

KHALIL GIBRAN SCHOOL RABAT



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مؤسسة جبران خليل جبران

Primary and Secondary Schol Literacy policy

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1 Rationale and Vision

Literacy is fundamental to all learning at Khalil Gibran School (KGS). It is not viewed as a standalone subject, but as the primary means through which students access the curriculum, develop understanding and communicate their ideas effectively.

This policy is closely aligned with the **Whole School Language Policy** and is underpinned by the school's **Teaching and Learning Policy**, recognising that language and literacy development are central to academic success across all subjects.

KGS operates across three sites, including the Early Learning School (ELS) and the Cambridge Ber Kacem campus, where the Cambridge curriculum is followed and English is the language of instruction, as well as the Moroccan Section, where Arabic and French are the principal languages of learning. Students across the school therefore engage with learning in English, Arabic and French, alongside a wide range of additional home languages and dialects.

Within this multilingual context, literacy development is approached with an understanding that many students are developing proficiency in English alongside other languages. The school recognises that strong literacy skills enable students to access the curriculum, think critically and communicate effectively across subjects.

Our vision is that all teachers actively promote literacy development, ensuring that students are equipped with the reading, writing, speaking and listening skills required to succeed across the curriculum and beyond.

2 Aims

Through this policy, we aim to ensure that all KGS students:

- develop the ability to read, write, speak and listen effectively across all subjects
- access the curriculum through secure literacy skills appropriate to their stage of development
- receive explicit instruction in **Tier 2 and Tier 3 vocabulary**
- build a rich and precise vocabulary to express ideas clearly
- engage critically with a wide range of texts
- develop confidence in speaking and articulating their thinking
- cultivate a sustained interest in reading for both pleasure and knowledge
- demonstrate increasing accuracy in spelling, punctuation and grammar
- develop literacy in English while recognising the role of Arabic, French and students' home languages in supporting understanding
- are supported appropriately where English is an additional language, in line with the **KGS EAL Policy**

3 Roles and Responsibilities

3.1 Senior Leadership Team

The Senior Leadership Team promotes a whole-school culture of literacy, monitors the implementation of this policy and ensures that appropriate resources and professional development are in place.

3.2 Heads of Department and Phase Leaders

Leaders ensure that literacy is embedded within schemes of work and curriculum planning. They support staff in implementing both foundational literacy and subject-specific literacy practices.

3.3 Teachers

All teachers are responsible for promoting literacy within their subject areas. Teachers:

- explicitly teach key vocabulary
- model academic language
- provide structured opportunities for reading, writing and discussion
- support students in developing subject-specific literacy
- apply consistent marking and feedback practices
- use adaptive strategies to ensure that all learners, including EAL students, can access the curriculum

3.4 Librarian

The librarian supports the development of a whole-school reading culture and ensures that the library functions as a **language and literacy hub**, promoting both academic reading and reading for pleasure.

4 Key Strategies for Implementation

4.1 Vocabulary Development

Rationale:

Vocabulary knowledge is a key predictor of academic success and essential for accessing the curriculum. Explicit vocabulary instruction enables students to understand increasingly complex ideas and communicate with greater precision.

Expectation:

Teachers explicitly teach key vocabulary (Tier 2 and Tier 3) in all lessons. Vocabulary should be:

- clearly identified and displayed
- explicitly defined and explored
- revisited and applied in context
- used accurately in speaking and writing

All classrooms are expected to maintain **vocabulary boards** to promote key language visually and reinforce important terminology throughout units of work.

Lesson plans include a **key vocabulary section** so that teachers think strategically about the language and lexis students need to access curriculum content and develop subject-specific skills over time. This helps ensure that students are exposed to a broad and progressively challenging range of vocabulary across the academic year.

KGS Policy – English as an Additional Language (EAL) Policy

In primary phases, vocabulary is supported through visual and multilingual scaffolds, including vocabulary sheets with translations and images to support understanding.

In secondary phases, students are expected to develop subject-specific vocabulary through structured discussion, reading and written work. **EAL students are expected to maintain vocabulary books**, in which key terms are recorded, revisited and, where appropriate, supported through the use of their home language to deepen understanding before applying this vocabulary accurately in speaking and writing. This approach may also support other learners in developing subject-specific literacy.

