



RAIS Literacy Across the Curriculum Policy

2025-26

Principal: Mr. Mohannad Al Jayousi

Introduction

Literacy plays a crucial role in learning, enabling individuals to access and engage with various forms of written communication. It is a key factor for success, both during the educational journey and in adult life. At RAIS, we aim to provide a diverse range of learning experiences that prioritize the development of students' literacy skills. These opportunities aim to empower our young learners, fostering their confidence, independence, and lifelong learning abilities. By equipping them with these essential skills, we prepare them to contribute positively to society and thrive in a rapidly changing world.

Aim

- To enable students to read and write confidently and with understanding.
- To encourage reading to improve vocabulary and build a store of words with their meanings,
- To enable students to identify and correct their mistakes.
- To develop proper spelling patterns – phonetics for spelling the syllable through sound and pronunciation of words.
- To familiarize students with narrative writing and verse, keeping the plot, characters, and setting in mind.
- To enable students to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- To emphasize the importance of planning their work, making a draft, and editing their own writing.
- To enable students to use a wide range of devices to build cohesion within and across paragraphs
- To encourage the use of technical vocabulary, idioms, and phrases to be able to understand the subjects in the curriculum.
- To develop their power of imagination, creativity, and critical awareness.

Literacy across all the curriculums

At RAIS, we recognize the importance of developing good literacy skills in all our students. Literacy is key to academic success across all subjects, and recent curriculum reforms have increased demands on students and teachers. We believe that tackling the literacy demands in all our subjects will increase the student's chances of success. We recognize that literacy skills are both general and subject-specific; and are, therefore, not the sole responsibility of Arabic and English teachers.

At RAIS, we have asked all teachers to identify how their subjects support literacy by:

- Incorporating English language development (ELD) and Arabic standards across all the subjects.
- Prioritising 'disciplinary literacy' across the curriculum
- Providing targeted vocabulary instruction in every subject
- Developing students' ability to read complex academic texts
- Breaking down complex writing tasks
- Combining writing instruction with reading in every subject
- Providing opportunities for structured talk
- Providing high-quality literacy interventions for struggling students.

English Language Skills

English language skills dramatically improve when students 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 English subjects must find ways to encourage and promote the use of English.

- 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 are to always permit communication only in English.
- 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.
- Emphasize 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.

Role of all Stakeholders in Promoting Literacy

The Principal will:

- establish a clear vision for literacy within the school, emphasizing its importance and value.
- support ongoing professional development for teachers, focusing on effective literacy instruction.
- allocate resources to support literacy initiatives. This includes providing a well-stocked and diverse library, access to technology and digital resources, and materials that cater to different reading levels and interests.
- monitor student progress in literacy and uses data to inform instructional decision-making.
- ensure that teachers have access to ongoing feedback and coaching to enhance their instructional practices.

The Vice Principal will:

- collaborate with the Principal and other school leaders to establish a shared vision for literacy and ensure its integration into the overall school improvement plan.
- provide leadership in developing and implementing a comprehensive and cohesive literacy curriculum.
- assist in identifying relevant training programs, workshops, and conferences that address the specific needs of teachers in improving their student literacy skills.
- ensure that the curriculum promotes both foundational literacy skills and higher-order thinking.
- analyze assessment results, identify areas of improvement, and provide support and interventions where needed.

The HOS and Instructional Coaches will:

- provide leadership in integrating literacy strategies and skills within the curriculum of their subject area.
- collaborate with teachers to analyze student literacy data within their subject area.
- provide support and strategies to teachers to enhance their knowledge of literacy strategies, assessment techniques, and instructional differentiation.
- Evaluate the implementation, review, and development of the curriculum within their subject area.
- collaborate with parents, families, and the wider community to promote literacy.
- create opportunities to celebrate and recognize student achievements in literacy.
- organize literacy events, book fairs, author visits, and other activities that promote a love for reading and writing.

The Teacher will:

- provide explicit instruction in reading, writing, listening, and speaking skills.
- introduce and reinforce subject-specific vocabulary to enhance students' understanding.
- incorporate reading materials, such as textbooks, articles, and scientific literature, into their lessons.
- differentiate instruction to meet the diverse needs of their students. They provide targeted support and interventions for struggling readers and challenge advanced readers to develop their literacy skills further.
- integrate literacy across all subject areas, helping students understand the importance of reading and writing in various contexts.
- engage students in critical thinking and analysis by posing thought-provoking questions, encouraging evidence-based reasoning, and promoting scientific inquiry.
- foster language development by engaging students in meaningful conversations and discussions in the lessons.
- assess students' literacy skills regularly and provide timely feedback to guide their growth.
- collaborate with families to promote literacy at home and communicate with parents about the importance of reading, suggest activities and resources to support literacy, and involve families in literacy events and initiatives.
- utilize technology tools, such as educational software, simulations, and digital resources, to enhance literacy skills.

The Student will:

- actively engage in reading, writing, listening, and speaking activities in and outside the classroom.
- set aside dedicated time for reading and participate in reading programs or initiatives organized by the school.
- regularly practice writing in different formats and for various purposes.
- develop their presentation skills by sharing their work, projects, and research findings with their classmates and teachers.
- use digital platforms for reading, research, and writing.

The Parents will:

- provide a variety of age-appropriate books and create a reading-friendly environment that fosters a love for reading.
- role models by demonstrating their own reading habits.
- engage in discussions with their children about the books they are reading.
- support their children's writing skills by providing writing materials, encouraging journaling, and helping them with writing assignments.
- set limits on screen time and encourage their children to engage in reading and other literacy activities instead.

Literacy in Lessons

All language lessons in our curriculum are designed to target and develop literacy skills specifically. These lessons comprehensively cover all aspects of literacy and address the specific literacy objectives for each grade level. Our teachers clearly understand the Common Core State Standards (CCSS) for English and the Ministry of Education (MOE) standards for Arabic. They are adept at incorporating these skills, concepts, and knowledge into their respective subjects and lessons.

Furthermore, we ensure that spelling, punctuation, and grammar rules are thoroughly explored and common misconceptions are identified and addressed through regular practice. To help students improve, we have implemented an error code rubric that draws their attention to mistakes and offers opportunities for self-correction and peer assessment.

Assessment

- One-on-one Reading Assessment is conducted every semester to track students' progress.
- The assessment data will be used to inform lesson planning and target-setting and maintain the learning pace for all students.
- Grammatical and spelling errors should be marked, and students should be encouraged to correct their mistakes using the error code rubric.
- Reading will be assessed and monitored through Online reading platforms, Kutubee and Raz-kids.
- Speaking and Listening assessments will evaluate students' oral communication skills, including their ability to express themselves clearly, listen actively, and participate in discussions. Assessments can involve presentations, debates, role-plays, and group discussions.
- Vocabulary and spelling assessments will measure students' understanding and application of vocabulary words and spelling rules.
- Formative Assessments are ongoing and provide feedback and insights into students' understanding and progress during the learning process.

Review

This policy is to be reviewed annually by the senior leadership team and any deficiency or weakness in assessments will be remedied.



Signed:

Date: May 21. 2025

Mohannad I Jayousi

Policy review date: May 2026