



مدرسة جيمس فيرست بوينت

GEMS FirstPoint School

THE VILLA

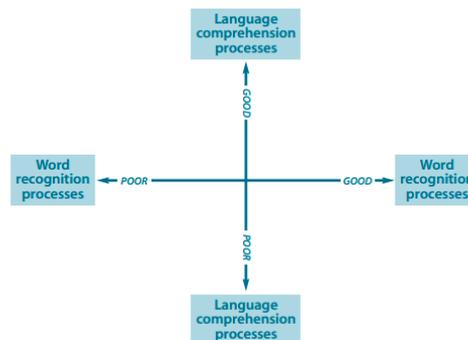
## READING POLICY

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

Policy first adopted	September 2017
Review period	Annually
Date last reviewed	November 2021
Next review	November 2022

## 1) Research

Reading can be seen as a complex skill but can be explained simply as the skill of word recognition combined with language comprehension (Gough and Turner, 1986, Rose, 2006). The simple view of reading is often adopted for research in reading development since it was first outlined in 1986 (Rose, 2006). It emphasises that word recognition and language comprehension processes are crucial during all points of reading development and for skilled reading.



**Decoding x Language comprehension = Reading comprehension**

**Decoding**- word recognition: being able to read, recognize words and read fluently.

**Language comprehension**-The ability to understand language structure and make meaning from language.

**Reading Comprehension**- The ability to apply reading and language comprehension skills make meaning from, understand and make connections within texts.

Reading is an important opening to personal development; with a prerequisite not just academically but for almost all cultural and social activities. This is supported and outlined in the British National Curriculum (DfE, 2013 p.13) that through reading, pupils have a chance to ‘develop culturally, emotionally and, intellectually, socially and spiritually promoting knowledge, innovation and growth.’ At school, young people both learn to read as well as using reading to learn.

## 2) UAE (United Arab Emirates) National Agenda and 2021 Vision

Reading is of high importance in the UAE National Agenda and 2021 Vision. H.E Sheikh Mohammed bin Rashid al-Maktoum, the UAE’s vice-president and Dubai’s ruler, stated: *“Our goal is to make reading a daily habit that is deeply ingrained... It is the duty of relevant institutions to make this law a reality.”* We endeavour to abide by the law and ensure reading is a main priority to enable all pupils to have a lifelong love of reading.

The school will willingly participate in international PIRLS, TIMSS, PISA, GL and STAR reading tests in order to support the National Agenda and celebrate national success, namely:

**The UAE will be among the 20 highest performing countries in PISA in 2021**

## **The UAE will be among the 15 highest performing countries in TIMSS in 2021**

### **3) Gems FirstPoint Reading Vision**

Reading should be a daily habit that is deeply ingrained in all of our students at Gems FirstPoint. The reading and writing of Standard English, alongside proficient language development, is fundamental to unlocking the rest of the academic curriculum. However, children do not just 'become' readers and reading engagement is not possible without the basic mechanics of reading. A solid foundation of reading fluency and comprehension will lead to enjoyment of reading and reading for pleasure as well as being a key indicator for future success in further education, higher education and the wider world. With reading comprehension as the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relation to the text, the children need to be exposed to these experiences. At GEMS FirstPoint with reading across all areas of the curriculum and a consistent, structured approach this can allow students to become authors of their own world, choosing parts of their stories and controlling their own plot lines. As teachers and educators, we are editors in that process.

In response to the global pandemic and distance learning (option) until October 2021 our policy reflects the fundamental importance of reading; ensuring that in gaps in learning are addressed and planned for.

### **4) Aims**

- To develop a love for reading for both education and pleasure across different mediums of text.
- To provide daily opportunities of reading for all children.
- To provide the opportunity for children to be listened to read by an adult each week.
- To develop reading strategies and skills to ensure fluency and accuracy in word reading as well as comprehension of a range of text types.
- To provide opportunities to reflect on written texts.
- To create a strong embedded reading culture within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To rigorously monitor and assess pupil progress in reading identify those who require extra support and to intervene at an early stage.
- To ensure all EAL pupils are fully supported and make equal progress as native English speakers.
- To incorporate high performance learning ACPs and VAAs into our reading lessons.
- To provide professional development for teachers.
- To utilise the regular use of assessment.
- To have regular use of technology for individualized programmes such as Lexia.

### **5) Effective Reading for Effective Learning**

For the success of a school-wide approach that caters for all of the learners there needs to be a whole school commitment to reading. This means the development of shared goals and vision of the staff around literacy and the communication of those goals in a systematic way. The process of developing a reading plan allows, and indeed requires, staff to play an active role in planning for improvement.

