

## READING POLICY

### Rationale

At Pristine, we are dedicated to fostering a reading culture that underpins self-efficacy in our students, enabling them to become effective contributors to society. Our approach is to nurture a lifelong love for reading that extends beyond the academic environment, encouraging students to independently enhance their knowledge and skills, driven by curiosity and a keen interest in learning.

Central to our curriculum at every key stage is the seamless integration of authentic reading experiences into our broad and balanced curriculum that strengthens a range of literacy skills such as STEAM and cultural literacy preparing students to navigate and excel in a technologically advanced and ever-changing world.

### 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 create a strong, embedded reading culture through a literacy and language-rich environment within classrooms and the wider school environment.
- 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 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 help readers to navigate through digital information.
- To ensure reading skills are highly developed and students consistently evaluate and make judgements about the quality and reliability of different sources of information.
- To nurture fluent, confident and independent readers who can transfer reading and digital literacy 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 students'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 is encouraged, with the teacher demonstrating that different interpretations of the text are plausible. Discussions and debates about the content readenable students to elaborate and clearly explain 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 underpinned by the Communication and Language and Literacy Educational Programmes as outlined in the Early Years and Foundation Stage (EYFS) Framework. Development of reading literacy is ensured through our **Book Buzz Reading Programme**, a print-rich environment and continuous and focussed provisions that promote early reading skills.

A reading climate focused on harnessing a love of reading is developed by engaging with high quality children's literature, both indoors and outdoors, singing songs and rhymes, and fostering opportunities to talk and re-enact stories. Ensuring children have an excellent 'reading diet' throughout the year and utilising books in all areas of the provision are used as key strategies to promote reading. At the class library corner, the children either choose books and read independently or select a reading buddy. All children visit our Early Years Library and the outdoor Storytelling Theatre on a weekly basis to engage with books and use story sack provisions to enact and retell tales.

*Shared Reading* sessions have high quality, vocabulary rich texts at the heart of each session. *Guided Reading sessions*, incorporating the *Oxford Reading Tree (ORT)* and *Collins Big Cat* levelled readers, motivate the children to read, look at and talk about fiction and non-fiction books. The principles and practice of teaching high quality phonics are 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.

## Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Exposure to a wide range of fiction and non-fiction texts inspires students to develop their reading skills and foster a love of reading.

Reading continues to be strengthened through routines of storytelling, shared and guided reading. Storytelling sessions are used to discuss themes and key features of the story, as well as develop their own opinions of the text. Focus on high order reading skills includes evaluating book covers and making predictions, making inferences on the plot and characters, understanding author's choice, as well as interpretation and integration of information through shared and guided reading.

Students 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. School library visits are scheduled each week to support and develop the habit of reading for pleasure.

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. 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.

Digital books are assigned through I START and I READ.

## Key Stage 2

As 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 is made available to ensure depth, choice, and enjoyment. Students take ownership of their reading through their choice of genre and author and become more adept at choosing books of their reading and interest level.

Students engage with rich literary content which includes:

- the Collins BIG Cat banded reading schemes
- STEAM Readers
- a collection of short stories and novels
- dyslexic-friendly readers
- a range of non-fiction books
- the National Geographic Series
- Arabic books / Collins Readers



### Digital Reading Platforms

- The Collins digital library,
- I START (Arabic digital reading platform)
- I READ (Arabic digital reading platform)

The use of reading strategies (Reading VIPERS<sup>1</sup>) with a 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.

Teachers 'think aloud', model and scaffold; then support students to increasingly use reading comprehension strategies independently. Students comprehend a range of narrative and expository texts to retrieve key information, derive simple and complex inferences, summarise, synthesize information, and comment on and evaluate authorial techniques. Print and digital dictionaries and thesaurus are extensively used during independent or group reading sessions.

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

In the weekly Library lessons, students access a vast range of resources, both English and Arabic languages. Students have access to the library all through the school day, this increased opportunity to use the school library promotes reading for pleasure and develops research skills.

