

## READING POLICY

### Rationale

At Pristine, we believe that creating a culture of reading is vital in instilling self-efficacy in students to become successful members of the society. Cultivating readers with a passion for a wide range of materials shall ensure that students' love of reading extends far beyond the classroom and allows them to build on their skills independently through curiosity and thirst for knowledge. We strive to nurture enthusiastic, independent, and reflective readers, with a drive to read for pleasure and information.

### Our Aims for Reading:

### National Reading Law

**KEY FEATURES**



- Seven principles of guidance
- Right to read
- Empowering society through reading
- Reading in educational system
- Reading in work environment
- Public libraries
- Supporting distribution and publication of reading material
- Role of media
- National Fund for Reading
- National Reading Month

**Objectives**



- Supporting development of human capital
- Consolidating the habit and culture of reading



- Building knowledge communities
- Ensuring sustainability of governmental efforts

**Advantages**



▪ Singularity	▪ Clarity
▪ Inclusiveness	▪ Empowerment
▪ Integration	

- To foster reading for pleasure to support all students to become confident, keen and capable life-long readers.
- To develop the habit of reading both widely and often, for both pleasure and information.
- To create a strong, embedded reading culture through a literacy and language rich environment within classrooms and the wider school environment.
- To support the UAE National Agenda in its vision to produce a reading generation and establish the UAE as the capital of culture and knowledge.
- To develop *reading literacy* through students' application of a range of metacognitive reading strategies across the curriculums for a variety of purposes.
- To develop *digital literacy* skills that helps readers to navigate through digital information.
- To nurture fluent, confident and independent readers who can transfer these skills across the curriculum and beyond.

- To understand and respond to literature drawn from a range of cultures and literary heritage.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess students' progress in reading and identify those who require extra support and intervene at an early stage.

At Pristine we aim to develop, through our philosophy of teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection;
- Citizenship.

### **Teaching Approaches and Strategies**

Our approaches and strategies reflect the requirements of the EYFS, National Curriculum and the Cambridge Secondary 1 and 2 Programmes.

We strongly believe that reading skills are essential for progress across the curriculum and to enable students to function effectively in adult life. All teachers have a responsibility to develop students' competence in reading in their own subjects and to ensure that students become competent and life-long readers and can access the curriculum effectively and achieve their potential.

Reading is taught throughout the whole school as part of literacy and as an integral part of the school day. Development of reading extends across the curriculum as students are encouraged to apply the acquired reading skills within content subject areas.

During literacy lessons and other areas of the curriculum, students have the opportunity to experience a wide range of literary rich texts (both fiction and non-fiction) and are encouraged to respond and reflect on these.

Through the use of shared, modelled, guided and reciprocal reading practices, using a variety of quality texts and sources including both, print and digital, students engage in discussions and reflect on differing interpretations. Opinions and responses are shared,

and analysis of texts are encouraged, with the teacher demonstrating that different interpretations of the text are plausible. Discussions and debates about the content read enable students to elaborate and explain clearly their understanding and ideas, supported with evidence.

### **Early Years Foundation Stage**

At the Foundation Stage, the development of reading literacy and the teaching of reading are based on the areas of learning, Communication and Language and Literacy in The Early Years and Foundation Stage (EYFS) Framework. Development of reading literacy is ensured through the **FS Reader's Workshop** curriculum, a print-rich environment and continuous and focussed provisions that promote early reading skills. Teachers are responsible for ensuring that reading is included in long, medium and short term planning.

The principles and practice of teaching high quality phonics is derived from the **Letters and Sounds** Programme. Daily phonics sessions incorporating the **Letterland Phonics Programme** develop phonics skills through a multi-sensory and story-based approach that engages the children in learning through music, actions, alliteration, movement, song, art, games and role-play.

Reading literacy is developed by sharing stories, songs and rhymes during **Rhyme Time** and **Story Time** sessions and encouraging children to explore books at the **Class Library** corner. **Shared and Guided reading** sessions incorporating **the Oxford Reading Tree** (ORT) and **Collins Big Cat** readers promote positive reading and learning behaviours.

### **Key Stage 1**

Children continue to follow the "Letters and Sounds" phonics programme into Key Stage 1, along with the Oxford Reading Tree and BIG Cat Collins reading schemes.

In Year 1 the teaching and learning focuses on building the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This is addressed in class through intervention programmes and supported individual or group.

Daily reading sessions for 20 minutes in KS1 classes focus on high order reading skills, including inference, interpretation and integration of information using DERIC strategy (Decoding, Explaining new Vocabulary, Retrieval, Interpretation and author's Choice) through shared and guided reading.

In Arabic, students' reading comprehension is developed through targeted questioning for direct retrieval of information. Read for Talk sessions contribute to developing a feel for the language among young learners and expose students to Arabic narrative texts. In Year 2, students begin to take storybooks home to instill in them a love for reading Arabic literature for pleasure from a young age.

Advance Arabic learners take advantage of the reading based curriculum as they are taught to predict, analyse and suggest another ending for a fictional text. Year 2 students are guided to use the main elements of a story in redrafting using their own words.