We believe reading is best when teachers:

- Provide opportunities for reading activities that meets the needs of the individual students and provide clear and attainable expectations that show progress
- Know each individual child's starting point using calculated reading ages, build on this knowledge by engaging and motivating the students, and equip all students with the skills needed to empower them to succeed in their lives
- Focus on developing pupils' competence in both dimensions of reading; word reading and comprehension (both fiction and non-fiction)
- Plan opportunities and strategies to help students understand literature and HOW this applies to all subjects to prepare them for life in the real world
- Appreciate that good reading skills need to be a fundamental focus in lessons and are an essential part of the teaching and learning process
- Highlight key words in questions and ensure students understand the meaning of a text
- Are clear about a learner's areas for improvement and the next steps needed for them to make progress
- Identify students with reading difficulties early so intervention can begin and pass this information to the relevant teams
- Make it fit for purpose, varied and use it to as a source of information for amendment to long- and medium-term planning.

## **6) Procedures for the teaching and development of reading:**

### **A. The Teaching of Phonics**

Phonics is a method of teaching children how to read and write the English language. It helps children to understand the relationship between the sounds of the spoken language (phonemes) and the symbols which represent these sounds in the written language (graphemes). Pupils in EYFS (Early Years Foundation Stage), Year 1 to Year 2 (and above for ELL pupils) are taught phonic skills through the Letters and Sounds phonics program.

### **'Letter and Sounds' Aims for Our School**

Letters and Sounds is a systematic approach for teaching children to read using phonics and is aimed at pupils in FS2 to Year 2.

This programme aims to teach pupils to:

- Recognise 44 letter- sound correspondences
- Apply the skill of blending phonemes to read words
- Apply the skills of segmenting words into their constituent phonemes to spell words
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonic patterns
- Read texts and words that are within their phonic capabilities as early as possible
- Decode texts effortlessly so all their resources can be used to comprehend what they read
- Spell effortlessly so that all their resources can be directed towards composing their writing

Following the sequential nature of the Letters and Sounds programme, Phase One is taught in FS1, Phase Two and Three in FS2, Phase Four and Five in Year 1 and Phase Six in Year 2.

Reading is the key which unlocks learning across the whole curriculum, so the ability to efficiently decode is essential. Phonics sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of pupil's reading development.

### **B. Phonics in Foundation Stage 1**

Phase One of Letters and Sounds is introduced to pupils when they enter the School's Foundation Stage and sits within the Communication, Language and Literacy area of learning. This phase focuses on developing children's speaking and listening skills and lays the foundations for when pupils are ready to begin Phase Two. Phase One consists of seven aspects; General sound discrimination – environmental, General sound discrimination – instrumental, General sound discrimination – body percussion, Rhythm and Rhyme, Alliteration, Voice Sounds and Segmenting and Blending.

Adult-led, speaking and listening activities are planned purposefully according to the seven aspects of Phase 1 and are planned to match the pupil's developing abilities and interests. The rich and varied environment supports pupil's language learning, including outdoor provision areas (when available). Pupils will also be exposed to a variety of texts daily and lots of opportunities are provided for children to enjoy, share and engage with books which encourage reading for pleasure and motivate them to value reading.

In Term 2, single letter phonemes (e.g., s, a, t) are introduced. There will be one phoneme taught per week at the appropriate pace for the cohort. The children are then encouraged to listen for, look for and begin to form graphemes in their continuous provision as emergent writing; teaching staff will intervene where necessary to support correct letter formation.

### **C. Phonics in Foundation Stage 2**

Phase Two of Letters and Sounds will be introduced to pupils when they enter Foundation Stage 2. At this stage, pupils should have experienced a variety of listening activities, stories, rhymes and songs in Foundation Stage 1. Through this phase, pupils will then learn to identify the 19 letters of the alphabet and the sounds they represent. As in Foundation Stage 1, the teaching of oral segmenting and blending skills will continue with the aim of pupils moving towards using these skills to read CVC (consonant – vowel – consonant) word soon as possible e.g., dog, bed, man, cat.

Only when pupils are ready, will they move towards Phase Three of the Letters and Sounds programme. In Phase Three, pupils will learn the remaining 7 single letter-sound correspondences of the alphabet and learn that two letters can also combine to represent one sound (digraph) e.g., ch, sh, th, ng and three letters can combine to represent one sound (trigraph) e.g., igh, ear, air. Pupils will continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Pupils will be assessed by teachers on their phonic code knowledge and skills on a half-termly basis. Pupil progress and attainment in phonics will form an area of discussion during parent consultation meetings held throughout the academic year.

