

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Literacy Policy 2026

This policy reflects the values and philosophy of iCAN British International School in relation to the teaching and learning of Literacy. It is based upon the English National Curriculum Programme of Study for Key stages 1 and 2 (2014). It gives a framework from which Learning Facilitators and Learning Support Assistants work and provides guidance on planning, teaching and assessment. This ensures continuity and progression in the teaching of Literacy.

The Importance of Literacy

Literacy is an essential aspect of daily life. It allows learners to express their opinions, contribute their ideas and have a voice in the wider world. Being able to read with fluency and accuracy, provides them with the opportunity to access a wealth of knowledge that otherwise would be unattainable to them. Literacy gives learners the tools that they need to discover new possibilities and helps to challenge their existing perceptions of the world. It celebrates individuality and creativity whilst teaching valuable life skills that will be used for the duration of their lives. Through our classroom environment and our practice we aim to promote an enjoyment of reading and a love of books in our learners.

Aims of the policy

At iCAN it is our aim that all learners will:
• Approach literacy with a growth mindset attitude.
• Take a sense of pride and enjoyment in their own writing.
• Be able to communicate their ideas in an efficient and appropriate way.
• Develop a confident and positive approach to reading, writing and speaking.

Curriculum

At iCAN, Learning Facilitators create meaningful links across the curriculum. Literacy is connected to IPC units where appropriate, enabling learners to make connections and deepen their understanding by applying their skills in different contexts. From MP1–MP3, the English National Curriculum provides the foundation from which the main learning goals are derived. Our curriculum is enriched with high-quality, age-appropriate texts to engage and inspire our learners. We draw on CLPE's *Power of Reading* programme, using its recommended approaches and learning structures to create highly engaging and enjoyable experiences with stories. These experiences nurture a love of reading, develop language and comprehension skills, and encourage learners to explore texts through discussion, creativity and meaningful responses.

Reading

At iCAN, learners progress through a carefully considered approach to reading that supports the development of early literacy skills, fluency, comprehension and enjoyment. In the early stages, learners explore wordless books, developing their visual literacy, storytelling and comprehension skills. As they learn to decode words through phonics, they are introduced to appropriate phonics reading books that allow them to practise and consolidate their developing skills. As their reading develops, learners progress to colour-banded books, which provide opportunities to build fluency, deepen comprehension and enjoy a wider range of texts and genres.

Learners are encouraged to explore a variety of books at an appropriate level, fostering confidence and a love of reading. Progress is monitored through ongoing assessment, including PM Benchmark assessments where

appropriate, to help Learning Facilitators select texts that match each learner's developing needs. Learners participate in guided reading sessions and read individually with a Learning Facilitator or Learning Support Assistant. During these sessions, adults provide appropriate support and scaffolding, enabling learners to practise familiar skills while being introduced to increasingly challenging texts.

Grammar

Grammar is a vital component of the literacy curriculum, particularly in light of the school's high proportion of EAL learners. It should be embedded within literacy planning, guided by the age-appropriate grammar learning goals set out in the iCAN Curriculum under the section **Grammar and Punctuation**. (Literacy Curriculum)

Phonics/Spelling

An explicit, synthetic and systematic approach to the teaching of Phonics is important to ensure that children are successful, fluent readers and writers by the end of MP1. At iCAN, we believe this is achievable through a combination of discrete phonics teaching lessons combined with regular, daily opportunities for developing reading skills. At iCAN we follow the RWI programme and can differentiate and group so that learners are working in the appropriate learning groupFor information and tutorials to read go to: http://www.ruthmiskin.com

Our team use the following vocabulary in phonics lessons

Fred talk	Saying the sounds in a word CH-A-T
Fred in your head	Saying the sounds in your head
Fred fingers	Hold up the number of sounds in a word and squeeze the fingers as you spell the word out
Special Friends	Two/three letters together to make one sound (digraph or trigraph)
Chatty friends	Split diagraphs are explained by saying that two special friends have been split up because they are too chatty but that they are still friends
Red words/Tricky words	Words with low frequency grapheme
Nonsense words/Alien words	Made up words used to access a learner's phonetic understanding

Once the learners have a secure understanding of phonics and have become fluent readers, we move onto RWI Spelling. It focuses on direct teaching of spelling rules and strategies, building upon the phonics knowledge gained in the earlier program. The program aims to meet National Curriculum expectations, raise standards, and foster confident spellers. Activities like partner work, oral practice, and individual workbooks help children develop and reinforce their spelling skill
(See the Phonics and Spelling Policy for more detail)

