



2026-2025



AL ZUHOUR PRIVATE SCHOOL

LITERACY ACROSS THE CURRICULUM POLICY

Approved by: SLT

Last reviewed on: 2025/5/30

Next review due by: 2026/5/30



Introduction

At Al Zuhour Private School (AZPS), we believe that literacy is the foundation of academic success across all subject areas. As many of our students are English language learners (ELLs), it is essential that literacy is not only taught within English lessons, but also embedded and reinforced across the entire curriculum. This policy outlines our commitment to developing literacy skills in reading, writing, speaking, listening, and academic language across all disciplines to support every learner in achieving their full potential.

Purpose

- Ensure a whole-school approach to literacy development across all subjects.
- Promote consistent literacy practices and high expectations for all students.
- Provide targeted support to English language learners to help close gaps in academic achievement.
- Build staff capacity to deliver literacy instruction within subject-specific contexts.
- Foster a school-wide culture that values and promotes reading, writing, speaking, and listening skills.

Scope

- All teaching and support staff at Al Zuhour Private School.
- All subject areas across all grade levels.
- All students, including English language learners and students with additional literacy needs.
- Family and community engagement related to literacy development.

Definition of Literacy

Literacy is the ability to read, write, speak, listen, and use language effectively for communication and learning. It includes the ability to understand, interpret, and produce texts in a variety of forms and for a variety of purposes. Academic literacy also encompasses the specific vocabulary, language structures, and conventions used in different subject disciplines.

Policy Statement and Key Commitments

Professional Development for Teachers

- Provide ongoing professional development to help teachers integrate literacy strategies into their subject teaching.
- Facilitate literacy instruction workshops led by English/language teachers.
- Assign literacy coaches or instructional specialists to offer continuous support.
- Provide access to online resources and webinars focused on literacy and ELL support.
- Promote cross-curricular collaboration through peer observations and professional learning communities.

Instructional Approaches to Support Literacy

Teachers will:

- Incorporate a range of instructional methods including direct teaching, group work, visual aids, and student-centered activities.
- Embed literacy tasks such as summarizing, explaining, note-taking, and structured writing across all subjects.
- Use diverse materials, images, videos, and real-world examples—to support comprehension and engagement.

Support for Academic Language Development

AZPS will:

- Support ELLs with tools such as word banks, vocabulary lists, sentence starters, and model answers.
- Encourage the consistent use of academic language in both written and oral tasks.
- Collaborate with English as a Second Language (ESL) staff to integrate language support in all subject areas.



Assessment-Informed Literacy Instruction

Teachers will:

- Use formative and summative assessments to monitor students' literacy development.
- Implement informal assessment strategies such as observation and student conferencing.
- Analyze assessment data to inform planning, differentiation, and intervention.

AZPS will:

- Train staff to use assessment data effectively to support student progress in literacy.
- Support tracking systems that highlight student literacy development across subjects.

Literacy Resources and Student Support

AZPS will:

- Provide students with access to physical and digital reading materials, including books, audiobooks, and online platforms (e.g., Achieve 3000).
- Integrate guided reading sessions in elementary classes.
- Implement school-wide vocabulary instruction across all subjects to enhance verbal reasoning.
- Employ additional staff such as reading specialists and librarians to provide literacy intervention.
- Offer tutoring and targeted ELL language support services.

Family and Community Engagement

AZPS recognizes the vital role of families in literacy development. The school will:

- Provide parents with literacy resources (booklists, reading strategies, digital tools) to use at home.
- Host family events such as reading nights and literacy workshops.
- Maintain open communication with families about their child's literacy progress.

Roles and Responsibilities

School Leadership (SLT)

- Ensure implementation and monitoring of the Literacy Across the Curriculum policy.
- Allocate time and resources for staff training and collaboration.
- Evaluate the impact of literacy initiatives through data and observations.

Literacy Coordinator / Instructional Coaches

- Lead staff development related to literacy instruction.
- Support departments in planning for literacy integration.
- Monitor literacy teaching practices and provide feedback.

Subject Teachers

- Plan and deliver lessons that explicitly reinforce reading, writing, speaking, and listening skills.
- Support ELLs with language development embedded within content instruction.
- Use assessment data to plan for literacy-based differentiation.

English and ESL Teachers

- Provide targeted language instruction and support across the curriculum.
- Collaborate with subject teachers to co-plan and co-teach as needed.
- Offer resources and strategies for language development.

Librarian

- Curate high-quality, age-appropriate, and culturally relevant reading materials.
- Promote reading for pleasure through library initiatives and classroom integration.
- Support literacy programs and guided reading activities.



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Parents and Guardians

- Engage with school resources and initiatives to support literacy at home.
- Encourage regular reading habits and language-rich experiences.
- Attend literacy workshops and maintain communication with teachers.

Monitoring and Evaluation

- The literacy policy will be reviewed annually by the SLT and Literacy Coordinator.
- Lesson observations, book looks, student assessments, and staff feedback will be used to evaluate literacy practices.
- Professional development needs will be updated based on evaluation outcomes.