

OAKTREE PRIMARY SCHOOL

An Athena Education School

LITERACIES ACROSS THE CURRICULUM

Developing Reading, Writing and Oracy in Every Subject

Policy Title	Literacies (Across the Curriculum) Policy
Institution	Oaktree Primary School
Operator	Athena Education
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1. Policy Statement

Oaktree Primary School, as part of Athena Education, believes that literacy is the foundation of all learning and a gateway to opportunity. Strong reading, writing and spoken language enable children to access every subject, to think clearly, to express themselves with confidence, and to participate fully in school and in life. We are committed to developing pupils' literacies not only in English lessons but across the whole curriculum.

This policy sets out our whole-school approach to the family of literacies — reading, writing, oracy, vocabulary and the wider literacies of a connected world — and how every member of staff contributes to developing them. It is rooted in the English National Curriculum and the EYFS and complements the Curriculum and Language policies.

Our shared commitment

At Oaktree Primary School, every teacher is a teacher of literacy. Reading, writing, talk and vocabulary are developed deliberately in every subject, every day.

2. Purpose and Aims

Through this policy, the School aims to:

- Develop confident, fluent readers who read widely and for pleasure;
- Develop effective writers who write clearly and accurately for a range of purposes and audiences;
- Develop articulate speakers and attentive listeners through a strong culture of oracy;
- Build rich vocabulary that gives pupils access to academic and subject-specific language;
- Embed the explicit teaching and application of literacy across every subject;
- Develop wider literacies, including digital and information literacy, for a connected world;
- Ensure all learners, whatever their starting point, make strong progress in literacy.

3. Scope

This policy applies to the development of literacy across the Early Years and the primary phase, in English lessons and in every other subject. It applies to all teaching staff, and to curriculum, year group and subject leaders. It should be read alongside the School's Curriculum, Language (EAL/ESL and ASL), Inclusion and Teaching, Learning and Assessment policies.

4. What We Mean by "Literacies"

We use the plural "literacies" to capture the full range of language and communication skills pupils need:

Literacy	What it means
Reading	Decoding (including phonics) and language comprehension, leading to fluent reading, understanding and a love of reading.

Literacy	What it means
Writing	Transcription (spelling, handwriting) and composition — writing accurately and effectively for different purposes and audiences.
Oracy	Spoken language — speaking clearly and confidently, listening attentively, and using talk to learn.
Vocabulary	A growing store of words, including academic and subject-specific terminology, understood and used well.
Wider literacies	Digital, information and media literacy — finding, evaluating and communicating information critically and safely.

5. Principles

Our approach to literacy is guided by the following principles:

- Every teacher is a teacher of literacy, in every subject;
- Reading is at the heart of the curriculum and the key to access and achievement;
- High expectations — we expect strong literacy from every pupil and model it ourselves;
- A language-rich environment — talk, texts and vocabulary are everywhere;
- Early and sustained — strong foundations in the Early Years, with timely support thereafter;
- Inclusive — literacy is made accessible to all learners;
- Reading for pleasure — we nurture a lifelong love of reading.

6. Roles and Responsibilities

Role	Responsibility
Principal	Holds overall accountability for the quality and impact of literacy across the School.
Vice Principal (Curriculum)	Ensures literacy is embedded and consistent across the Primary curriculum.
English / Literacy Lead	Leads the literacy strategy, including reading, writing, oracy and vocabulary; supports and develops staff.
Reading & Phonics Lead	Leads early reading and systematic phonics, and the reading-for-pleasure culture.
Head of EYFS (HoEYFS)	Leads early language and literacy foundations in the Early Years.
Subject Leaders	Ensure literacy is planned for and developed within their subjects.
Head of Inclusion	Ensures literacy is accessible to all; oversees targeted support, TAs and ILSAs.
Teachers	Develop reading, writing, oracy and vocabulary explicitly in every lesson, and model high standards.

7. Reading

Reading is the foundation of access to the whole curriculum. In the Early Years and Key Stage 1, the School teaches early reading through a systematic, structured approach to phonics, developing accurate decoding alongside language comprehension. As pupils move through the School, the focus broadens to fluency and deeper comprehension — vocabulary, retrieval, inference, prediction and summarising.

We actively nurture reading for pleasure through high-quality class texts, a well-stocked library, daily reading, reading aloud and a strong reading culture. Pupils read widely across fiction, non-fiction and poetry, and reading is promoted in every subject. Pupils who need extra support are identified early and given timely, targeted intervention.

8. Writing

Pupils learn to write accurately and effectively, developing both transcription (spelling, handwriting and punctuation) and composition (articulating, organising and refining ideas). Grammar and punctuation are taught purposefully and applied in pupils' own writing.

Pupils write for a genuine range of purposes and audiences, and are taught to plan, draft, edit and improve their work. High expectations for accuracy and presentation apply not only in English but in writing across every subject, so that pupils transfer and consolidate their skills.

