



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	August 2019
Next review	June 2020

1. Research

Research from what works in other countries indicates that a school-wide approach is very effective in improving literacy standards. The consolidation and development of basic skills in lower years will prepare the child for success at secondary level and beyond. Schools have had success by broadening the awareness of reading among all the teachers and encouraging the whole staff to analyse the reading needs of their subject.

Research has proven that reading strengthens all four skills (reading, writing, speaking and listening). In their research report, 'What works in Secondary School' (1999) the Basic Skills Agency outlines some of the elements of a successful school-wide approach. These include:

- Targeting the youngest students in all phases
- Paired Reading/Mentoring
- Professional development for teachers
- Focus on developing a range of reading strategies and skills
- Provide specific individualised instruction
- Regular use of assessment
- Provide frequent opportunities to practice reading
- Regular use of technology for individualised programmes.

As a result of this research and of our core aim of developing the whole child to become an articulate, skilled and compassionate global citizen, reading is at the forefront of our curriculum. We enable all pupils to have a secure understanding of reading to allow them to access all areas of study successfully. Pupils, parents and teachers work together as a team to co-construct a bespoke pathway for each learner. Reading is a complex skill with many components, and we have adopted a comprehensive and consistent approach to the teaching of these skills throughout the School. We believe that reading is a valuable and rewarding experience and know the importance of laying a firm foundation in this crucial area to prepare pupils for a future that reflects their highest aspirations. Our aim is for each pupil to become a confident, independent reader who can enjoy the many imaginative worlds of fiction as well as fully explore the growing world around them.

2. UAE 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. Rationale

We believe reading is essential for a child's success for the following reasons:

- To break down literacy barriers faced by children so that they can overcome them
- To enable them to build new skills by decoding words, sentences and, ultimately, entire passages of text

- To recognise and address a reading problem early on, when a child still has the opportunity to maximize the development of fundamental skills like decoding, and further underscore the importance of early intervention
- To provide students with the ability to function in today's society. Day-to-day activities that many people take for granted become a source of frustration, anger and fear when reading difficulties exist
- To develop the mind. Understanding the written word is one way the mind grows in its ability. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it
- To develop students' vocabulary and ability to communicate effectively in a variety of contexts
- To support and develop students' writing skills
- To ensure early identification of students with additional educational needs
- To inform future planning and target setting
- To ensure continuity and progression through the key stages and phases
- To communicate accurate information about the student that is useful to teachers, students, parents, and other educational agencies.

4. Aims

The aims of this policy and the school's commitment to reading are:

- To develop a love of reading
- To provide daily opportunities for reading
- To develop reading strategies and skills to ensure fluency, accuracy, understanding and response to different texts
- To develop higher order reading skills including inference, interpretation and integration of information
- To provide pupils with the opportunity to understand, use and reflect on written texts
- To read and enjoy a variety of texts from a variety of sources, including the classroom, through technology and from the School libraries
- 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's progress in reading and identify those who require extra support and intervene at an early stage
- To ensure all EAL pupils are fully supported and make equal levels of progress as native English and Arabic speakers
- To be a world leader in the Progress in International Reading Study (PIRLS).

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
- Provide children with the opportunities to read at their own level; whether this be through daily story time, daily opportunities to read, the opportunities to read aloud and develop their own language and reader voice
- Teachers are a role model for enjoying reading, modelling their enjoyment and puzzlement at new language, noting their opinions about what they are reading.

6. Procedures for the teaching and development of reading:

Foundation Stage:

A. The Teaching of Phonics

The pupils in EYFS, Year 1 to Year 2, and beyond for ELL pupils are taught phonic skills through Letters and Sounds, Phase One in FS1 and FS2 and enhanced through Systematic Synthetic Phonics Programmes. Delivery of Phonics is taught as below:

- Initial sounds are to be taught in a specific, systematic order
- Sounds, or phonemes, taught should be 'pure' i.e. 'b' not buh as a 'shwa' teaches children misconceptions, this is central to phonic teaching and ability to recognise sounds in words
- Children are taught the language of phoneme (sound), grapheme (the letter that corresponds to the sound), and with this digraph (2 letters, 1 sound) and trigraph (3 letters, 1 sound). These Grapheme-Phoneme Correspondences (GPCs) enable children to understand the relationship between their spoken language and the written word.
- Pupils are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling and provides a basis for reading.

