



Literacy Policy (Arabic & English)

2027-2026

1. Introduction

Al Rashid Al Saleh Private School is committed to developing confident, fluent, and culturally grounded learners who are proficient in **Arabic and English literacy**. This policy applies to all students from **Kindergarten to Grade 12** and aligns fully with the **UAE Ministry of Education (MoE) curriculum** and **DSIB inspection standards**. Literacy is viewed as a shared responsibility and a fundamental driver of academic success, wellbeing, and lifelong learning.

2. Rationale

Strong literacy skills enable students to access the curriculum, communicate effectively, think critically, and participate actively in society. A coherent, whole-school literacy approach ensures continuity, progression, and equity across all phases, while respecting Emirati identity, cultural heritage, and individual learner needs.

3. Vision and Aims

Vision

To nurture bilingual learners who are confident readers, writers, speakers, and listeners in Arabic and English, equipped for academic success and responsible citizenship.

Aims

The school aims to:

- Develop high standards of literacy in Arabic and English across all cycles.
- Promote a love of reading, writing, and effective communication.
- Ensure clear progression and consistency in literacy teaching.
- Embed Emirati culture, heritage, and values through literacy.
- Support student wellbeing through inclusive and engaging literacy practices.
- Raise attainment and accelerate progress for all learners.

4. Definition and Scope of Literacy

Literacy at Al Rashid Al Saleh Private School includes:

- Reading: decoding, fluency, comprehension, inference, and critical reading.
- Writing: handwriting, spelling, grammar, composition, and extended writing.
- Speaking and Listening: discussion, presentation, debate, and active listening.
- Vocabulary development and language structures.
- Digital and media literacy.

All teachers are teachers of literacy.

5. Curriculum Alignment (MoE & DSIB)

- Literacy teaching follows the MoE frameworks for Arabic and English.
- Progression maps ensure continuity from KG to Grade 12.
- Literacy skills are embedded across all subjects.
- Expectations reflect DSIB descriptors for teaching, learning, and assessment.

6. Teaching and Learning Approaches

Teachers will:

- Deliver structured and explicit literacy instruction.
- Use evidence-based strategies for reading and writing development.
- Model high-quality spoken and written language.
- Use a wide range of age-appropriate and culturally relevant texts.
- Promote independent reading and extended writing opportunities.
- Create literacy-rich learning environments in both languages.

7. Arabic Language and Emirati Culture

- Arabic language development is a core pillar of the school's identity.
- Students engage with classical Arabic, literature, and authentic texts.
- Emirati culture, heritage, and national values are embedded through literacy themes and resources.
- National events and heritage initiatives support Arabic literacy development.

8. English Language Development

- English literacy is developed progressively across all phases.
- Focus is placed on fluency, comprehension, academic writing, and critical thinking.
- Students are supported to apply English confidently across the curriculum.

9. Inclusion and Differentiation

The school ensures equitable access to literacy learning by:

- Providing Individual Education Plans (IEPs) for Students of Determination.
- Differentiating content, process, pace, and outcomes.
- Delivering targeted literacy interventions.
- Providing assessment accommodations in line with MoE guidelines.

10. Student Wellbeing and Safeguarding

- Literacy teaching promotes confidence, self-expression, and emotional wellbeing.
- Classrooms are safe, inclusive, and respectful learning environments.
- Texts and discussions are age-appropriate and culturally sensitive.
- All practices align with the school safeguarding and child protection policies.

11. Assessment of Literacy

Literacy assessment is aligned with MoE requirements and includes:

- Diagnostic assessments to identify starting points.
- Ongoing formative assessment to inform instruction.
- Summative assessment to measure attainment and progress.
- Regular analysis of literacy data to inform intervention and planning.
- Approved accommodations for Students of Determination.

12. Use of Technology and Artificial Intelligence

The school promotes purposeful use of technology and AI to:

- Support personalized literacy learning.
- Enhance reading fluency, writing quality, and feedback.
- Support differentiation and intervention.
- Promote responsible digital literacy and ethical AI use.

13. Professional Development

The school is committed to continuous improvement through:

- Regular professional development in literacy pedagogy.
- Training on Arabic and English curriculum updates.
- Sharing best practices and coaching.
- Developing staff capacity in technology and AI-enhanced literacy strategies.

14. Roles and Responsibilities

- **School Leadership:** Ensure implementation, monitoring, and resourcing.
- **Teachers:** Deliver high-quality literacy instruction and monitor progress.
- **Students:** Engage actively and take responsibility for their learning.
- **Parents:** Support literacy development at home and engage with the school.

15. Monitoring and Evaluation

Literacy provision is monitored through:

- Lesson observations and learning walks.
- Review of student work and assessment data.
- Student progress tracking.
- Feedback from students, parents, and staff.

16. Review of Policy

Date: 02/02/2026