EAL Support: Tailored interventions are used for English Language Learners with visual supports, scaffolding, and modified texts.

Tiered Intervention Support: Integra provide tiered interventions, including in-class support and pull-out sessions, for students with literacy challenges.