9. Oracy and Spoken Language

Spoken language underpins reading, writing and thinking, and the School places a high value on oracy. Pupils are taught to speak clearly and confidently, to listen attentively, and to use talk to explore and deepen their understanding. Teachers plan structured opportunities for discussion, explanation, presentation and debate, using approaches such as talk partners, sentence stems and discussion protocols, and pupils develop the vocabulary and confidence to express their ideas across all subjects.

10. Vocabulary Development

A rich vocabulary is one of the strongest predictors of success, and the School teaches vocabulary explicitly and systematically. Teachers identify and plan the key words pupils need — including academic and subject-specific terminology — teach them directly, and give pupils repeated opportunities to encounter and use new words in speech and writing. A word-rich environment, attention to word roots and meaning, and high expectations for the use of precise language support every learner to expand their vocabulary.

11. Literacy Across the Curriculum

Literacy is developed in every subject, not only in English. Each subject has its own reading demands, ways of writing and specialist vocabulary, and teachers plan deliberately for these. Across the curriculum, pupils read subject texts with support and strategy, write in subject-appropriate forms, talk and reason like specialists, and learn and use subject vocabulary. Consistent expectations for reading, writing, talk and presentation apply in all classrooms, supported by a literacy-rich environment of texts, displays and accessible resources. Appendix A sets out practical strategies, and Appendix B offers planning prompts.

12. Wider Literacies and Languages

Beyond reading, writing and oracy, pupils develop the wider literacies needed in a connected world — digital, information and media literacy — learning to find, evaluate and communicate information critically and safely, in line with the School's Digital Skills, E-Safety and EdTech policies. The School also values literacy in Arabic and in pupils' home languages: literacy development is connected across languages, and this policy works alongside the Language Policy (EAL/ESL and Arabic as a Second Language).

13. Supporting All Learners

The School is committed to strong literacy progress for every pupil. Pupils who need additional help are identified early and given well-targeted support and intervention. Provision for students of determination and for pupils learning English as an additional language is planned in line with the Inclusion and Language policies, while the more able are challenged and extended. Teaching Assistants support literacy in class, and Individual Learning Support Assistants (ILSAs) provide dedicated 1:1 support for Tier 3 students of determination.

14. Assessment, Monitoring and Review

Literacy is assessed through ongoing formative assessment and regular summative checks, including phonics and reading assessment and the moderation of writing, so that progress is tracked and next steps and interventions are well matched. The English/Literacy Lead, supported by curriculum and subject leaders, monitors the quality and consistency of literacy across the School and evaluates its impact on pupils' outcomes. This policy is reviewed at least annually, or sooner in response to curriculum developments, KHDA requirements, the standards of Athena Education, or learning from practice.

15. Related Policies and Documents

This policy should be read in conjunction with the following School policies and documents:

- English / Literacy curriculum and Reading policies
- Curriculum Design, Adaptation and Modification Policy
- Language Policy (EAL/ESL and Arabic as a Second Language)
- Early Years Foundation Stage (EYFS) Policy
- SEND / Inclusion Policy
- Teaching, Learning and Assessment Policy
- Digital Skills, E-Safety and EdTech policies

Appendix A: Literacy Across the Curriculum — Strategies by Strand

These practical strategies support the development of literacy in every subject. They are a guide for planning and teaching, not an exhaustive list.

Strand	Strategies across the curriculum
Reading	Activate prior knowledge; pre-teach key vocabulary; model the reading of subject texts; teach strategies (skimming, scanning, close reading, inference); use a range of high-quality texts; question for comprehension.
Writing	Model and share writing; use writing frames and scaffolds; set a clear purpose and audience; teach subject-appropriate forms; provide extended writing opportunities; expect editing, accuracy and good presentation.
Oracy	Use talk partners and structured discussion; provide sentence stems; plan for explanation, presentation and debate; teach and expect active listening; build subject talk and reasoning.
Vocabulary	Identify and plan key (academic and subject-specific) words; teach them explicitly; use word walls and visuals; explore word roots and meaning; ensure repeated exposure and use in talk and writing.

Appendix B: Subject Literacy Planning Prompts

Use these prompts when planning a lesson or unit in any subject, to ensure literacy is developed deliberately. Tick each as it is addressed in your planning.

✓	Planning prompt
☐	Identified the key reading pupils will do and how it will be supported.
☐	Planned the key vocabulary to be taught explicitly and used.
☐	Planned meaningful writing, with a clear purpose and audience.
☐	Planned structured talk (discussion, explanation or presentation).
☐	Planned to model reading, writing and/or talk for pupils.
☐	Set high and consistent expectations for accuracy and presentation.
☐	Planned adaptations for students of determination and EAL learners.
☐	Planned challenge and extension for the more able.