



LITERACY POLICY

2025-26

Principal: Oaktree Primary School

Introduction

At Oaktree Primary School it is vital to foster a love of learning and a love of reading in our students. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop students' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Students will be given opportunities to develop their use, knowledge and understanding of spoken and written English and Arabic within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

1. Guiding principle to The Oaktree Primary School Literacy Policy:

His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE directed the legislative procedure of drafting a UAE National Reading Law. Main features include:

- The consolidation of reading for our new generations is a long-term effort. Its consequences are profound, and the government can't make a difference alone without the efforts of families and all community initiatives from government and private institutions (Schools).
- A reading society embraces civilized values, is flexible and adaptable and has the intellectual capacity to drive development to take a role in our multi-cultural world.

2. Aims and objectives of this policy:

- To promote reading within the classroom and school environment and encourage students to develop a love of reading that will continue to grow outside the school and on their journey as lifelong learners.
- To provide opportunities to ensure our students have high levels of reading literacy to be able to successfully read across the curriculum.
- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To ensure students write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- To ensure students use discussion in order to learn and are able to elaborate
- To ensure that all staff must be conscious of their responsibility to act as role models in the use of written and oral language.
- Raise overall student attainment by raising literacy and oracy skills across all subject areas; to embed an understanding of the responsibility of all teachers in the delivery of literacy provision.

3. Relevant Personnel

The School Literacy Development Team comprise:

- The Principal, who is responsible for overseeing the general welfare of students within the School;
- The English Subject Lead who is responsible for supporting departments in the implementation of the Literacy Policy, providing INSET and materials. They are also responsible for monitoring, evaluating and reviewing Literacy provision within the school.
- The Special Educational Needs Head and relevant support staff, who are responsible for the identification of support needs and provision of one-to-one support for selected students.

4. Roles and responsibilities

- Senior Leadership Team, who are responsible for leading, facilitating, monitoring and evaluating the provision of Literacy
- Heads of Department, who are responsible for the provision of Literacy within their own department, and ensuring the implementation of the Literacy Policy. They are also responsible for including opportunities to develop Literacy skills within units and schemes of work, Assessment for Learning/Marking Policy.
- All teachers, who are responsible for contributing to student's development of language and Literacy skills through the promotion of opportunities in lesson planning, environment and home learning. They are also responsible for implementing the Literacy Policy, including standardized marking of assessment. Teachers should refer students with a Literacy need that has not already been identified to the Literacy subject lead/ or the SENCO.
- Students should be aware of the importance of Literacy in raising attainment in all their subject areas. Students should use target setting and self-evaluation to recognize their own literacy needs and highlight these for improvement.
- Parents/ Guardians should support the school in the development and implementation of this policy. They should: encourage their children to use the range of strategies they have learnt to improve their levels of Literacy; encourage full use of the library and other borrowing facilities available to students.

All staff (teaching and non-teaching) Staff should:

- familiarize themselves with the information included in this policy;
- take responsibility for effective Literacy provision for all the students in their care;
- Implement the Literacy Policy, and guidelines contained therein;
- Differentiate materials and teaching for students identified as having a specific Literacy need;
- Teachers should be cognizant of Literacy targets for students who have an IEP.
- Provide Oracy opportunities as indicated within their subject area SoW.
- Read texts through an 'active' approach.
- Make use of INSET, resources (literacy posters in every classroom) and dedicated departmental time to expand and secure pedagogy, seeking support from Literacy Links. Explicitly making use of the literacy mats provided to every teacher in order to support extended writing and active reading.
- All lessons should have key words outlined and these words should aim to close the vocab gap and contribute to making students 'word rich'.

- Staff should actively encourage learners to take responsibility for their own literacy, encouraging learners to access dictionaries and the whole school literacy mats.
- Staff should be secure in their understanding of literacy, including grammar rules and key spellings for individual subjects. Teachers are expected to put into place interventions to ensure gaps in literacy skills are closed.
- Staff should seek to ensure that they contribute to allowing learners to contribute positively to society and gain future economic independence by making them literate ("all teachers are teachers of literacy"), numerate and ICT skilled.

