



# Greenwood International School

## Literacy Policy

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### GIS Literacy Policy (K-12)

The purpose of the literacy policy at GIS is to develop confident, competent readers, writers, speakers, and listeners in both English and Arabic, enabling students to access learning across all subjects and succeed in a dynamic, global world. Literacy is recognized as a core foundation for academic excellence, personal growth, and lifelong learning. In alignment with the school's vision, this policy supports an inclusive and ethical learning environment that nurtures tolerant, innovative future leaders. Through high-quality literacy instruction, GIS empowers all students—including second language learners—to think critically, communicate effectively, and engage responsibly as global and digital

citizens, supporting their holistic development and well-being. This policy targets all students from K-12. The implementation of this policy is monitored through classroom observations, assessment data analysis, student progress reports, and literacy outcomes across phases.

## **Core Principles**

### **Equity and Inclusion**

Literacy development is supported for all students regardless of language background, learning profile, or socio-economic context. Students of determination receive individualized and targeted literacy support aligned with the GIS Inclusion Policy, approved Individual Education Plans (IEPs), and KHDA inclusion guidelines. Literacy instruction is differentiated to ensure equitable access, active participation, and measurable progress in both English and Arabic literacy for all learners.

### **Cross-Curricular Literacy**

Literacy is taught and reinforced across all subjects, not just English or Arabic classes. Students learn to read, write, listen, and communicate effectively in every discipline, developing the skills to understand and express complex ideas.

### **Integrated Language Skills**

Students develop reading comprehension, writing, speaking, listening, and vocabulary simultaneously. Literacy instruction emphasizes critical thinking, analysis, and the ability to communicate ideas clearly and appropriately for different purposes and audiences.

### **Student Agency and Lifelong Literacy**

Students are encouraged to take ownership of their learning by tracking their progress, setting literacy goals, and reflecting on their growth. Literacy is positioned as a tool for curiosity, creativity, and lifelong learning.

### **Digital and Media Literacy**

Students are guided to read, interpret, and create digital texts responsibly. They learn to evaluate sources, use multimedia effectively, and engage safely and critically with technology across multiple subjects.

### **Cultural and Global Literacy**

Students are exposed to a wide range of texts, perspectives, and cultural contexts to develop understanding, empathy, and awareness of global issues.

### **Professional Development and Consistency**

All teaching staff receive ongoing professional development in evidence-based literacy practices. Shared strategies and consistent approaches ensure continuity in literacy instruction across grade levels and subject areas.

## **Desired Outcomes in Language Skills**

### **Reading:**

- Apply a variety of reading strategies to understand and analyze both literary and informational texts.

- Engage critically with texts, making connections across disciplines, cultures, and personal experiences.

#### Writing:

- Communicate ideas clearly, coherently, and accurately in multiple formats. Adjust writing for purpose, audience, and context.
- Develop and maintain a growing vocabulary and command of language mechanics.

#### Speaking and Listening:

- Express ideas clearly and persuasively in discussions, presentations, and collaborative work.
- Listen actively, analyze information, and respond thoughtfully to peers and teachers.

#### Other Skills:

##### Critical and Creative Thinking

- Evaluate texts, synthesize ideas, and support opinions with evidence.
- Use literacy as a tool for inquiry, problem-solving, and creativity across subjects.

##### Engagement and Motivation

- Develop a lifelong love of reading and learning.
- Participate in school-wide literacy initiatives such as book fairs, reading clubs, and literary discussions.

### **Implementation and Support**

- Literacy instruction is informed by evidence-based frameworks, including the Science of Reading, and adapted to the needs of English language learners.
- Students receive regular formative and summative assessments to guide instruction and monitor progress.
- Targeted support programs, including interventions for struggling learners, are available in both English and Arabic.
- Families are encouraged to support literacy development at home and are provided with guidance to reinforce skills learned in school.
- A rich and stimulating environment is provided, including libraries, digital resources, and access to diverse texts in English and Arabic.
- AI is ethically used for drafting, revising, proofreading, and editing in alignment with the school's AI policy.

| Platform                                    | Grade(s) | English/Arabic                  | URL                  |
|---------------------------------------------|----------|---------------------------------|----------------------|
| LevelUp                                     | GK-3     | English Reading                 | us.levelupreader.com |
| Achieve3000                                 | G4-12    | English Reading                 | g.achieve3000.com    |
| Abjadiyat                                   | G1-4     | Arabic Literacy                 | abjadiyat.com        |
| Kutubee ( منصة كُتبي<br>للقراءة التفاعلية ) | G1-9     | Arabic Reading                  | kutubee.com          |
| Alef Education                              | G5-12    | Arabic Reading                  | alefeducation.com    |
| HMH Read180                                 | G3-9     | English Reading<br>Intervention | hnhco.com            |

### External Proficiency Assessment of Students' Literacy Skills:

MAP (NWEA) (English Literacy) KG-G9

ABT (Arabic Benchmark Test) G3-10

PSAT G10

iReady (English Literacy) G1-G10

*Reports from these platforms are used to inform instruction and intervention plans in addition to other reports extracted from the platforms invested in by the school.*

### This policy aligns with UAE directives to:

- Promote reading as a national value
- Strengthen Arabic and English bilingual literacy
- Engage families and communities in literacy development
- Use data-driven interventions to close learning gaps

### Teacher Language Competence Framework

To ensure consistent, high-quality literacy instruction, all teachers must meet a defined

### Roles and Responsibilities

#### School Leadership

- Set literacy targets and monitor progress
- Ensure staffing meets language competence standards
- Allocate time, resources, and training for literacy initiatives

#### Teachers (All Subjects)

- Teach reading strategies explicitly and model a culture of reading
- Use shared literacy approaches school-wide
- Identify and refer students for intervention

### **Head of Literacy**

- Analyze reading data
- Lead interventions and coaching
- Monitor consistency across phases

### **Students**

- Read daily at school and at home
- Participate in literacy programs and interventions
- Take responsibility for personal progress

### **Parents and Families**

- Support regular reading at home
- Engage in school literacy initiatives
- Communicate with teachers about progress

### **Intervention Plans to Close Reading Literacy Gaps:**

**Kindergarten:** Instruction will follow a scope and sequence grounded in the Science of Reading, with an emphasis on rigorous, systematic phonics instruction targeting Phonemic Awareness, Phonics, and Alphabet Knowledge.

Intervention Tool: Read 180 by HMH

**Grade 3:** READ 180 will be implemented during Library and Reading Skills Lab periods.

**Grades 4–5:** READ 180 will be implemented during Library, AIL (to be renamed STEP UP), and one designated English period per week.

**Grades 6–9:** READ 180 will be implemented during Literacy Studio and one designated English period per week.

### **Achieve3000 Alignment G4-12**

To strengthen literacy across the curriculum and provide purposeful, discipline-embedded reading opportunities, all subject areas integrate Achieve3000 articles into their unit and lesson planning. This integration is coordinated through the Achieve3000 Topic Alignment Form, completed by subject leaders for each subject and grade level as part of annual unit planning preparation on ATLAS.