

POLICY	Owner	Assistant Head Secondary (T&L)
	ID (Version)	DU/4.1.13 (v1)
	Published	30 September 2026
	Valid Until	30 September 2028

READING, LANGUAGE AND ORACY

POLICY STATEMENT

The Arbor School is committed to ensuring that every student, from FS1 to Year 13, develops the reading, language and communication skills needed to learn successfully, participate fully and become increasingly independent.

Purpose

The purpose of this policy is to establish a coherent whole-school approach to the development of reading, language and oracy.

It sets out expectations for developing students' ability to read with fluency, comprehension and increasing independence; acquire and use language and vocabulary effectively; and communicate, listen, reason and participate purposefully through oracy.

The policy recognises literacy as both a whole-school and disciplinary responsibility, providing a shared framework for supporting students to access increasingly complex texts, language and forms of communication across the curriculum while maintaining high expectations for all learners.

It also establishes the school's commitment to reading for pleasure, inclusive practice and the effective use of assessment to identify need, inform teaching and support progress.

Scope

This policy applies to all students from FS1 to Year 13 and to all staff involved in their education and support.

It applies across all areas of the curriculum, with every teacher responsible for developing reading, language and oracy within their subject or area of learning, alongside the specific contribution of English and language specialists.

APPLICATION

General Principles

Arbor School will:

- 1.1 Provide rich and purposeful opportunities for every student to develop reading, language and oracy across the curriculum. Maintain a coherent progression in reading, language and oracy from FS1 to Year 13, with increasing fluency, complexity, independence and disciplinary precision.
- 1.2 Develop reading progressively, from oral language, phonological awareness and early decoding through fluency and comprehension towards critical reading, disciplinary literacy and independent academic study.
- 1.3 Recognise literacy as a whole-school and disciplinary responsibility, with all teachers responsible for developing the language, vocabulary, reading practices and communication skills required within their subject or area of learning.
- 1.4 Recognise the importance of disciplinary literacy, explicitly supporting students to understand the language, vocabulary, text structures and reading practices specific to different subjects and areas of learning.
- 1.5 Develop vocabulary explicitly and progressively, including the language required to understand and communicate effectively within different disciplines.
- 1.6 Use purposeful talk to support and deepen thinking. Oracy will have a clear learning purpose and enable students to listen, explain, reason, question, challenge and communicate effectively.

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- 1.7 Promote inclusive participation in oracy, recognising that effective communication is not defined by confidence or frequency of contribution alone.
- 1.8 Maintain access to rich, complex and authentic texts. Appropriate scaffolding should increase access for students who require support without unnecessarily reducing linguistic or intellectual challenge.
- 1.9 Maintain high expectations for all learners, including students with Special Educational Needs and Disabilities (SEND) and Bilingual & Multilingual Learners (BML). Support should increase access, confidence and independence rather than narrow curriculum opportunity.
- 1.10 Use assessment diagnostically to identify strengths and areas for development, inform teaching and guide appropriate support. No single assessment measure will be considered a complete picture of a student's reading development.
- 1.11 Promote reading for pleasure alongside reading for curriculum knowledge and academic study, providing access to diverse, engaging and appropriately challenging texts.
- 1.12 Ensure that reading provision reflects the diversity of the Arbor community, the UAE context, global perspectives, and environmental and ecological education.

2. Governance and Accountability

The implementation of this policy is set out in the Arbor Reading, Language and Oracy Procedure, which provides the operational framework for putting these principles into practice across the school.

- 2.1 The Principal and Heads of School are accountable for the strategic direction and implementation of this policy.
- 2.2 The effectiveness of the policy will be evaluated through the school's existing curriculum and teaching-and-learning quality assurance processes, with a focus on impact on student learning and development.

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RELATED DOCUMENTS

Document Title	ID / Reference No.
Teaching and Learning Policy	DU/4.1.2
Assessment and Reporting Policy	DU/4.1.4
Inclusion Policy	DU/4.3.1
Primary Handbook	
Secondary Handbook	

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
Oracy	The ability to articulate ideas, develop understanding and engage with others through spoken language and listening.