

LITERACIES (ACROSS THE CURRICULUM) POLICY

Policy Name	Literacy
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Ramona Mason
Role	HOP
Approval	May 2026
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	November 2026

Mission Statement

Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- *Encouraging students to take ownership of their learning.*
- *Developing teaching strategies that are innovative, engaging and fun.*
- *Preparing our students for the challenges ahead and make them ready for life as global citizens.*
- *Enabling our students to become critical, independent thinkers who embrace lifelong learning.*
- *Ensuring that equal opportunity exists to empower our students to achieve their personal best.*
- *Promoting a positive and respectful partnership with students, teachers, parents and the wider community.*
- *Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.*

1. Mission Statement

Grammar School is committed to nurturing a community of confident, independent, and creative learners. Literacy is the foundation for accessing, understanding, and applying knowledge across all domains. We view literacy as a multi-dimensional concept—comprising language, numeracy, scientific, digital, and creative capabilities—each critical to success in the 21st century.

2. Aims

- To embed key literacies—including language, numeracy, scientific reasoning, digital fluency, and artistic expression—across all subjects and key stages.
- To ensure all teachers, regardless of subject, are proactive in teaching domain-specific literacies.
- To raise attainment by strengthening learners' ability to understand, express, and apply ideas in multiple forms.
- To close learning gaps by offering targeted intervention and inclusive strategies for EAL, SEND, and low-attaining learners.
- To foster lifelong learners prepared for higher education, employment, and global challenges.

3. Core Literacies Defined

Literacy Domain	Description
Reading & Writing Literacy	Comprehension, analysis, and creation of written texts in varied genres and contexts.
Mathematical Literacy	Understanding, interpreting and applying numerical data, patterns, formulas, and problem solving.
Scientific Literacy	Inquiry-based thinking, experimental design, and interpretation of scientific data.
Digital Literacy	Using digital tools safely and effectively to access, evaluate, and create content.
Creative & Visual Literacy	Expression through art, design, music, and performance with visual/spatial reasoning.
Oral Literacy	Speaking and listening confidently across formal/informal contexts, debates, and presentations.
Cultural/Global Literacy	Respect for diverse perspectives and understanding of global issues and identities.
Critical Thinking Literacy	Questioning assumptions, evaluating sources, and synthesizing information independently.

4. Whole School Implementation

All departments and key stages must integrate relevant literacies into:

- Curriculum Planning: Schemes of Work must reference subject-specific literacy objectives.
- Lesson Delivery: Teachers will model, scaffold, and reinforce literacy skills in lessons.
- Classroom Environment: Vocabulary displays, accessible reading materials, and visual tools support learning.
- Assessment: Literacy outcomes should be included in formative and summative evaluations.

5. Subject-Specific Integration



ATHENA EDUCATION

مدرسة النحو دبي
Grammar School Dubai



- English/Reading: Guided reading, annotation, inference/deduction, and structured writing activities.
- Maths: Vocabulary walls (e.g., mode, median), interpreting data, real-world applications of numeracy.
- Science & STREAM: Use of hypotheses, analysis of experimental data, and writing lab reports using scientific language.
- Computing/ICT: Digital research, evaluating online sources, programming literacy, and safe tech use.
- Art & Music: Interpretation of visual and symbolic texts, storytelling through movement, visual media analysis.
- Humanities: Debating, persuasive writing, evidence-based reasoning, and structured note-taking.
- Languages: Grammar, vocabulary development, translation skills, and oral fluency.

6. Support for Learners

- Diagnostic screening to identify literacy gaps.
- EAL, SEND, and literacy booster sessions.
- Visual aids, bilingual dictionaries, sentence stems, and digital accessibility tools.
- Inclusive literacy strategies built into Quality First Teaching (QFT).

7. Learning Environment

- Key vocabulary and sentence structures displayed in all rooms.
- Reading corners, text-rich displays, and subject-specific terminology.
- Access to physical and digital libraries, reference tools, and glossaries.
- Creative materials and audio/visual media embedded into daily learning.

8. Monitoring and Evaluation

- Literacy reviews incorporated into the school's Teaching & Learning Quality Assurance Cycle.
- Lesson observations, work scrutiny, and student voice initiatives.
- Departmental audits of how literacy is embedded and promoted.
- Data analysis of student progress in literacy-rich tasks.

9. Professional Development

- Whole-school CPD on domain-specific literacies.
- Modelling best practice in reading, writing, digital learning, and oracy.
- Peer observations and shared resources to develop cross-curricular literacy champions.

10. Policy Review and Alignment

- This policy supports the National Literacy Agenda, KHDA inspection frameworks, and British Curriculum Standards. It will be reviewed annually to reflect best practice and adapt to emerging literacies.

Signed:

Benjamin Barry

Policy review date: November, 2026

Date: May, 2026