

WHOLE SCHOOL LITERACY POLICY (ENGLISH & ARABIC)

International School of Creative Science
Nad al Sheba

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SECTION 1 POLICY STATEMENT

At ISCS Nad Al Sheba, literacy is central to our vision of “Lighting the way to excellence rooted in faith, cultivating life-long learners and global citizens equipped with a moral compass.” Literacy enables students to access the full breadth of the curriculum, communicate confidently, and develop as highly literate, globally minded learners.

This policy outlines the school’s approach to developing literacy across **English and Arabic**, recognising that our learners operate within a bilingual and multicultural context. Literacy is not confined to English or Arabic lessons; it is the responsibility of **all teachers across all subjects**, ensuring students develop strong skills in:

- Speaking and listening (oracy)
- Reading and comprehension
- Writing and composition
- Vocabulary and academic language

Our approach aligns with the school’s curriculum intent to provide a deep, broad and balanced education that prepares students for future learning and global citizenship.

SECTION 2 AIMS OF THE LITERACY POLICY

The aims of this policy are to:

- Develop confident bilingual communicators in English and Arabic.
- Ensure literacy supports academic success across the curriculum.
- Promote high standards of reading, writing and oracy.
- Foster a love of reading in both languages.
- Support students to become resilient, reflective and responsible learners through language.
- Strengthen cultural identity through Arabic language development.
- Ensure consistent expectations for literacy teaching, assessment and feedback.

SECTION 3 DEFINITION OF LITERACY AT ISCS

Literacy is the ability to **listen, speak, read and write effectively** in both English and Arabic in order to access learning, express ideas and participate meaningfully in society.

At ISCS, literacy includes:

- Academic language and subject vocabulary
- Communication skills
- Critical reading and thinking
- Structured writing for different audiences
- Cultural and linguistic awareness

All teachers are teachers of literacy.

SECTION 4 ALIGNMENT WITH SCHOOL VISION, TEACHING & LEARNING AND CURRICULUM

Literacy development supports the ISCS learning philosophy by enabling students to:

- communicate ideas clearly
- justify reasoning

- collaborate effectively
- demonstrate independent learning

The Teaching and Learning Policy highlights literacy as a key transferable skill underpinning effective learning.

Through literacy, students develop the ISCS dispositions of:

- Resilience
- Resourcefulness
- Reflection
- Responsibility
- Reasoning

SECTION 5 WHOLE-SCHOOL LITERACY PRINCIPLES

5.1 Literacy Across the Curriculum

Literacy is embedded within all subjects. Teachers:

- explicitly teach subject-specific vocabulary
- model academic language
- promote structured discussion and reasoning
- provide opportunities for extended writing

5.2 Bilingual Literacy (English and Arabic)

ISCS recognises the importance of bilingual development. English and Arabic literacy supports access to the international curriculum while also strengthening cultural identity and national values. To that end, we emphasise early oracy, play-based learning and cultural integration within Arabic language provision in the early years to give students the best possible start to language development.

5.3 Inclusive Literacy

Literacy provision is inclusive and adaptive:

- EAL learners receive structured language support.
- SEND students access differentiated literacy scaffolds.
- More able students are challenged through higher-level reading and writing.

SECTION 6 LITERACY IN ENGLISH AND ARABIC

The English and Arabic curriculums provide the foundation for literacy development by teaching:

- phonics and early reading
- comprehension strategies
- writing for purpose and audience
- grammar, spelling and punctuation
- spoken language and debate

Teachers lead literacy development, but all staff reinforce literacy skills across subjects.

In addition, Arabic literacy supports:

- cultural identity and UAE values
- bilingual cognitive development
- oracy and foundational literacy skills

Arabic provision includes:

- differentiated pathways for native and non-native learners
- focus on listening, speaking, reading and writing
- integration of UAE culture and values
- constructivist approaches to language learning

In EYFS and Year 1, Arabic development emphasises:

- oral language development
- play-based learning
- inquiry-driven teaching approaches

SECTION 7 LITERACY TEACHING APPROACHES

7.1 Oracy

Teachers promote structured talk through:

- questioning
- discussion protocols
- debate and presentation
- collaborative learning

7.2 Reading

Students engage with:

- fiction and non-fiction texts
- subject-specific reading
- research tasks
- independent reading

Reading is embedded across subjects to support knowledge acquisition.

7.3 Writing

Students are taught to:

- write for purpose and audience
- structure arguments logically
- use subject vocabulary accurately
- edit and improve their work

SECTION 8 VOCABULARY DEVELOPMENT

Vocabulary instruction is explicit across the curriculum:

- Tier 1 everyday vocabulary
- Tier 2 academic language
- Tier 3 subject-specific terminology

Teachers display vocabulary and model correct usage in both English and Arabic.

SECTION 9 LITERACY AND ASSESSMENT

Literacy progress is monitored through:

- formative assessment
- reading assessments
- writing moderation
- teacher observation
- internal and external data

Assessment supports planning and targeted intervention.

SECTION 10 MARKING AND FEEDBACK FOR LITERACY

Teachers:

- provide feedback on spelling, grammar and punctuation when appropriate
- encourage students to respond to feedback
- promote peer and self-assessment

Feedback supports progress and reinforces academic language expectations.

SECTION 11 ROLES AND RESPONSIBILITIES

Senior Leadership Team

- Set strategic direction for literacy.
- Monitor impact through data and quality assurance.

Literacy Leads / English and Arabic Leaders

- Lead curriculum development.
- Provide CPD and modelling.
- Monitor standards.

Teachers

- Embed literacy in every lesson.
- Model accurate spoken and written language.
- Create language-rich learning environments.

Students

- Take responsibility for improving literacy skills.
- Use feedback to improve work.

Parents

- Support reading at home in English and Arabic.
- Encourage positive language use.

SECTION 12 LITERACY ENVIRONMENT

Classrooms promote literacy through:

- working walls
- vocabulary displays
- bilingual signage
- reading corners
- high-quality texts

Learning environments reflect the school's inclusive and values-driven ethos.

SECTION 13 MONITORING AND EVALUATION

Literacy provision is monitored through:

- lesson observations
- learning walks
- work scrutiny
- student voice
- assessment data

Leaders evaluate impact against KHDA and BSO expectations.

SECTION 14 REVIEW CYCLE

This policy will be reviewed annually to ensure continued alignment with:

- KHDA guidance
- UAE Ministry of Education requirements
- School improvement priorities



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