Feedback to learners, Marking and Record keeping

- Staff should provide regular feedback to learners, using the marking for literacy codes, thereby promoting understanding and securing future learning. It should be immediate, formative and specific to the learner, and suggest ways to improve, and encourage reflection and evaluation.
- Staff should promote positive attitudes to life-long learning of literacy.
- Use formative assessment and a consistent approach to marking to check learner work for the quality of literate expressions recognising: appropriateness of spoken language; understanding of texts; and word, sentence and text level understanding.
- All written work that is marked should be done so according to the current Marking for Literacy policy

All learners will work towards:

- Understand, use and be able to read and write a range of texts across the curriculum.
- Plan, draft, revise and edit their own writing in a range of styles and subjects.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Read for interest and pleasure and be able to evaluate and justify preferences.
- Through reading, writing, speaking and listening, develop powers of imagination, analysis and critical awareness.
- Have the ability to record their learning and then to develop and apply it.
- Read and write with confidence, fluency and understanding.
- Be able to respond to a full range of reading cues.
- Understand and use strategies to learn and remember spelling patterns.
- Have fluent legible handwriting, taking pride in the presentation of written work.
- Have an interest in words and language, and an ever-growing vocabulary

English across the Curriculum:

- English language skills dramatically improve when they speak English throughout the day, for example, on the playground, in the hallways, on the bus or while communicating with friends. This enhances the study of English in a natural and automatic way. Teachers of all subjects must find ways to encourage and promote the use of English.
- All teaching staff to be responsible to raise standards in Literacy.
- Ensure that students acquire a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding.
- Teachers to always permit communication only in English.
- Teachers to ensure that every student is given the opportunity to speak during each lesson.
- Students to speak or answer in complete sentences.
- Students to verbalize their thinking process give explanations or read aloud their work to the class/group.
- Vocabulary specific to the subject & "key words" to be carefully taught and used.
- Each teacher to correct inaccuracies in spoken & written English (within reason and using sensitivity and discretion).
- Teachers should use every opportunity to speak to students in English, even outside the classroom environment, although it is not appropriate or acceptable to punish students for speaking in their mother tongue.
- All school activities, sports and daily communication with students should be conducted in English.
- Demonstrate to students the extent to which literacy skills are valued through a range of exciting activities and competitions and through a reward system.
- Emphasise the central importance of literacy in the teaching and learning of individual subjects.
- Provide support and mentoring for students with individual literacy needs.
- Encourage parents to take an active role in the encouragement of reading.
- Celebrate students' achievements in literacy.
- Promote reading for pleasure as well as for the development of literacy and communication skills

Speaking and Listening

We will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively. We will develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation. Staff training needs will be met through INSET (In Service Educational Training) days and staff meetings with further resources being stored on the one-drive in the 'Literacy across the Curriculum' folder, which contains useful strategies such as the management of group talk and listening.

Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding. We will build on and share existing good practice. We will teach students strategies to help them to:

- read with greater understanding; locate and use information.
- follow a process or argument; summarise;
- synthesise and adapt what they learn from their reading.

We will foster and encourage the enjoyment of reading and its role in developing critical thinking and empathy. As a school, we will look for ways to use common language when using reading as a learning tool. The terms and skills of skimming, scanning, and reading for meaning will become terminology used by all teachers. The library and the in-class reading corners will continue to be a resource for embedding the enjoyment of reading across the curriculum. Events such as National Literacy Day, World Book Day and Book Week, Book fairs will be used to raise further the profile of reading for enjoyment.

Writing

It is important that we provide for co-ordination across subjects to recognize and reinforce students' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing.
- Using the modelling process to make explicit to students how to write;
- Being clear about the audience and purpose.
- Providing opportunities for a range of writing including sustained writing.
- Using connective mats for students to structure their writing and vocabulary pyramids as needed.

