



Manor School Literacy Policy

2025/26

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Literacy Policy

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1. Aims

This policy aims to give an easily accessible overview of the expectations for high-quality teaching of Literacy at Wembley Manor School. Detailed guidance of how to adapt and apply this for the teaching and learning of pupils within our setting is provided within the Literacy Guidance and Phonics Guidance documents for staff. This policy commits the school to align writing instruction with the DfE Writing Framework (2025) and to adapt its sequencing and scaffolds for older pupils with SEND.

2. Legislation and Guidance

This policy reflects the requirements and expectations set out in:

- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Equality Act 2010
- Reading Framework 2023
- DfE Writing Framework (published 8 July 2025)

This policy also references the Department for Education's Writing Framework (published 8 July 2025). Although the Framework is designed for primary settings, its evidence-based principles — a sequenced approach to teaching writing, early attention to transcription (handwriting and spelling), and reducing cognitive load through careful scaffolding — are highly relevant to SEND secondary provision. Wembley Manor School will adapt these principles so older pupils with SEND receive structured, cumulative writing instruction that prioritises transcription fluency, supported composition and working-memory-friendly scaffolds.

In addition, Wembley Manor School uses guidance from the following sources to inform the Literacy Curriculum:

- Pre-Key Stage Standards
- The National Curriculum programmes of study for English
- EHCP Outcomes 1) Communication and Interaction and 2) Cognition and Learning
- Accreditation and exam boards

3. Curriculum Intent

We take a comprehensive approach to teaching Literacy. Our curriculum is designed so that strands build upon each other, incorporating opportunities for pupils to practise recalling and applying previously acquired knowledge. Literacy targets are designed to teach pupils important functional and academic skills that correspond to their EHCP outcomes and National Curriculum outcomes, helping prepare them for adulthood.

Spoken Language

We want **every** pupil to be able to communicate as effectively as possible, either by using their verbal communication skills or various methods of Alternative and Augmentative Communication (AAC).

We want **all** pupils to develop their attention and listening skills, as these, in turn, help them to develop their social skills, follow instructions, improve overall communication, build a better understanding and ultimately leads to better relationships with family and friends.

Reading

We want **every** pupil to experience a range of texts. We want them to develop their literacy skills that might include looking at books, recognising print, decoding text, developing fluency, following narratives, reading poetry or speeches with intonation and expression, learning vocabulary and developing inference and comprehension skills.

We expect **many** of our pupils to be able to read and to develop their all-important comprehension skills. We want them to read fluently and widely and to be able to express preferences and opinions about the texts that they read. We expect many of our pupils to develop a love of reading through having access to a wide range of text types, genres and authors, and to develop their cultural capital through having access to a wide range of diverse texts.

Secondary staff will use targeted reading programmes (Collins Hub fluency reading books and or Inference) and ensure reading-for-meaning strategies are used to support writing development.

Writing

We recognise the importance of nurturing a culture where children take pride in their mark-making/writing/typing. Therefore, we want **every** pupil to have regular opportunities to engage in these activities during learning within the classroom, as well as opportunities to show off work/finished products of which they are proud. We want all pupils to receive positive feedback.

We expect **some** of our pupils to be able to write/type clearly and accurately and adapt their language and style for a range of contexts. We expect them to pay attention to grammar, punctuation, structure, spelling, handwriting and presentation.

At Wembley Manor we:

- Teach transcription daily to those students who require it. (handwriting/typing and spelling) deliberately and systematically so it becomes automatic, freeing working memory for composition. (Use adapted sequences and multi-sensory approaches where appropriate.
- Break composition into taught sub-skills (planning, sentence-level craft, paragraph structure, revision) and teach these in a sequenced, scaffolded way (to reduce the load on working memory). Use worked examples, modelling and shared writing.
- Prioritise talk and oral rehearsal as a stage of composition for pupils with language/motor barriers.
- Make explicit links between reading and writing: vocabulary teaching, exposure to model texts and opportunities to imitate high-quality sentence/paragraph structures.

