BLOOM WORLD ACADEMY

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BWA-18

Literacy Policy	
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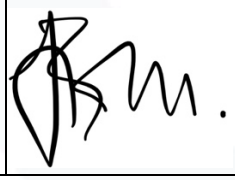
Reviewer	John Bell, Executive Principal 

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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. BWA uses a consistent Four Pillars of Literacy approach - Reading, Writing, Vocabulary and Oracy - so that staff explicitly develop the communication and language skills students need to access learning and maximise their potential across the curriculum.

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 and learning. At BWA, being literate means being able to read with understanding, write with clarity and purpose, use vocabulary accurately and increasingly precisely, and communicate effectively through speaking and listening (oracy) 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' is organised through four interconnected pillars:** Reading, Writing, Vocabulary and Oracy. These pillars are explicitly taught across subjects and phases.
   - **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.
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   Bloom World Academy views all teachers as teachers of Literacy, with shared responsibility for the Four Pillars.

6. **Four Pillars of Literacy**
   BWA's whole-school literacy approach is organised around four interdependent pillars: Reading, Writing, Vocabulary and Oracy. The Four Pillars provide common language and agreed teaching approaches across the school while allowing teachers to adapt implementation to age, subject and student need. Literacy is therefore planned explicitly rather than treated as an additional or English-only responsibility.

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Reading

- Prepare for reading through context, concepts and vocabulary. Pre-teach key words where this will remove barriers to comprehension.
- Model and practise fluent reading using expert reading and, where appropriate, echo, choral or paired reading. Guided reading should include purposeful teacher questioning and scaffolded support.
- Set a clear purpose for reading, require active engagement with the text, and use post-reading summarising, comprehension, discussion, debate, or written response to consolidate understanding.

Writing

- Use an 'I do, We do, You do' sequence when introducing new writing skills: explicit teacher modelling, guided or collaborative construction, then independent application with appropriate support.
- Use Slow Writing when appropriate to prioritise precision, sentence craft, control and deliberate choices over speed or quantity.
- Establish purpose, audience and intended impact; model tone, register, structure and vocabulary; and build in peer/self-review, feedback and redrafting so writing improves through refinement.

Vocabulary

- Select and explicitly teach high-impact Tier 2 academic and Tier 3 subject-specific vocabulary. Teachers should introduce manageable sets of priority words, normally 4-6 at a time where appropriate, using definitions, examples, visuals and context.
- Explore word meaning through synonyms, antonyms, morphology, sentence use, cross-curricular links and multilingual connections. Students should then apply new vocabulary in speech and writing.
- Use word walls and visual vocabulary as active teaching tools: build them with students, refer to them during instruction, retrieve vocabulary regularly and refresh/revisit words as learning develops.

Oracy

- Teach habits of discussion explicitly. Routines such as 'Say it again, better' and Think-Pair-Share should help students refine, rephrase, extend and rehearse ideas before sharing.
- Give talk a clear purpose - to inform, persuade, discuss, explain or reflect - and teach students to listen respectfully, respond thoughtfully and build on the ideas of others.
- Use oracy as part of learning and assessment through discussion, oral rehearsal, presentations, mini individual orals, radio/podcast tasks, scripts and other purposeful speaking opportunities, with feedback and reflection used to improve performance.

Phase application

- Junior School: the Four Pillars are supported through systematic phonics and fluency, daily/regular reading practice, guided reading and VIPERS, Talk for Writing and writing cycles, handwriting and

spelling instruction, explicit vocabulary teaching, oral rehearsal, sentence stems and multilingual scaffolds.

- Senior School: the Four Pillars are embedded across subjects through pre-, during- and post-reading routines; guided and purposeful reading; explicit writing modelling and Slow Writing; Tier 2/Tier 3 vocabulary instruction and word walls; and structured oracy for discussion, presentation and assessment.

The Four Pillars are mutually reinforcing. For example, vocabulary is pre-taught to improve reading comprehension, oracy is used to rehearse ideas before writing, and reading provides models of language and structure that students can transfer into their own communication.