Writing non-fiction

Each department will:

- teach students how to write in ways that are specific to that department's subject needs;
- align, wherever possible, the teaching of subject-specific text types to follow the broad introduction by the English department, so that students see how types of writing are applied and adapted in different subjects.

Spelling:

Each department will:

- identify and display key vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help students to learn subject spelling lists;
- concentrate on the marking of high-frequency and key subject words considering the differing abilities of students.
- test or revise high frequency words regularly;
- set personal spelling targets.

Classroom environment

We aim to provide a classroom environment in which children feel relaxed, accepted and affirmed. Our aims are:

- to plan for talk in all areas of the curriculum.
- to use a variety of experiences and activities to promote a wide range of types of talk.
- to vary classroom organization and management eg use of pairs, small and large groups; composition of groups; varying roles in groups
- Modelling oral language
- use of resources and display eg 'talk board', interest tables, software, book displays,
- strong links with reading and writing.

Handwriting and presentation of work

All teachers have a responsibility to help students develop control and confidence in the way they present their work. The clarity and impact of handwriting and presentation are important for communication in any subject and are also important for students' self-esteem:

- students are not allowed to feel disadvantaged by poor handwriting but are helped to feel that they can improve it
- teachers are aware of basic handwriting strategies such as letter-size differentiation and the use of a range of pens.

Reading

Foundation stage

In foundation stage reading is an important feature inside and outside the classroom. Oxford uses different ways to promote reading including reading corners, stimulating book corners and a variety of other print materials.

Phase 1

Children at phase 1 have reading at the heart of their English lessons to develop happy and curious learners. Children in year 1 and 2 have guided reading sessions. Comprehension strategy is taught by the teacher/teaching assistant where the children will be taught new skills in order to progress with their comprehension skills. These skills are based on teacher assessment.

Phase 2

Children in years 2 to 6 take part in guided reading. Focus groups are taught separately where children will be taught new skills to progress with their reading. These skills are based on the teacher's assessment. Further to the focus group, the other students take part in "reading roles" within their group, giving clear purpose to their reading and discussions and enabling them to work independently.

Monitoring and Evaluation

We will make use of available data to assess the standards of students' literacy. SLT, the Head of English and the Literacy co-ordinator, will decide how to monitor progress in the school.

Possible approaches are:

- sampling work – both students' work and departmental schemes;
- observation – student pursuit and literacy teaching;
- meetings;
- student voice
- review of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying students' work.

Assessment

For detailed guidance on marking, see our Marking Policy. It is important to note that the school, and particularly the Literacy coordinator, recognize the need to have specific literacy targets given by teachers across the curriculum. Currently, these are in the school's marking policy and the Literacy Co-ordinator should assume responsibility for assessing the effectiveness of this.

The English Department

In addition to all the whole-school aspects of this policy, the English teachers at the school have a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen effectively. The English department is well-placed to offer good advice and expertise. It is the responsibility of the Literacy Co-ordinator to work within and between departments to improve literacy across the curriculum.

Special Educational Needs

We provide opportunities for all children to make progress by setting appropriate, challenging, and attainable targets. Our planning through Expected Learning Intentions takes account of the type and extent of any special needs by differentiating tasks and materials. Evaluation of the ELLIs is used by teachers to plan future teaching and set new targets. Teachers collaborating closely with the Special Needs Teacher draw up Individual educational planners with specific targets, which are reviewed twice a year. The Special Needs teacher to liaise with outside agencies and maintains specific records for children receiving extra provision.

Parent/School Partnerships

Parents are informed of their child's reading readiness and given guidance about what they can do to help them. Home reads and activities are sent home, so parents can praise/encourage their child and participate in their learning process. We invite parents to come in and conduct reading sessions with their children class. The notebook is sent home periodically with each child to develop independent writing. Parents receive annual reports and have annual parent/teacher meetings to discuss their child's progress but are encouraged to 'feel free' to come and speak to their child's teacher/principal to discuss progress or address any concerns they may have.