### **Key Stage 2**

As the students progress, we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment, drawing attention to the structure of a variety of texts, helping students to adapt their style of reading to suit the purpose (skim, scan, read critically).

Students engage with rich literary content which includes the Collins BIG Cat reading schemes Tara Binns STEM Readers, National Geographic Footprint Series, collection of short stories and novels. Library sessions are timetabled to allow for extension skills such as skimming, scanning, reference and research.

The use of reading strategies (Reading VIPERS\*) with focus on developing mastery in comprehension skills is of prime importance at Key Stage 2. Students rapidly gain higher order reading skills through guided, independent, group, reciprocal reading and explicit teaching of reading strategies.

Students independently use reading strategies to comprehend a range of narrative and expository texts to retrieve key information, derive simple and complex inference, and comment on/evaluate authorial technique. Print/digital dictionaries and thesaurus are extensively used during independent or group reading sessions.

Teachers 'think aloud' and model and scaffold cognitive reading strategies: decoding, clarifying, visualising, inferring, predicting, synthesising, compare & contrast, evaluating, summarising and questioning.

The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim and use information purposefully can be seen in many different subject and content areas within lessons and project based learning.

\*V – visualize / vocabulary (decode & clarify), I – infer, P – predict, E – explain (synthesis, evaluate, compare and contrast), R – retrieve (questioning), S – summarise.

In Arabic, read aloud sessions are a regular feature of lessons motivating students to read entire paragraphs with special focus on accuracy of pronunciation and comprehension of vocabulary. Students also write simple sentences about the stories read in class and at home to share with their peers the content of the story. Fortnightly sessions of guided reading with the teacher help in making students more fluent readers. Exposure to Arabic stories and texts relating to Emirati culture and landmarks ensure students link their learning to an understanding of their environment.

### **Key Stage 3**

The reading culture at Pristine is firmly strengthened in Key Stage 3 as students read for varying purposes a range of fiction and non-fiction genres. Teacher's facilitation of reading for meaning using a range of teaching methods and approaches is integral to developing students' wider reading and reading for enjoyment.

Building upon Key Stage 2 higher order reading skills, in Key Stage 3, reading strategies are instrumental in simulating gains in literacy across the curriculum. Applying reading strategies, students derive meaning from conceptually dense texts and can search, select and retrieve information, represent literal information, integrate and generate information, evaluate and reflect upon texts read.

Students study rich literary content which includes literary texts, novels, short stories and resources such as National Geographic Reading Series. Timetabled Library sessions complement lessons and activities that strengthen their implementation of cognitive strategies of effective readers such as activating, inferring, monitoring-clarifying, questioning, searching-selecting, analyzing, summarizing, and visualizing-organizing.

Students at this stage are highly aware of the connection between reading and achievement. Their skillful reading additionally incorporates increased proficiency, integration and application of contextualizing vocabulary, characterization, recognizing techniques of narration for plot advancement and detecting writer's biases and attitudes.

In Arabic, students become trained to read and select relevant information to organize in a structured format. They discuss with partners elements of the story read from library books and how these contribute to their opinions about the story. Their understanding is also reflected in summaries written by them.

Advance learners of Arabic are trained to provide alternative resolutions to stories read after analysis of structure, plot and characterization. Discussions based on newspaper articles direct students' attention to the presentation of the main idea including organization and selection of vocabulary.

#### **Key Stage 4**

Development in reading literacy is considered of prime importance for students in KS4 as literacy and learning goals are found to have a positive impact on their self-esteem, motivation and attitude towards learning. Reading resources focus on a range of texts from different genres that equip students with the necessary vocabulary, expression and organisational control to cope with the cognitive demands of the array of subjects being studied.

Reading lessons that train students to search and observe beyond their immediate experiences help them to appreciate, evaluate and respond to texts in a critical and reflective manner. The processes followed at Pristine aims to enable students to read fluently and with accurate understanding to make informed and appropriate choices. Students use pre, post and during reading strategies and apply techniques of skimming, scanning and text-marking effectively in order to research and appraise texts. This is done in tandem with selection of information from a wide range of texts and sources including print, media and digital resources.

Planned opportunities provided for students to demonstrate pleasure in reading includes maintenance of class readboxes, shared read aloud sessions especially for Shakespearean plays and works of other dramatists, reading and engaging with narratives of events or activities, writing of blurbs, blogs and book reviews, participating in library activities and poetry elocution, creation of digital poet's corner and involvement in reading campaigns and readathons.

Students' skills of analysis, interpretation and literary critique are further developed in Literature lessons where author's choice of language and use of thematic and dramatic techniques are discussed in detail. Students' skills of reconstructing texts based on their reading proficiency are assessed through response writing based on genre transformation. Moreover, the aptitude for application of inference, deduction and analysis leading to discernment of authentic information is developed and assessed through research reports or projects.

By the end of Key Stage 4, students are empowered to face the challenge of navigating countless avenues of exploration and sources of knowledge for developing a wider perspective of language study in the Post 16.

In Arabic, advance Arabic learners read and study a range of classic and modern literature comprising short stories and poems. Students identify the use of classical vocabulary, compare themes and comment on stylistic elements after summarizing the main theme of studied texts. Exposure to the works of classic poets like Al Mutanabbi, and Andalusian poetry help students appreciate and develop a love for language. Students in Years 10 and 11 also review other authors' perspectives on the texts text read to debate, evaluate and reflect on their own understanding of authorial techniques.

### **The Reading Environment and Enrichment**

Literacy-rich environment is maintained to immerse all students in highly stimulating activities that foster a reading culture across all phases.

- Outdoor Reading Dens, Story-Garden, Class Library Corner, Story Station in Foundation Stage. Practitioners use ICT such as Letterland software, Oxford Owl e-books, Starfall app, ORT e-books (iPad) and Beebot literacy games to develop and enhance reading literacy.
- Class Reading Zones, library sessions, Book Tasting & Book Diving (daily reading strategies), in Key Stage-1. Reading motivation includes RIY Club (Read-It-Yourself) membership for voracious readers in KS1, Score with Books, "Star Reader" certificates, and writers of the week in the KS1 weekly assemblies.
- Use of drama and role-play, where appropriate, to immerse children in the text.
- ICT in the classroom through iPads and interactive whiteboards to access digitally written materials.



- Student initiated class libraries, membership to reading clubs, monthly 'Best Reader' certificates and awards, 'Read to the Principal' are strong motivational tools for Key Stage 2 students.
- Reading leads to writing initiatives - READ & WRITE Project – Read every day and articulately debate – Write Research Investigate and Explore - KS2
- KS3 READ & WRITE Research Project
- KS3 Literature Circle- Students research and explore the works of an author to be able to engage in an in-depth discussion about the selected author of the month
- Readathon
- Community Reading Programs, e.g. Community Book Swap, or Book Fridge
- Community Engagement through events and competitions hosted by the Emirates Literature Festival
- Readboxes in Key Stage 4
- Poet's Corner on Edmodo KS4
- Author Visits
- Get Caught Reading Campaign
- Poetry Elocution
- World Book Day activities

### **School Library**

A Library Programme is in place as an integral part of a holistic reading programme. It emphasises literature appreciation and reading for pleasure across key stages. It includes age-appropriate strategies needed to access and evaluate information that whenever possible, are integrated with subject assignments.

Students have access to a broad range of genres in both the Junior, Primary and Secondary library. Books from a broad range of genres are made available in the school libraries; contemporary to classic authors; fiction and non-fiction texts. Students are encouraged to share their favourite books and authors through feedback sessions, reading reflections and displays in the library.

### **Home-School Reading Partnership**

Developing strong links between home and school reading is vital in ensuring students become lifelong readers. The school supports parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud.

The 'Home-School Reading Programme' is used from Reception to Year 6, through which children access a range of texts to read at home.

In early years, through the Read@Home project, each child takes home a library book every week to share with their family and engages in 20 minutes of daily reading at home.

We use “book bands” to ensure books are the right level of challenge for children to make good progress. Students in KS 2 can choose a new book to read at home each week as well as borrowing a book from the library of their choice. Reading records communicate reading progress between home and school, and include teachers’ and parents’ feedback.

Parents receive the termly reading assessment reports to understand and evaluate their child’s reading achievements and progress. They are notified of reading interventions if required by the student.

There are several reading events and activities in place to involve parents in the efforts to improve literacy and reading achievement, parents are involved in all aspects of reading development to ensure the culture of reading that the school has developed extends into the home.

Pupils are given opportunities for independent reading of their reading scheme/library books during the school week across all phases.

All readings within and beyond school are recorded in the children’s reading log in KS1.

### **Reading Intervention**

Students are continually assessed during and at the end of each term in all phases to monitor progress in reading. Intervention activities are in place for those children who are not secure with the phase specific sounds to target any gaps in their phonic knowledge, and reading comprehension.

Struggling readers in KS2 receive 40-minute reading intervention weekly, led by the reading intervention teacher. Decoding and comprehension skills are the focus of instruction.

### **Reading Displays**

Rich reading displays across the school and in class reflect students’ reading initiatives and love of reading. Students’ written work samples on bulletin boards reflect the reading – writing connection well embedded.

### **Supporting the reading needs of students of determination**

Students with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions are provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers.

In KS2 and KS3 additional teaching is provided through regular 1:1 reading with an adult, reading activities are planned through QFT with emphasis on supporting students with reading processing disorders, e.g. pre-teaching of key vocabulary to support understanding, making sure all texts are uncluttered, have simple and rounded font, use double line spacing, contain visuals that support overall meaning and signposting key information.



**Reading Assessments:**

Students' reading age is established using The New Group Reading Test twice in an academic year. All students and parents are made aware of individual reading ages.

Data from continuous reading assessments, GL PTE and NGRT inform students need for intervention, challenge and support.

Using the data, teacher judgement and evaluation of students' interest, accessible and challenging books are recommended to each student.

Internal Assessments Formative & Summative	Standardised Assessments
Reading Comprehension Tests Read Aloud Assessment Reading Log	New Group Reading Test (NGRT) Year 2 to Year 10?

<b>Policy Details</b>	<b>Reading Policy</b>
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