#### **D. Phonics in Key Stage 1**

In Year 1 and Year 2, phonics learning using the Letters and Sounds programme is continued.

In Year 1, pupils will progress through Phase Four and Phase Five, consolidating knowledge taught in Phase Three in Foundation Stage 2 but also extending their knowledge of graphemes and phonemes. They will learn new graphemes and alternative pronunciations for these and graphemes they already know (e.g., ai – rain, ay – stay, ea – great, a-e – came, a -table) The aim of Phase Four and Five is for pupils to become quicker at recognising graphemes of more than one letter in words (digraphs, trigraphs and split digraphs) and blending the phonemes they represent. Pupils will also learn to choose the appropriate graphemes more accurately to represent phonemes when spelling.

Phonic lessons are undertaken as whole class sessions and will occur daily. Each lesson will include a recap of all grapheme-phoneme correspondences learnt, the introduction of a new phoneme, followed by structured activities to practise and apply their new code knowledge in reading and spelling.

By Phase 6 in Year 2, pupils should be confident with most of the common grapheme - phoneme correspondences and as a result, be reading lengthier and less familiar text independently. During this phase, our aim is for pupils to become increasingly fluent readers and increasingly accurate spellers.

Teachers in KS1 will use their baseline assessment of pupils to decipher at which Phase pupils will begin their phonics learning. As in Foundation Stage 2, pupils will be assessed by teachers on their phonic code knowledge and skills but on a termly basis. Pupil progress and attainment in phonics will form an area of discussion during parent consultation meetings held throughout the academic year.

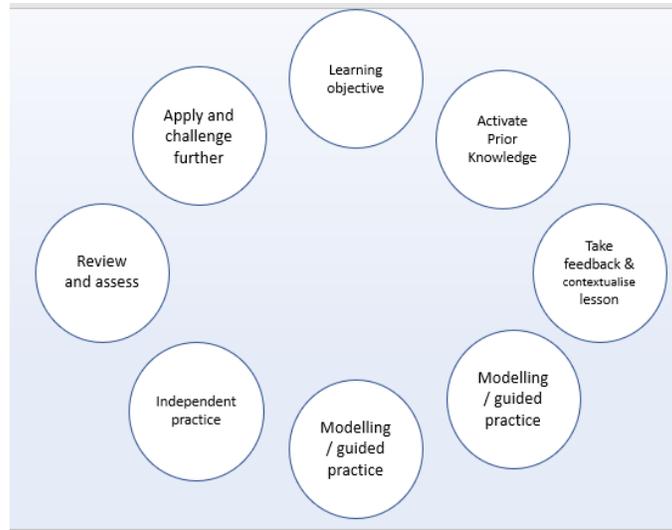
#### **E. Phonics in Key Stage 2**

Letters and Sounds will be continued to be used in groups in the form of an intervention for those pupils with the greatest need in Years 3 – 6. If a cohort particularly demonstrates a need in word-reading, daily phonics sessions will be put in place. These interventions will be planned for by the class teacher and the child's progress will be monitored closely to aid in meeting end of year expectations.

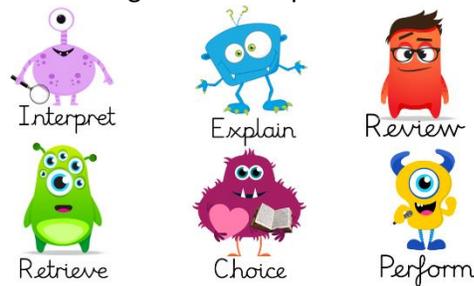
When grouping pupils is necessary for the teaching of phonics, pupils will be grouped by their teacher homogeneously, according to their development and progress in reading.

## Reading lessons in Key Stage 1 and 2

In Key Stage 1 and 2 our lesson structure takes the following approach to maximise learning opportunities within the reading lesson.



Our reading monsters represent the reading skills required across Key Stage 1 and 2.



They allow for progression in reading throughout each year group and across each year group. This allows for support and challenge (variations in learning and individualized planning to meet the students' needs) for all children.

