LITERACY POLICY

2025-2026

1. PURPOSE

The purpose of this Literacy Policy is to ensure that all students from Kindergarten to Grade 12 develop strong, progressive literacy skills in reading, writing, speaking, listening, and digital literacy.

This policy provides a consistent, high-quality whole-school approach to literacy teaching across all phases, aligned with KHDA (DSIB) inspection expectations, CBSE curriculum requirements, and international best practice.

It supports teachers in planning, delivering, assessing, and improving literacy outcomes for all learners, including EAL, SEN, and high-achieving students, while ensuring literacy is embedded across all subject areas.

2. OBJECTIVE

The objectives of this policy are to:

- Ensure a coherent and progressive literacy curriculum from Phase 1 to Phase 4
- Develop strong foundational literacy skills in Early Years and Primary
- Strengthen academic reading, writing, and oracy in Middle and Secondary phases
- Foster a whole-school reading culture
- Embed speaking, listening, and critical thinking across subjects
- Integrate digital literacy safely and effectively
- Use benchmark assessments to track progress and inform intervention
- Improve outcomes through data-informed teaching
- Build teacher capacity through collaboration and professional development
- Strengthen home–school partnerships to support literacy development

3. ROLES AND RESPONSIBILITIES

3.1 School Leadership (Principal / Vice Principal)

- Ensure alignment with KHDA (DSIB) literacy expectations
- Provide resources, staffing, and professional development
- Monitor literacy attainment and progress across phases
- Support school improvement priorities linked to literacy

3.2 Heads of Department / Literacy Leads

- Lead the implementation and review of the Literacy Policy
- Ensure vertical progression across phases
- Analyse benchmark and internal assessment data
- Coordinate interventions and enrichment
- Support teachers through coaching and modelling

3.3 Teachers (All Phases)

- Deliver high-quality literacy instruction
- Embed literacy across subjects
- Differentiate for EAL, SEN, and high achievers

- Maintain assessment records and reading logs
- Use data to plan next steps
- Communicate progress with parents

3.4 Inclusion / SEN Team

- Provide targeted literacy interventions aligned with IEPs
- Use assistive technology and multisensory approaches
- Monitor the progress of students of determination

3.5 EAL Team

- Support language acquisition and academic literacy
- Scaffold reading, writing, and vocabulary
- Deliver small-group and targeted interventions

3.6 Parents / Guardians

- Encourage regular reading at home
- Support literacy activities
- Engage with school literacy initiatives

3.7 Students

- Actively engage in literacy learning
- Read regularly and independently
- Participate responsibly in digital literacy platforms
- Set and reflect on personal literacy goals

4. STRATEGIES TO SUPPORT READING, WRITING, SPEAKING, AND LISTENING

Phase 1 – Early Years (KG1 & KG2)

Reading:

- Phonological awareness
- Oral blending and segmenting
- Storytelling and shared reading

Writing:

- Fine motor development
- Mark-making and emergent writing
- Name writing and simple sentences

Speaking & Listening:

- Circle time discussions
- Story retelling
- Vocabulary development

Phase 2 – Primary (Grades 1–5)

Reading:

- Systematic phonics (lower primary)
- Guided and independent reading
- Comprehension strategies (inferencing, summarising)

Writing:

- Sentence to paragraph progression
- Narrative, informative, and persuasive writing
- Grammar and editing skills

Speaking & Listening:

- Presentations
- Group discussions
- Drama and role-play

Phase 3 – Middle School (Grades 6–9)

Reading:

- Analytical and inferential reading
- Subject-specific texts
- Independent research

Writing:

- Extended academic writing
- Genre-specific writing
- Evidence-based responses

Speaking & Listening:

- Debates
- Oral presentations
- Collaborative discussion

Phase 4 – Secondary (Grades 10–12)

Reading:

- Critical evaluation of texts

- Exam-focused reading strategies
- Research and synthesis

Writing:

- Formal academic writing
- Analytical and evaluative responses
- Exam-style writing

Speaking & Listening:

- Structured debates
- Formal speeches
- Leadership in collaborative tasks

5. DIFFERENTIATION APPROACHES

- Tiered learning tasks
- Flexible grouping
- Scaffolding tools (sentence frames, graphic organisers)
- Targeted interventions
- Extension and enrichment for high achievers

6. ASSESSMENT METHODS AND EVIDENCE OF IMPACT

6.1 Benchmark Assessments (DSIB-Aligned)

Phase	Benchmark Tools
Phase 1	Teacher observation, phonics screening
Phase 2	**NGRT**, Achieve3000, internal reading & writing rubrics
Phase 3	**NGRT**, GL Progress Tests / ASSET (where applicable)
Phase 4	**NGRT**, CBSE-aligned assessments, exam literacy analysis

(Use of NGRT is strongly aligned with DSIB expectations for standardised data.)

6.2 Formative Assessment

- Reading logs
- Writing rubrics
- Peer and self-assessment
- Oral presentations

6.3 Evidence of Impact

- Improved reading ages and comprehension scores

- Progress against writing rubrics
- Increased student confidence in oracy
- Measurable improvement for EAL and SEN learners

7. INTEGRATION OF DIGITAL LITERACY

Digital literacy is embedded through:

- Online reading platforms (e.g., Achieve3000)
- Digital drafting and editing tools
- Safe online research practices
- Critical evaluation of digital sources

8. SUPPORT MEASURES FOR EAL AND SEN STUDENTS

8.1 EAL Support

- Vocabulary pre-teaching
- Visual scaffolds
- Oral rehearsal before writing
- Targeted language intervention

8.2 SEN Support

- IEP-aligned literacy goals
- Assistive technology
- Multisensory approaches
- Task chunking

9. MONITORING AND EVALUATION PROCESSES

- Weekly monitoring of reading and writing evidence
- Lesson observations focused on literacy
- Termly data analysis (NGRT and internal assessments)
- Review of intervention impact
- Student voice and engagement surveys

10. WHOLE-SCHOOL READING CULTURE

- Daily reading expectations
- Library access and reading events
- Author visits and literacy celebrations
- Cross-curricular reading opportunities

REVIEW OF THE POLICY

Reviewed by	Senior Leadership Team	Reviewed & Approved	
Review Date	October 2025	**Next Review Date**	April 2026
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved