Literacy Policy
2026 - 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

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"The more that you read, the more things you will know. The more that you learn, the more places you'll go." – Dr. Seuss

1. **Introduction & Purpose**

At PACE Modern British School, literacy—encompassing reading, writing, speaking, listening, and language development—is the foundation for all learning. This policy provides a comprehensive overview of how literacy is promoted across the Primary and Secondary phases and beyond school walls.
We aim to:

- Foster a culture where reading is celebrated, visible, and valued.
- Utilize PISA and TIMSS results to drive student achievement and support the UAE's goal to rank among the best in the world for reading.
- Empower students to participate confidently in a global society through proficiency in English and appreciation of literary heritage in both English and Arabic.

2. **Guiding Principles & Vision**

Our provision is underpinned by the **UAE National Reading Law** and the **National Policy for Reading 2026**, which aims to make reading a "daily habit deeply ingrained".
Key Strategic Targets:

- **Reading Frequency**: Aim for every student to read an average of 20 books annually.
- **Data-Driven AI**: Effectively deploy AI to promote literacy improvements that are data-led.
- **Inclusivity**: Ensure equitable access to instruction and intervention through **Universal Design for Learning (UDL)** principles.
- **Translingual Strategies**: Support language acquisition through cross-curricular learning and bilingual lessons where English and Arabic teachers collaborate.

We promote literacy through:

- Enable students to be aware of the rich and varied literary heritage within both English and Arabic cultures.
- Share the benefits of reading with students and share inspirational texts that encourage them to become readers.
- Train students to be able to self-sufficiently decode language to allow them to read independently with continually improving ease. This involves a variety of teaching strategies being departed onto each learner to allow them to become independent readers.
- Develop a culture of reading around current learning and reading for pleasure, both in and out of school to maximise reading time and, in turn, drive literacy standards.

- Improve the reading of the wider community at PMBS to allow them to model reading to students to further exploit opportunities for reading conversation and wider reading
- Allow students the opportunity to read and write at length to showcase their increasing vocabulary and knowledge of grammatical structure, sentence formations and linguistic conventions both within PMBS and in the wider community.

3. Roles and Responsibilities

Role	Key Responsibilities
SLT	Ensure literacy remains a whole school priority and monitor implementation impact.
English Lead	Lead CPD, monitor NGRT/Accelerated Reader data, and align with the Arabic department. +1
Head of Inclusion	Oversee SEND literacy interventions, IEPs, and Pathfinders-led programmes. +2
All Teachers	Model standard English, explicitly teach Tier 2/3 vocabulary, and display "I'm Reading..." signs on doors. +3
Parents	Support daily reading (20 minutes), attend workshops, and engage with AR home access. +1
Students	Actively participate in "DEAR" time, set targets, and follow the "I read at PACE" mnemonic. +2

4. **Whole School Approaches to Literacy**

Reading Programmes

- **Guided Reading (Years 1-6)**: Conducted at least twice weekly, grouped by reading level and NGRT data.
- **Core Text Programme**: Each year group receives **five high-quality core texts per year**, which pupils keep to build personal home libraries.
- **DEAR Time**: "Drop Everything And Read" occurs once daily during tutor time.
- **Accelerated Reader (AR)**: Used from Year 1 up to determine ZPD ranges and track reading growth half-termly.

Writing

Across the Curriculum:

- Clear models and shared writing.
- Explicit teaching of genre structures.
- Opportunities for extended writing.
- Use of writing frames and scaffolds (UDL).
- Emphasis on audience, purpose and clarity.

Spelling:

- Explicit teaching of high frequency and subject-specific words.
- Personal spelling targets.
- Weekly practice and review.

Handwriting & Presentation:

- Consistent expectations across year groups.
- Support for pupils needing fine motor or handwriting intervention.
- **Cross-Curricular Writing**: History and English lessons are interlinked to explore the literary canon and historical context.

Oracy

- **Oracy (Voice 21)**: Use of structured talk opportunities (e.g., 'Think Pair Share') and audits to improve academic talk and "talk for writing".
- **Vocabulary Development**: Explicit instruction using morphology and semantic mapping; "Word of the Week" in tutor time.

All classrooms:

- Include structured talk opportunities ('Think Pair Share', debates, presentations)
- Expect complete sentence responses.
- Use modelling to develop precise academic language.
- Promote listening skills and collaboration.

Classroom Environment

All classrooms must maintain a purposeful literacy environment including:

- Word walls and Tier 2/3 vocabulary displays.
- Reading corners with accessible, levelled texts.
- "Working walls" displaying modelled writing and literacy prompts.

5. Assessment, Data & Intervention

Literacy development is informed by accurate, meaningful data administered three times annually.

- **NGRT (New Group Reading Test)**: Used to identify reading ages, comprehension needs, and intervention targets.
- **Accelerated Reader (AR)**
  - Used from Year 1 upwards.
  - Pupils complete a STAR assessment to determine their ZPD (Zone of Proximal Development) reading range.
  - Half-termly data tracks:
    - Reading growth
    - Book choice appropriateness
    - Comprehension via quizzes.

- Teachers analyse reports to:
    - Adjust guided reading groups
    - Recommend appropriate book levels
    - Identify homeschool reading patterns.-school reading patterns
- **Layered Interventions**:
    - **Tier 1**: Whole-class high-quality instruction (scaffolded writing, fluency practice).
    - **Tier 2 (At Risk)**: Targeted guided reading and phonics reinforcement.
    - **Tier 3 (High-Risk)**: Intensive 1:1 sessions and specialist external assessments.

6. Technology & BYOD (Bring Your Own Device)

To support the UAE's digital vision, PMBS integrates technology through a structured BYOD policy to enhance literacy.

- **Educational Use**: Devices are used for AI reading campaigns (e.g., Sharjah writing competition), digital audiobooks, and AR quizzes.
- **Agreement Requirements**: All students must return a signed BYOD Agreement before bringing devices to school.
- **Parental Responsibility**: Parents must ensure devices are charged, in good working order, and protected by a cover.
- **Monitoring**: The school reserves the right to view device content to ensure compliance with the Acceptable Use Policy.

7. Monitoring and Review

This policy is reviewed **annually** in consultation with stakeholders to ensure alignment with KHDA expectations and National Curriculum developments. Success is measured through learning walks, book looks, and rigorous analysis of NGRT and AR data.

"I read at PACE":

- **P**romote a love of reading
- **A**ccess a variety of materials
- **C**hoose appropriate texts and comprehend meaning
- **E**njoy the journey and evaluate reading

Parent Partnerships

We encourage parents to:

- Read daily with their child.
- Attend parent workshops on literacy.
- Use AR home access.
- Celebrate their child's reading achievements.

8. Inclusion & SOD

Through UDL and differentiation, all pupils can access literacy learning.
SOD pupils receive:

- Adapted texts (audio, visuals, simplified structure)
- Small group or 1:1 intervention
- Personalised targets
- Close monitoring via IEPs.

9. English Department

The English team leads exemplary practice in:

- Curriculum design
- Modelling literacy strategies for staff
- Providing resources for reading and writing development
- Supporting guided reading and intervention systems.

10. Review and Evaluation

This Literacy Policy is reviewed annually to ensure it remains aligned with KHDA expectations, developments within the National Curriculum for England and evolving best practice in literacy instruction. Regular monitoring, including learning walks, book looks, data analysis (NGRT, AR) and stakeholder feedback, ensures that the implementation of literacy provision across PACE Modern British School is consistent, effective and evidence informed.

Continuous evaluation allows the school to refine whole school approaches, adapt interventions and respond to the diverse needs of learners. Through this reflective cycle, PACE Modern British School ensures that literacy practice remains rigorous, inclusive and impactful, supporting all pupils to *Embrace, Empower and Evolve* as confident readers, writers and communicators.