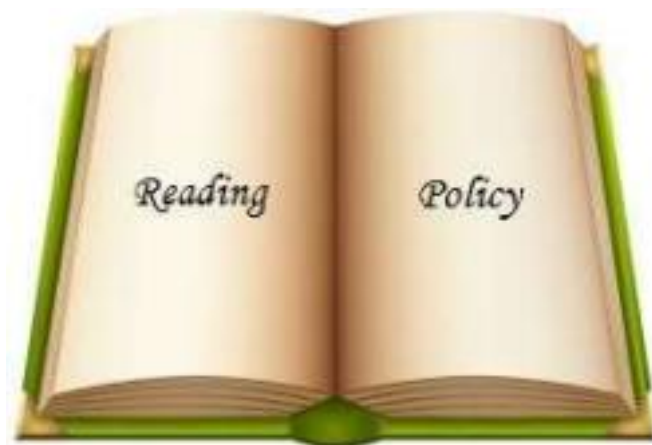




# DUBAI GEM PRIVATE SCHOOL

**STRIVE FOR EXCELLENCE**



## **Reading Policy**

“Help youngsters to read as it is a key to promote the development of nations. The love of reading is taught from an early age, and becomes a habit and culture that you cannot live without.”

**His Highness Sheikh Mohammed bin Rashid Al Maktoum**

## **SCHOOL VISION**

To be an exemplary 21<sup>st</sup> century inclusive learning community whose students are empowered to excel in a complex, interconnected, changing world; to develop lifelong learners upholding the core values of the school.

### **Introduction**

The successful acquisition of reading skills is a key to unlocking learning across the curriculum. Reading allows students access to innumerable avenues of exploration and sources of knowledge. It equips them with the ability to understand the ideas of others in the past, present and future and can be an enjoyable experience. Within the school context, there are opportunities not only to promote reading across the curricula but also to acquire skills for life and continued learning. It is equally important to ensure that students read for pleasure and that this is encouraged from the early years and throughout the school experience.

### **Our aims:**

- To foster a love of reading that will continue to grow outside of school and on their journey as lifelong learners.
- To support the UAE National Agenda in its vision to produce a reading generation.
- To develop reading strategies and skills: decoding, comprehending, retelling, inferring, evaluating, reflecting, responding to different texts with fluency and accuracy.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To monitor and assess student's progress in reading as well as to identify and support those who require extra support and intervention.

## **The teaching of reading at Dubai Gem Private School Primary**

### **KEY STAGE ONE**

In Key Stage One, the teaching of reading remains high profile in order to build on the foundations laid in Nursery and Reception and to continue a child's enjoyment in reading a range of books for pleasure. In Key Stage 1, teachers and teaching assistants:

- know and support the agreed reading behaviour of the school as well as what they will teach and what is expected in terms of teaching reading in school, promote good reading behaviour, such as bringing reading books into school every day.
- have at least one reading display board in their room that supports a book/poem they are reading in class.
- ensure all children have a reading book suitable for their decoding ability and a book freely chosen by them to read every day at home.
- ensure there are regular phonic lessons and that what is being learned in these sessions is reinforced in other activities during the day.
- stream pupils according to their abilities for reading and phonics and that there are suitable intervention groups in place for those experiencing difficulties · make sure the development of phonics skills is suitably linked to developing comprehension skills.
- have regular and accurate assessments of pupils' reading to track their progress and meet their changing needs.
- check their reading levels regularly to ensure progress. The data is maintained and monitored by the class TAs.
- have weekly guided reading sessions with plenty of additional opportunities to extend and practise reading skills.
- ensure those pupils experiencing difficulties with reading are supported and someone hears them read every day.
- ensure that those pupils who did not meet the expected standard in the phonics check in Year 1 are receiving sufficient and regular support to ensure they reach their target in Year 2.
- provide some written comprehension activities.

## **KEY STAGE TWO**

In Key Stage Two, the teaching of reading remains of equally high profile as in FS and KS1 to ensure the children leave our school reading widely across a range of subjects.

In Key Stage 2, teachers and teaching assistants in Year 3:

- know and support the agreed reading behaviour of the school as well as what they will teach and what is expected in terms of reading in school.
- promote good reading behavior, such as bringing reading record /diaries and reading books into school every day.
- have at least one reading display board in their room that supports a book/poem they are reading in class.
- ensure that reading continues to have a high profile in day-to-day activities so that whole school strategies are embedded further.
- encourage children to read for enjoyment.
- immediately assess children who arrive from other schools with NGRT so that they too adopt a high-profile focus on reading.
- make sure that every pupil is heard and taught reading in the weekly guided reading sessions in the library.
- ensure every child's reading is 'guided' until the last day in Year 6.
- provide opportunities for pupils to read to audiences.
- encourage pupils to borrow books from the school library once a week.
- provide a wide range of books to enable children to read a wide range of genres, both fiction and non-fiction.
- put interventions in place for those falling behind.
- listen to those pupils read who need additional support every day.
- teach spelling that is suitably linked to reading skills.
- ensure vocabulary is extended through ALL subjects.
- teach spelling, punctuation and grammar in ALL subjects.
- set written comprehension activities.

## **LEADERSHIP AND MANAGEMENT OF READING**

The Senior Leadership Team will ensure that the above non negotiables relating to the teaching of reading are adhered to by all staff through consistent monitoring and observations across the academic year. Senior Leaders have agreed to:

- ensure that reading is given a high profile with pupils and parents.
- set a good example themselves when it comes to reading.
- be actively involved in the teaching of reading themselves.
- set out clear non negotiables for how reading will be taught in the school.
- ensure all staff follow the agreed school reading policy.
- teachers take on the responsibility for the progress children make in their reading.
- challenge when practice requires improvement.
- support staff who require further training and ensure all staff have the relevant CPD to provide high quality teaching of reading.
- monitor and observe the teaching of reading, reading diaries and records, with the latest reading data. Check and match the pupils' reading abilities with the books they are reading and the groups in which they work.
- ensure that the school has a rigorous approach to assessing pupils' reading that does not solely rely on teacher assessment.
- monitor the progress of reading data and ensure interventions are in place and being effectively carried out, as well as the impact of the intervention.
- ensure that high standards with regard to reading are kept up and do not slip back after the initial push.
- understand how reading is taught in school.

## **SECONDARY SCHOOL**

### **Reading for enjoyment**

Students are encouraged to read for enjoyment which will help to develop good reading skills. This is supported in English lessons, across the curriculum and during the Reading Enrichment Period. A library period is allocated once a week for every class. Students also have the opportunity to borrow books of their choice from the school library on a weekly basis to encourage reading for pleasure.

### **Approaches to the teaching of Reading**

A variety of teaching strategies are used to cater to diverse learning styles in English and Arabic lessons. Sometimes this is done through whole-class teaching, while at other times students are required to work independently,

either in small groups or by themselves, to develop their reading. Suitable learning opportunities are provided for students of all abilities, irrespective of their first language. This is achieved through a range of strategies- in some lessons through differentiated group work and in other lessons by organizing students to work in pairs on open-ended tasks or activities.

## **The role of the teacher in developing reading skills**

In order to support and enhance pupils' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to do the following:

- Read and engage with a variety of different texts both in print and on screen.
- Read as a class, in groups and individually.
- Question and challenge printed and digital information and views.
- Read and research tasks in and out of school.
- Use the library and ICT to support extended reading.
- Summarize what they read, connect the text to what they already know and apply this prior knowledge to the text.
- Develop vocabulary as appropriate to all content areas.
- Develop skills to comprehend increasingly complex texts.
- Use a range of reading skills such as skimming, scanning, predicting, reading for meaning, interpreting, evaluating and reflecting.

## **Organisation**

Lessons provide:

- Opportunities for reading aloud.
- Activities which focus on reading and reading skills.
- Opportunities to understand and use specialist vocabulary.
- Homework activities which require reading.
- Regular assessment of students' reading levels by teachers using formal and informal reading assessments.

## **Progression in Reading**

- Students move from using texts selected by teacher to finding their own texts.
- Students analyse texts which demand higher order reading skills rather than simple reading texts which require limited reading skills.
- Students use many relevant sources rather than using one source.
- Teachers develop the reading habits of students to encompass new authors and challenging texts.

## Strategies to improve reading in the classroom

### Reading Skills

Students are explicitly taught the following reading skills: skimming, scanning to locate and retrieve relevant information across single and multiple texts, inferring, predicting, empathizing, visualizing, evaluating, and reflecting.

**Create a context:** When we read any new text, we use our prior knowledge from the texts we have already read and the world around us to help us to make sense of the information. Creating a context using group discussion and summaries, help to support learners with limited prior knowledge and experience of reading a wide range of texts.