4. Roles and Responsibilities

4.1: Headteacher

The Headteacher, with support from the Senior Leadership Team, is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write and how to adapt these for pupils with SEND.
- Providing teachers with the appropriate training and resources to competently deliver the Literacy curriculum and enable pupils to work effectively towards their EHCP outcomes.
- Creating a stimulating school environment where pupils are exposed to various types of reading material, such as through displays, books and other classroom resources.
- Promoting a culture of reading for pleasure at the core of the curriculum.
- Developing links with organisations such as school and public library services, reading charities and others.
- Involving parents and families in supporting their children's reading.

4.2: Literacy Lead

The Literacy Lead, with support from SLT, is responsible for providing leadership to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced Literacy curriculum where pupils are taught to read from the earliest stages
- A rigorous programme that includes well-conceived and structured resources for teaching phonics
- A expert modelling of reading aloud, including intonation and expression.
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources
- Collaboration between therapists and teachers to best develop pupils' skills in Literacy
- Organisation of monitoring and moderation of Literacy including external moderation opportunities

The Literacy Lead will be provided with allocated time to help them achieve this. Further guidance on responsibilities can be found in the Middle Leaders Handbook.

4.3: Teachers

Teachers are responsible for:

- Following the Literacy and Phonic guidance as set out by the school.

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- Planning engaging and effective Literacy lessons to enable pupils to meet their EHCP outcomes with the goal of supporting every child to read.
- Providing opportunities for pupils to apply their Literacy skills in a variety of ways to prepare them for adulthood.
- Completing the relevant marking and assessment.
- Adapting the chosen systematic synthetic phonics programme for all pupils.
- Providing resources for home learning including reading books, resources and reading records.
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

5. Curriculum and Literacy Guidance

The Manor School Curriculum is bespoke, designed to help pupils work towards the National Curriculum. Our Curriculum is designed to help our pupil RISE (become Resilient, Independent, Skilled and Expressive) and we want our Literacy curriculum to help prepare pupils for adulthood. Within the school we have two different pathways, where teaching and learning will look different across these provisions.

5.1 Guidance

The Literacy Guidance document is the responsibility of the Literacy Lead. This document should be updated annually, or more regularly if significant changes are undertaken. The document outlines teaching and learning guidance for Literacy and how this varies across the two provisions. It records the agreed Systematic, Synthetic Phonics programme (Little Wandle), reading scheme, handwriting programme and any additional agreed approaches related to Literacy. It also explains the relationship between Literacy, Speech and Language and Occupational Therapy. The guidance document acts as a handbook to staff for the expectations in Literacy at Manor School. An additional phonics guidance document also exists to detail how our chosen SSP programme (Little Wandle) is adapted for our SEND learners and what good teaching and learning practice looks like within phonics. Information on timetabling, planning, core texts, and formal assessments can also be found within the Literacy and phonics guidance documents.

6. Monitoring, Assessment and Moderation

Literacy will be monitored by the Literacy Lead in collaboration with the Senior Leadership Team following the process set out in the Quality of Education monitoring timetable. Monitoring will include reviewing PIPs, progress data, work books, reading records, learning environment and conducting lesson observations. Additionally, the Literacy Lead may carry out learning walks or classroom drop-ins. For further support, the Literacy Lead is available during their allocated time to provide training, co-teaching or support sessions as well as to signpost staff to examples of best practice from peers.

Throughout the year pupils will be assessed against their half-termly PIPs, The B Levels internal assessment system, phonics assessment system and relevant EHCP outcomes.

Teacher assessment of pupil learning will be internally moderated using evidence gathered

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on the Evidence for Learning platform to measure against B Levels and Pre-Key Stage standards. The Literacy Lead is responsible for facilitating these moderation sessions and taking moderated work samples to external moderation meetings.

The Literacy Lead will use the DfE writing-framework audit/checklists to baseline provision and identify priorities.

CPD and Resources:

“The school will explore English Hub support and targeted DfE funding for secondary schools to purchase reading/writing programmes and staff training. The DfE has made funding and secondary-targeted resources available in 2025 to support struggling readers and will continue to provide training offers for secondary staff.”

7) Links with other policies and guidance

- Marking and Annotation Policy
- Early Years Foundation Stage Policy
- SEND Policy
- Pupil Premium Policy
- Behaviour Policy
- Literacy Guidance
- Phonics Guidance
- Book and Folder Guidance
- Timetable guidance
- SaLT Service Delivery Model
- OT Service Delivery Model

Individual to pupils:

- PIPS – Personal Intervention Plan
- B level Assessment System
- EHCPs