## Key Stage 3, 4, 5

All Secondary departments take part in Reading Across the Curriculum training at incremental points in the professional development calendar. Disciplinary Literacy is prioritised so each department has a strong grasp of the best way for students to master the language of each subject and make connections between subjects. Departments focus on explicitly teaching key vocabulary through etymological approaches and sentence stems which enables students to make links between key vocabulary. Robust vocabulary instruction is prioritised and classrooms are crafted as language rich environments especially for subject-specific Tier 3 vocabulary.

The Reciprocal Reading process followed in Secondary enables students to employ meta-cognitive strategies. There is an emphasis on domain knowledge and cultural capital with the recognition that each department is a knowledge based subject and this forms the pre-requisite basis for success in subjects

across the curriculum. Strategies such as knowledge organisers and frequent low-stakes quizzing ensure that students are following retrieval practices that support their development. This is especially effective in KS4 and KS5 exam groups as part of their assessment revision processes. Active reading and clarification of words in context leads students to develop confidence in reading independently. This is secured in literacy and comprehension focussed reading lessons in KS3 where students close read and annotate texts in detail to draw out deductions and inferences; skills which they will later rely on in KS4 and 5.

## RECIPROCAL READING STRATEGIES



1. What do I know/ what can I learn about this topic? Building background knowledge.



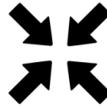
2. What predictions can I make using the title, subheadings, graphs, photos?



3. Active reading – ask questions, make connections, re-read if needed, bullet point key words in margin as you read



4. Clarify tricky vocabulary – use context clues, think about word parts, look up words, underline vocabulary



5. Summarise the text. Use subheadings, topic sentences

Through the pastoral programme, reading is embedded into tutor time and pastoral leaders deliver assemblies that engage with the Reciprocal Reading processes. Beyond the classroom practice, an enriching culture of reading is nurtured through initiatives such as the Whole School Book Club. A text is chosen every month and students from across all phases of the school engage in online discussions. Research evidencing the benefits of reading for pleasure are shared with parents to build meaningful discussions and support parents with guiding their children's home reading. Additionally, EdTech tools such as Microsoft Teams Reading Progress is used to monitor students' fluency.

### Accelerated Reader (AR)

Students in Year 3-6 in Primary and student up to Year 10 in Secondary use Accelerated Reader (AR). This is a powerful tool for monitoring and managing independent reading practice which is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve pupils reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for pupils of all ability levels.

AR works on the basis of practice. AR encourages substantial differentiated reading practice to create strong readers. Based on each pupil's independent reading level, AR is linked to the pupil's individualised learning journey, setting goals and guiding pupils to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration.

In addition, AR helps teachers monitor pupils' vocabulary growth, literacy skills development, and other reading skills.

First, a pupil's optimal reading level is determined through the STAR Reading assessment. It is a multiple-choice assessment that takes pupils about 30 minutes on a computer. This assessment suggests a range of book levels for each pupil called the "zone of proximal development", or ZPD (Zone of Proximal Development). Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress. Teachers can also use results from other assessments or their own judgement. This is taken on a half-termly basis to monitor progress of their ZPD and reading age.

To ensure reading for pleasure and enjoyment is maintained children can also borrow a book from the library that is not in their ZPD to allow for open choice in selecting their reading book.

### **Reading Evidence**

A range of evidence is kept in the form of:

- Termly updated trackers to include current reading age
- Termly STAR reading tests for Years 3-9
- Subject records
- Test results
- Students' books (both physical and online)
- IEPs
- GL assessment data
- Observation notes
- Record of communications with parents
- Reading journals
- Accelerated Reader reports
- Library timetable for Arabic, Islamic and English

### **Recording**

We believe recording is consistent and effective when all teachers maintain accurate and useful records pertaining to a student's learning and behaviour. Teachers should:

- Pay close attention to students' acquisition of higher order reading skills, including inference, interpretation and integration of information
- Keep detailed records and regularly review students' reading base line data, their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality.
- Use their subject knowledge and records and consider all relevant criteria when making summative assessments about reading attainment.
- Use these records and their schemes of work to plan the learning opportunities for students, and in line with the school's guidelines, prepare reports on students' progress.

### **Reporting Reading**

We believe feedback on students' learning is most effective when:

### **Reporting to students**

Students receive regular and detailed feedback on their reading ability which is constructive, informative and focused.

- Students can see the progress they are making in lessons and assessment due to the reading strategies they use to access all areas of the curriculum
- Reading objectives are shared with students and progress from STAR reading tests is shared
- Teachers praise students for their reading efforts and the impact it has on their knowledge.