In Arabic, read-aloud sessions are a regular feature of lessons motivating students to engage in discussions and debates based on analysing, summarising and evaluating the content read to support opinions with textual evidence fostering critical analysis and persuasive communication. Weekly sessions dedicated to "I Read Arabic" and "I Start Arabic" aim to cultivate diverse vocabulary, fostering linguistic fluency, broadening perspectives, and enhancing reading skills. Students compose written reflections following the reading of a story, articulating their understanding of the text's language, underlying message, and its influence on the reader.

### 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

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<sup>1</sup> \*V – visualize / vocabulary (decode & clarify), I – infer, P – predict, E – explain (synthesis, evaluate, compare and contrast), R – retrieve (questioning), S – summarise.



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 contextually rich texts and can research, select and retrieve information and present thematic analyses based on deep dives into the texts read.

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. The promotion of these reading skills is achieved through book talks that encourage sharing of story synopses, character profiling and book recommendations.

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, the Advanced Arabic learners compose critical analyses of stories and/or poems. Students summarise a range of texts and compose written reflections and responses following the reading of a story, articulating their viewpoints regarding the text's language, underlying message, and its influence on the reader.

Students participate in discussions and debates centered on their reading materials, where they defend their viewpoints using evidence from their readings encouraging critical analysis and developing persuasive communication skills as means of responding to reading.

#### **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 aim to enable students to read fluently with accurate understanding to make informed and appropriate choices. Students use pre, post and during reading strategies and apply techniques of



skimming, scanning, deep reading and text annotation 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 included 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, debate clubs and poetry elocution.

Students' skills of analysis, interpretation and literary critique are further developed in Literature and English Language 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 multiple avenues of exploration and sources of knowledge for developing a wider perspective of language study in the Post 16.

Students in both Key Stages in Secondary develop TED-style talks in classrooms and as part of after-school enrichment activity to engage with reading material by researching and developing originality of thought related to ideas of their interest in real life.

In Arabic, First Language 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 read to debate, evaluate and reflect on their own understanding of authorial techniques. They predict and compare story plots and provide imaginative twists to story development and endings.

### **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.

- Early Years provisions to promote reading literacy include the outdoor Storytelling Theatre, Early Years library, class library corners, story stations,



- puppet theatre, Rhythm Studio, Rhyme Time and Story Time, Author Weeks. Practitioners use ICT such as Letterland software, Oxford Owl e-books, Collins e-books, Starfall app and Beebot literacy games to develop and enhance reading literacy.
- Class Reading Zones, Story-telling sessions, library sessions, Book Nook, & Book-Dive@Bedtime (daily reading strategies), literacy games (Literacy Planet app) in Key Stage-1. Reading motivation includes Score with Books, “StarReader” certificates, and celebrating writers of the week in the KS1 weekly assemblies.
- Use of drama and role-play, where appropriate, to immerse students in the text.
- Student-initiated class libraries, class reading hubs, monthly ‘BestReader’. ‘Book Blogger’, ‘Top Book Borrower’ awards, and ‘Read to the Principal’ are strong motivational tools for Key Stage 2 students.
- Reading leads to writing initiatives – Key Stage 2 READ & WRITE Project – Read every day and articulately debate – Write Research Investigate and Explore
- Literature circles to ensure students think critically about texts while they explore teamwork and communication skills. They 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.
- Library events and activities, such as the Roald Dahl Day, World STEM Day, Author of the Month, Mom’s and Dad’s Book Club and reading competitions external and internal such as Brew the Book and Chevron Readers’ Cup.
- Text annotation guide is used by students for close reading of a text, analyses and thinking deeply about what they are reading.
- Vocabulary Development Logs & Poetry booklets in KS3 for deeper and immersive engagement with texts
- Additional Reader Novels integration in KS3 curriculum
- Annual Readathon
- Community Reading Programs, e.g. Community Book Swap, or Book Fridge
- Community Engagement through events and competitions hosted by the Emirates Literature Festival
- Author Visits
- Poetry Elocution
- Annual Drama Production
- World Book Day activities

### **School Library**

A Library Programme is in place as an integral part of a holistic reading programme. It emphasizes 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 can access a broad range of genres in the Foundation Stage, Junior, Primary and Secondary library. Books from a wide 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, book talks, reviews 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 students access a range of texts to read at home.

Home-reading opportunities in Foundation Stage:

In Early Years, through the Book Buzz Read@Home programme, all children:

- take home a library book every week to share with their family and are expected to read 20 minutes daily with a grown up at home.
- listen to digitally assigned bedtime tales twice a week.
- read Collins e-books assigned digitally every week.

Home-reading opportunities in Key Stage-1 and Key Stage-2

- Book Nook: Levelled readers are assigned digitally every week at the 'Book Nook' on Seesaw based on each child's reading level.
- Book Dive @Bedtime is the daily home-reading for 20 minutes as part of building

reading fluency and strengthening comprehension in students. series of stories/poems are sent home as e-learning formats. Students write a brief book review by choosing an emoji indicating what he/she thinks of the book and write a sentence explaining their choices.

- Students in Key Stage 2 borrow books from the library weekly to carry home, engage in daily 20-minute reading activities and maintain a reading journal and log. Reading records communicate reading progress between home and school and include teachers' and parents' feedback. All readings within and beyond school are recorded in the students' reading log in Key Stage 1 and 2.

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.

During the school week, pupils are given opportunities for independent reading of their reading scheme/library books across all phases.

### **Reading Intervention**

Students are continually assessed during and at the end of each term in all phases to monitor progress in reading and identify intervention needs. Intervention activities are in place for students who are not secure in reading skills or have low decoding against high comprehension skills or low comprehension against high decoding skills and who require additional stretch, challenge and reading-rich opportunities.

The NGRT Simple View of Reading Quadrant is used to provide targeted intervention, where identified students from KS1 receive 80 minutes of reading intervention weekly, while KS2 receive 40 minutes, led by the reading intervention/English teacher.

### **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***

Across phases Students experiencing SEND are supported by identifying their needs promptly and interventions are provided to accelerate progress in reading, provided through individual support and targeted reading using a range of reading strategies, visual prompts and multisensory provisions are put in place. Additional teaching is provided through regular 1:1 reading with an adult, and reading activities are planned through QFT with emphasis on

supporting students with reading processing disorders, e.g. dyslexic friendly readers in the library, 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.

## Assessment in Reading

### Internal Assessment

Teachers continually assess reading and track children's progress. Reading assessments are ongoing and formative across the phases, in Early Years & KS1, students are assessed using the ORT & Big Cat Collins reading schemes and re-grouped according to the outcome. Reading groups are fluid to ensure all students are supported and challenged. Each child is individually assessed for phonics and fluency three times a year in FS & KS1. In Key Stage 2 a range of resources are used for formative reading assessments: the Collins Big Cat Banded Series, Collins eBooks, Literacy Planet reading tasks, reading comprehensions, MS TEAMS Reading Progress and reading aloud to the teacher. Class or English teachers are responsible for listening to students read in order to monitor their reading progress.

### External Assessments

Our primary mission is to find the barriers, remove them, and then help our students to grow as readers. To this end, we test all students on entry using the New Group Reading Test from GL Assessment.

The NGRT standardised, adaptive, termly assessments are used to measure reading skills thrice in an academic year to monitor reading progress and identify reading support based on the 'Simple View of Reading' by Gough and Tunmer (1986). Intervention requirements are identified based on overall SAS, sentence and passage comprehension stanine and stanine discrepancies, if any.

Data from continuous reading assessments, GL PTE and NGRT is triangulated to inform students' need for intervention, challenge and support and ensures struggling readers are not missed, capable and confident readers are stretched and are offered a wider choice of materials.

Internal Assessments Formative & Summative	Standardised Assessments
Reading Comprehension Assessment Reading Fluency Assessment Reading Log	New Group Reading Test (NGRT) Year 2 to Year 10 (per term)

Policy Details	Reading Policy
Version Date	August 2020
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