7. Responsibilities
8.

Staff Title	Role and Responsibility
Senior Leadership Team	The Senior Leadership Team will actively support, monitor and evaluate the whole-school literacy strategy and the consistent implementation of the Four Pillars of Literacy.
Advanced Practitioners	Advanced Practitioners play a crucial role in modelling, coaching and supporting the Four Pillars of Literacy within their teams and subject areas.
Key Tutors	Key Tutors are expected to support the reading culture and provide regular opportunities for purposeful reading, vocabulary development and structured discussion during homeroom time.
English Department	The English Department leads the explicit teaching of disciplinary English literacy and supports colleagues with the implementation of the Four Pillars across the curriculum.
Learning Support Department	The Learning Support Department will identify students with literacy difficulties, provide targeted tuition and intervention, and support appropriate adaptation of the Four Pillars for individual need.
Integra	All staff have a responsibility to plan and teach lessons that explicitly develop students' reading, writing, vocabulary and oracy, using the agreed Four Pillars approaches where appropriate.

9. 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

10. Oracy

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.

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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.
- Use structured routines such as 'Say it again, better' and Think-Pair-Share to improve the precision and quality of student responses.
- Use oral rehearsal before extended writing and provide sentence stems or frames where needed to support accurate, confident expression.
- Build purposeful oracy into assessment through discussion, presentation, mini individual oral, radio/podcast or script-based tasks where appropriate to the subject.

Progress in Oracy

- 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.

11. 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).

Four Pillars reading approach

- Pre-reading: establish context and concepts, activate prior knowledge, preview the text and pre-teach essential vocabulary.
- Active reading: set a clear purpose and use expert modelling, guided silent/paired reading, echo or choral reading where appropriate. Students should question, annotate, summarise and make relevant real-world connections.
- Post-reading: consolidate through comprehension, summarising, discussion, debate, reflection and purposeful oral or written response.

- Junior School additionally develops fluency through regular practice, levelled reading and guided reading, with VIPERS used to structure comprehension and discussion where appropriate.

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

12. Vocabulary

Vocabulary is a distinct pillar because students cannot fully access texts, concepts, discussion or writing without secure word knowledge. Vocabulary instruction is therefore planned explicitly across all subjects rather than left to incidental exposure.

Explicit instruction

- Identify high-impact Tier 2 academic vocabulary and Tier 3 subject-specific vocabulary. Select a manageable number of priority words and teach them directly before or during learning.
- Teach meaning through clear definitions, visuals, real-life examples, context clues, morphology, synonyms, antonyms and model sentences. Make multilingual or cross-curricular links when these deepen understanding.
- Require students to use new vocabulary in purposeful speaking and writing, then revisit it through retrieval practice, low-stakes checks and repeated encounters in different contexts.

Word walls and visual vocabulary

- Word walls are built as learning develops and should contain current, useful vocabulary rather than act as static displays. Teachers refer to them during instruction and students are expected to use displayed vocabulary in responses.
- Visual vocabulary links words to images, symbols, diagrams or student-generated sketches. Visuals are revisited to support comprehension, recall, speaking and writing, particularly for multilingual learners.

13. 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.

Four Pillars writing approach

- I do: the teacher explicitly models the craft, structure, vocabulary and thinking required for a successful piece of writing.
- We do: students and teacher construct examples together through guided practice, discussion and shared success criteria.
- You do: students apply the skill independently, with differentiated scaffolds retained only where needed.
- Use Slow Writing to focus students on deliberate sentence construction, precision, cohesion and control. Establish purpose, text type, audience and intended impact before writing, then use self/peer review, conferencing and redrafting to strengthen the final outcome.

- In Junior School, writing development is further supported through transcription, systematic spelling, handwriting where required, cold/hot writing and the Talk for Writing cycle of imitate, innovate and invent.

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.

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.
- **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.

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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.

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

All subjects identify and explicitly teach key Tier 2 and Tier 3 vocabulary connected to the unit and concepts being studied. Word walls are built collaboratively, referred to during teaching, used by students in verbal and written responses, and revisited or refreshed as the unit develops.

Science Literacy: Literacy is incorporated intoscience 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 encourages to participate in home reading of age-appropriate reading material that can be read with parents or guardians. In Grdaes 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.

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- **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.

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

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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.