### **Reporting to parents**

Teachers will take advantage of opportunities for informal parental feedback e.g., involvement in an end of unit review, parent engagement sessions throughout the academic year, comments on children sharing achievements at assembly and online communication channels such as Seesaw.

Formal written reports to parents will be made in the course of the year as per the agreed school assessment calendar. Arabic, English and Islamic teachers will include comments on a students' reading ability and include targets for the student so that they can make progress. Guidance will be given to teachers to ensure consistency and professional standards of communication. Additional discussion is available at parent consultation evenings and through individual parent-teacher contact which is to be recorded on Pulse.

### **Reporting for transition**

Teachers are given an update on student reading ages every half term and can use these to differentiate accordingly. Students with particularly low or particularly high reading aged are highlighted as cause for concern or possessing excellent literacy skills respectively.

Whether a student is transferring to another class, phase or school, a report will be made available to ensure a smooth transfer to the new learning environment.

### **Responsibilities**

#### **Class and Subject teachers:**

- Ultimate responsibility for the reading outcomes of students lies with the class teachers in Primary and across the curriculum within Secondary. The English Department track the individual student progress through Star Reader Assessments.
- Teachers' trackers will be updated with relevant reading ages and the teacher needs to implement strategies based on the data/data pulled from Star Reader report to track progress.
- Referrals are to be made to the inclusion team if reading levels are not progressing.

### **Head of Year and Subject Leaders:**

- Ensuring that appropriate reading activities take place in accordance with this policy and guidelines, for which they have responsibility through a variety of monitoring activities.
- Regularly reviewing and monitoring the impact and effectiveness of reading activities through discussions with various stakeholders.
- Providing advice and support to staff on reading strategies, ensuring that there is clear evidence of teacher's using the data to inform planning to support students.
- Moderation activities, ensuring consistency of approach to the whole school literacy policy from all teachers.

### **Middle Leaders and Senior Leaders are responsible for standards in reading through:**

- Book looks
- Accelerated Reader Reports
- Progress Test Reports
- Comparison of reading scores for students
- Talking to students
- Learning Walks
- Formal lesson observations
- Tutor time activities
- Library time in Arabic, Islamic and English (held in class during Covid-19 Protocols).
- Pupil voice

### **Monitoring and Evaluation**

The overall effectiveness of reading will be monitored and reviewed by members of the Executive Leadership Team and the leaders in charge of Reading in the Primary and Secondary Phases on a termly basis, to ensure consistency across the school and to monitor the impact on student achievement.

There will be an annual review of this policy by Directors, the literacy coordinators and members of the Executive Leadership Team.

### **Teaching Considerations**

All of our teachers are encouraged to maximise reading skills and are encouraged to consider:

Readability of Text

Using Keyword Approach

Skimming & Scanning

Writing Frames

Graphic Organisers

Mind Maps

Note Taking Skills

Spelling

Marking for literacy

Reconstruction Activities/Cloze

Sequencing

Matching up technical words to definitions

Labelling

Classification

Table Construction

Prediction

Analysis Activities

Text Marking

Segmenting

Pupil generated questions

Diagram Completion

Summarising information

Keyword notebooks/Keyword wall charts/Keyword folder inserts/Keyword wall magnets/ Keyword bookmarks/Key Spelling Bookmarks.

Audio books

Paired reading

## **7. Useful links**

**A range of information and strategies can be found in the literacy folders on Teams and the Shared Drive.**

The following are shared with staff and can be used for further research or intervention with students:

<http://www.jcspliteracy.ie>

<http://www.jcsp.ie>

<http://www.arbookfind.co.uk/>

<http://www.sdpi.ie/>

<http://www.basic-skills.co.uk>

<http://www.basic-skills-wales.org/bsastrategy/resources/Bridges%20for%20Lit.UK.pdf>

<http://www.literacytrust.org.uk>

<http://www.booksforkeeps.co.uk>

<https://www.sraonline.com/>

<http://www.nfer-nelson.co.uk/glossary/glossary.asp?css=1>

<http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html>

<http://www.warwick.ac.uk/staff/D.J.Wray/>

The following provide more information on digital storytelling:

<http://www.bbc.co.uk/tellinglives/>

<http://www.storycenter.org/principles.html>

<http://www.coe.uh.edu/digital-storytelling/gettingstarted.htm>

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx/>

<http://electronicportfolios.com/digistory/>

The following provide access to online books (please never forward directly to students or parents due to appropriateness of content. Instead, send the particular title or range of titles suitable for the child):

<https://freebooksforfree.com/>

<https://bookfrom.net/>

<https://www.pdfdrive.com/>