Teachers support vocabulary development through strategies such as pre-teaching key terms, modelling usage, and providing opportunities for repetition and application.

4.2 Oracy

Rationale:

Structured talk supports thinking, understanding and confidence.

Expectation:

All lessons include opportunities for purposeful student talk. Teachers support oracy through:

- structured discussion (e.g. Think-Pair-Share)
- questioning strategies such as cold calling
- sentence stems and scaffolds
- presentations and debates

Students are expected to articulate their ideas using increasingly precise and academic language. EAL learners are supported through scaffolds such as sentence frames and opportunities to rehearse language before contributing.

4.3 Reading Across the Curriculum

Rationale:

Reading underpins all learning and enables access to subject knowledge.

Expectation:

- **Primary:** daily phonics and guided reading (e.g. Read Write Inc.)
- explicit teaching of reading strategies (skimming, scanning, annotating)
- use of scaffolds to support comprehension of texts

The school promotes a strong reading culture through initiatives such as reading programmes, competitions and dedicated reading time.

The library functions as a central **language and literacy hub**, supporting access to a wide range of texts and promoting reading for both pleasure and academic development.

EAL learners are supported through strategies such as pre-teaching vocabulary, use of visual supports and guided reading approaches. Where appropriate, targeted reading support may include digital platforms such as ReadTheory.

4.4 Writing Across the Curriculum

Rationale:

Writing enables students to consolidate and demonstrate their understanding.

Expectation:

- regular opportunities for extended writing
- explicit modelling of writing processes
- use of scaffolds to support structure and clarity
- application of subject-specific vocabulary

Teachers support EAL learners through strategies such as writing frames, modelling and structured guidance to support the development of academic language.

Teachers provide feedback in line with the **Marking and Feedback Policy**, supporting both content development and language accuracy.

4.5 Accuracy and Feedback

Rationale:

Students must develop both fluency and accuracy in their use of language.

Expectation:

Teachers provide constructive feedback to support students in improving clarity, precision and accuracy in their work.

Marking codes, as outlined in the **Marking and Feedback Policy**, are used consistently to support assessment for learning. Students are expected to engage with this feedback and respond in order to improve their work.

5 Monitoring and Evaluation

The impact of this policy will be monitored through:

- lesson observations and learning walks
- work scrutiny
- student voice
- analysis of assessment data
- monitoring of vocabulary boards and classroom literacy environments
- review of curriculum planning to ensure progressive vocabulary development

The Senior Leadership Team, alongside middle leaders, will review the policy annually to ensure that it remains effective and responsive to the needs of the school.

6 Policy Review

This policy will be reviewed periodically to ensure that it continues to reflect the needs of Khalil Gibran School and supports effective literacy development across all phases and campuses.

The review process will take into account developments in educational practice, feedback from staff and stakeholders, and the impact of whole-school literacy initiatives.

Any updates to the policy will be communicated to staff and, where appropriate, shared with the wider school community.

Appendix 1 – Glossary of Key Terms

Term	Definition
Literacy	The ability to read, write, speak and listen effectively in order to access learning and communicate ideas.
Oracy	The development of spoken language skills, including discussion, presentation and active listening.
Tier 2 Vocabulary	High-frequency academic vocabulary used across many subjects (e.g. analyse, evaluate, interpret).
Tier 3 Vocabulary	Subject-specific vocabulary linked to particular disciplines (e.g. metaphor, photosynthesis, hypothesis).
Disciplinary Literacy	The specific ways of reading, writing, speaking and thinking required within different subjects.
EAL	English as an Additional Language. Refers to students learning English alongside one or more other languages.
Scaffolding	Support strategies used to help students access learning until they can work independently.
Fluency	The ability to communicate ideas clearly and confidently.
Accuracy	Correct use of spelling, grammar, punctuation and vocabulary.
Read Write Inc.	A structured phonics and early reading programme used to develop foundational literacy skills.
ReadTheory	A digital reading platform used to support comprehension and reading progress, particularly within EAL provision.