**Model reading skills:** Model reading demystifies the reading process. When modelling reading, teachers demonstrate how to analyse key features of the text.

**Check pupils' understanding through questioning:** Teachers use a range of differentiated questions to check the student's level of comprehension.

**Collaborative talk:** Effective collaboration/talk and questioning are essential strategies used to help students engage with texts. Pupils are given opportunities to talk to each other about what they have read.

**Provide a range of reading opportunities:** In order to widen the reading repertoire, students are provided opportunities for students to read a variety of different texts both in print and on screen.

Students' skills of analysis, interpretation and literary critique are further developed in their study of Literature texts.

### Supporting students who find reading challenging

- Struggling readers are identified at the start of Year 7 based on the CAT 4 and NGRT assessment and supported through intervention strategies. Parental involvement is also sought to optimise the support.
- Through guided reading, teachers work with students who are on the same reading level. Students work in small groups as they read texts at their level.
- Struggling readers are supported through DR-TA (Directed Reading and Thinking Activity) and word building activities.
- Students are encouraged to make connections with what they are reading through these strategies: **text-to-self connection:** relating themselves to any of the characters, or to the story; **text-to-text** connection: making a connection from the story they are reading to another story they have read; and **text-to-world** connection: making a connection to something they have

seen on the news or to an experience someone they know has had. Helping a struggling reader involves encouraging them to make as many connections as they can. The more connections they make, the better they will remember and comprehend the story.

- Teachers encourage students to ask questions about what is happening in the story, a character's feelings, or on what will happen next to engage them in their reading and help them understand at a deeper level.
- As struggling readers encounter a new word, several strategies from looking up the meaning of the word to examining the context are used to decode the word and understand the contextual meaning. After they decode the word, they practice writing it and using it in a sentence.
- Struggling readers who have a processing disorder such as dyslexia are given more time to complete tasks along with additional support.
- Struggling readers are seated in close proximity to the teacher to help eliminate interference when trying to listen to instruction.

### **Supporting advanced students who read well across their age level**

- Advanced readers are given opportunities to read more advanced texts and complete activities that encourage them to engage in learning that goes deeper or further than the grade level curriculum dictates.
- Advanced readers with advanced writing skills are given opportunities to lead as reading mentors/ambassadors, head clubs and activities, compere/anchor events, serve as Media Team Leaders, organise reading competitions.
- They represent the school at Poetry Symposiums and inter-school competitions.

### **Cross-curricular Approaches**

Reading is linked to other subjects in an integral way. As English is the medium of instruction, cross-curricular links are established with other subjects in lessons and schemes of work, drawing upon common themes, in research work and in promoting reading literacy.

### **Arabic Reading Literacy**

- Teachers support reading activities in Arabic classes through guided reading as well as structured reading programmes monitored by teachers.
- Students read in a wide range of contexts and a variety of different texts (fiction, non-fiction, both in print and on screen).
- Students develop their Arabic vocabulary and reading skills by applying and extending them whilst interacting with others.
- Students are explicitly taught reading skills including skimming, scanning to locate and retrieve relevant information across single and multiple texts.



## **Mathematical Literacy in classrooms**

Math Literacy is promoted in classrooms through the following strategies:

- Developing mathematical vocabulary
- Using spatial reasoning to support interpretations of mathematical information to make inferences.
- Exploring word problems which involve more than one operation, reasoning and problem solving.

## **Science Literacy in classrooms**

Science Literacy is promoted in classrooms through the following strategies:

- Annotating and summarising texts to communicate their understanding of complex science material.
- Developing science vocabulary and investigating phenomena to construct definitions based on observation.
- Developing the ability to read, critically analyse and interpret information and data in graphs, maps, diagrams, tables, models, photographs and images.
- Reading aloud findings from guided research work followed by class discussion.

## **Reading: A Priority during Distance Learning**

Reading continues to be a priority with the onset of the Hybrid Model of teaching and Learning where innovative ways to promote reading have been adopted to foster a love for reading as well as to bridge learning gaps.

In an attempt to continue offering students reading experiences akin to those promoted in classrooms, digital platforms such as Literacy Planet and Scholastic Pro Library have been integrated into lessons with greater frequency.

## **Parental Involvement**

Parents continue to play an important role in encouraging their children to read daily for at least 30 minutes, to share their reading experiences and to read a variety of fiction and non-fiction texts both written and digital.

## **Reviewed: September 2022**