مدرسة بيس سبرينق فيلد انترناشونال
PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

LITERACY POLICY

2026-2027

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pacespringfieldinternationalschool

1. Policy Statement

PACE Springfield International School is committed to developing high standards of literacy for all students, recognising that reading, writing, speaking and listening are fundamental to academic success, personal development and lifelong learning. Literacy is a shared responsibility across the school and is embedded within all curriculum areas.

This policy aligns with the British Curriculum and fully meets the expectations of the KHDA Education Quality Assurance Framework, ensuring that all students, including English as an Additional Language (EAL) learners, are supported to make strong and sustained progress from their individual starting points.

2. Aims and Objectives

The school aims to ensure that all students:

- Develop secure and fluent reading, writing, speaking and listening skills
- Read with accuracy, fluency and comprehension
- Develop a love of reading and positive independent reading habits
- Acquiring a rich and ambitious vocabulary
- Communicate confidently and effectively across all subject areas
- Are supported through targeted intervention when required
- Make strong progress regardless of background, ability or language profile

3. Alignment with KHDA Expectations

This literacy policy supports KHDA requirements by ensuring:

- A clear whole-school literacy strategy
- Consistent phonics and reading approaches
- Regular use of standardised assessment
- Targeted intervention for identified groups
- Inclusive provision for EAL learners
- Promotion of reading culture and student wellbeing
- Effective monitoring, evaluation and leadership oversight

4. Whole-School Approach to Literacy

Literacy is promoted across the school through:

- High-quality teaching in all subjects

- Explicit instruction in reading, writing and vocabulary
- Planned opportunities for oracy and discussion
- Consistent use of agreed literacy programs
- Regular assessment and data-informed intervention

All staff are responsible for supporting literacy development and reinforcing agreed whole-school strategies.

5. Reading Provision

5.1 Reading Program

- **Accelerated Reader** is the core reading program used across the school.
- Students read texts matched their individual reading level.
- Regular reading practice is monitored through quizzes and teacher review.
- Teachers guide students in selecting appropriately challenging texts to promote progress and enjoyment.

5.2 Library Provision

- All students receive **one timetabled library lesson per week**.
- Library lessons focus on:
    - Reading for pleasure
    - Book exploration and discussion
    - Research and information literacy skills
    - Independent book choice
- The library supports the promotion of a strong reading culture across the school.

6. Phonics and Early Reading

- **Monster Phonics** is used as the structured phonics programme from Early Years to Year 2.
- Phonics teaching is:
    - Systematic and progressive
    - Delivered regularly and consistently

- Students requiring phonics support beyond Year 2 receive targeted intervention to close gaps and support reading fluency.

7. Spelling and Vocabulary Development

- Spelling Shed is used during curriculum time to support spelling and vocabulary development.
- Spelling instructions are:
    - Explicit and age-appropriate
    - Aligned with curriculum expectations
- Vocabulary development is embedded across subjects through:
    - Explicit teaching of key terms
    - Word banks and displays
    - Oracy-based activities and discussion

8. Writing Across the Curriculum

- Writing is taught explicitly in English and reinforced across all curriculum areas.
- Students are given opportunities to:
    - Write for a range of purposes and audiences
    - Apply grammar, punctuation and spelling accurately
    - Edit and improve their work
- Teachers model high-quality written language and provide clear success criteria.

9. English as an Additional Language (EAL)

- A specialist **EAL teacher** provides targeted support for:
    - Individual students
    - Small groups
- EAL provision focuses on:
    - Vocabulary acquisition
    - Reading comprehension
    - Speaking and listening skills
    - Curriculum access

- Support is informed by assessment data and ongoing collaboration with class teachers.

10. Intervention and Targeted Support

- Literacy interventions are delivered through:
    - Targeted ECA programmes
    - Small-group interventions
    - Individual support where appropriate
- Interventions are:
    - Data-led
    - Time-bound
    - Reviewed regularly for impact
- Students at risk of underachievement are identified early and supported promptly.

11. Assessment and Monitoring of Literacy

11.1 Standardised Reading Assessment

- Students complete the New Group Reading Test (NGRT) three times per academic year.
- NGRT assessments are used to:
    - Establish baseline attainment
    - Track progress over time
    - Identify students requiring intervention or challenge
- NGRT provides:
    - Standardised age scores
    - Reading accuracy and comprehension data
    - National benchmarking information

11.2 Use of Assessment Data

NGRT data is triangulated with:

- Accelerated Reader data
- Teacher assessment and classroom evidence
- Phonics and spelling assessments (where applicable)

This ensures that literacy provision is accurately monitored, responsive and inclusive, meeting KHDA expectations for effective assessment and intervention.

12. Reading Culture and Enrichment

The school actively promotes a positive reading culture through:

- Book Fairs, enabling students to purchase books and build home libraries
- World Book Day celebrations
- Reading challenges and incentives
- Teacher modelling of reading for pleasure
- Whole-school literacy events

These activities encourage enjoyment, engagement and positive attitudes towards reading.

13. Roles and Responsibilities

Senior Leadership Team

- Ensure effective implementation of this policy
- Monitor literacy outcomes across the school

English and Literacy Leaders

- Oversee curriculum delivery and consistency
- Support staff training and development

Teachers

- Deliver high-quality literacy instruction
- Embed literacy across subjects
- Identify students requiring additional support

EAL Teacher

- Deliver targeted EAL support
- Liaise with teachers and leadership

Signature of Principal:
Last amended: August 2026
Policy Review Date: September 2027

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