Independent Write and Big Talk

iCAN has adapted the *Big Write* approach to promote the process of writing across a range of genres. It is an effective way to assess children's writing and provides formative feedback to the learners. These pieces can then be used for moderation purposes and are used to ensure that learning facilitators are marking effectively. After formative feedback has been given, the learners should use this piece of writing to select their next steps. When appropriate, a re-draft should be completed to allow learners to continue practising and improving their skills by focusing on their chosen next steps. EYFS use Big Talk in class to help children develop their vocabulary and encourage them to form basic sentence structures.

Handwriting

At iCAN, learners are taught how to write in an efficient, neat and legible style. In MP1, they will learn to accurately form letters through their phonics lessons. As they progress through the mileposts, they will begin to join their letters with increasing consistency to improve their overall efficiency. Towards the end of Year 2, they will gradually apply joins as they become more confident with their formation. During MP3, children will begin using a pen for their writing in preparation for their transition to secondary. They are expected to demonstrate a consistent, legible handwriting style across all subjects.

Planning

Literacy lessons should be planned using learning goals from the iCAN Literacy Curriculum. (Literacy Curriculum)

Long and Medium Term Planning

The long term planning provides an overview of the different genres covered over the course of the school year for an individual year group. It also includes the links to IPC units and gives details of the key texts that will be used that year.

Lesson planning

Learning Facilitators should have thought about, discussed, and planned for:

- A balance of knowledge, skills and understanding learning goals to be covered at the appropriate points through the week
- Specific differentiated activities (and pathways) to promote independent success and progress for all learners
- A range of possible questions to ask learners to probe understanding
- Opportunities to practise skills and demonstrate understanding through application in different contexts
- Opportunities to formatively assess and provide feedback (including planning next step questions)
- Opportunities for cooperative learning

Plans for the week should be completed on a weekly or daily planning format. The above planning expectations should be explicit in the planning document or any accompanying slides/flipchart, not necessarily both.

Marking

Learning must be reviewed regularly so that learners have an opportunity to read and respond to feedback from their learning facilitator. Where appropriate, coloured highlighters should be used to mark literacy work- this allows the learners to better understand their next steps within their writing. Where possible, live marking and immediate verbal feedback should be given to learners during the lesson so that they can implement these changes straight away. Where learning is reviewed after a lesson, the start of the following lesson should be used for learners to respond to feedback.

Green - Indicates a need for change: this should be linked to the learning objective, or a gramatical/spelling error.
Pink- Indicates a particular skill has been achieved from the success criteria/toolkit or that the learner has written something particularly well in their work.
Learners use a purple pen to edit and improve their work, making their learning progress visible. This allows them to identify and correct errors, refine their ideas and act on feedback from teachers and peers. Using a different colour helps distinguish the original work from subsequent improvements, encouraging learners to take ownership of their learning, reflect on their progress and develop increasing independence.

Assessment

Assessment is an integral part of teaching and learning at iCAN. It is the responsibility of the class learning facilitator to continually observe and assess all learners within their class. This process of formative assessment allows the learning facilitator to identify learning priorities within their class. These observations are subsequently used to inform future lessons and highlight areas of learning that require more coverage or extension. Learners should be encouraged to self assess where they are in their own learning by using success criteria generated as a class or provided by the learning facilitator. Each learner's progress should be regularly tracked and monitored throughout the year.

Additional learning support

The daily literacy lesson is differentiated for all learners. Learners identified as needing an ILP literacy target will be given additional support in the classroom by the learning support team, in a regular small group setting or 1:1 session. These targets will be set, according to the learners progress, in discussion with the class learning

facilitator and the learning support coordinator. These targets are monitored and reviewed every 6 weeks. We are also aware of the specific needs of learners with English as an Additional Language (EAL). Learners identified as needing additional EAL support will be given support by the EAL specialists in the Learning Support Team. They may assist in-class with activities or assessments when possible. Class Learning Facilitators are responsible for challenging more able learners through differentiated activities.

Regular liaison should occur between the Learning Facilitator and the Learning Support Lead or EAL coordinator to allow resources to be prepared prior to a lesson.

Policy to be reviewed in May 2027