B. Phonics in Foundation Stage 1

Phase One of Letters and Sounds is introduced to pupils when they enter the School's Foundation Stage.

Daily speaking and listening activities that are well matched to the pupil's developing abilities and interests are delivered by staff and the rich and varied environment supports pupil's language learning, including outdoor provision areas. Teachers will work in partnership with parents to gain a full understanding of the learner and to incorporate this knowledge into planning. The partnership will also allow parents to fully understand the approaches taken to teach their child how to read and how they can support this at home.

C. Phonics in Foundation Stage 2 and Beyond

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

In addition, we teach pupils to work effectively with a partner or group to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

At First Point School we allow sufficient instructional reading time to deliver a broad and balanced curriculum to support the development of early reading by being aware how students' progress as readers. We know that the stages of reading development are based on the students experience and not their age or grade level therefore allowing for sufficient time to develop each area. We ensure that all emergent readers have enriching and enjoyable experiences with books, especially picture books throughout their first four years in FPS. The children enjoy daily story times in their classes. Children are sent home with wordless books that are changed on a weekly basis to keep that enjoyment from FS1 through to FS2. Letters and Sounds phase one is taught in FS1, three times a week. This is continued into FS2 and phonics is taught on a daily basis. Children are given the opportunities throughout the department to explore, recap and practice the phonics skills they are being taught in the classroom.

Once the children have acquired more phonetic knowledge, and are aware of some high frequency words, they are sent home with reading books that are set at the correct level for them. Higher order skills such as prediction and comprehension are taught to the children during their library sessions twice weekly, as well as higher order questioning during story times in the classroom. The teachers assess this area of reading on a regular informal basis as well as a formal assessment at the end of each term.

We develop the skills with our early readers and teach them several strategies to predict a word, often using pictures to confirm predictions. It is this time in the reader's development that the cueing systems are called upon significantly, so they must pay close attention to the visual cues and language patterns, and read for meaning. We know that it is a time that reading habits of risk-taking, and of predicting and confirming words while keeping the meaning in mind are established. We ensure we allow a safe and encouraging place for the children to take and make these risks.

We follow the Oxford Reading Tree books as this allows our transitional readers a comprehension strategy due to the shared characters, settings and events that support their reading development. We support and encourage children to read at a good pace; reading rate is one sign of a child's over-all comprehension. At this stage, children generally have strategies to figure out most words but continue to need help with understanding increasingly more difficult text.

When children enter KS1 we broaden their exposure to different schemes of phonetically decodable books. The books that we use are in line with the children's secure phonics knowledge, with the

judgement from teachers being that children should be able to read 80% of the words on the pages of the books that are sent home. In school, as per National Curriculum guidelines, teachers read books that are in line with and beyond the reading ability of the children in order to expose them to a bank of language and experiences not necessarily available in the phonically decodable books.

Children in Year 1 are exposed to Phases 3, 4, and 5 in phonics sessions across the year, with intervention built into the schedule in order to ensure that no child is left behind. When children then go into Year 2, they then learn the remaining Phase 5 and 6 graphemes that are the prerequisite to spelling rules. In line with current UK practice, the children in Year 1 undergo the Phonics Screening Check during the Summer term. This data is used to inform end of year assessments and interventions during Year 2. In addition to this, the children in KS1 encounter quality texts through their English lessons and Guided Reading in order to improve their comprehension alongside their word level proficiency

Key Stage One:

When children enter KS1 they are assessed for their knowledge of GPCs and blending of words, in order for any necessary interventions to take place immediately. Children learn 3 new GPCs per week during daily phonics sessions and 3 'high frequency words' are taught in a standalone phonics session. The aim of this session is to revise the sounds taught in the week and for children to be proficient at locating the sight words alongside their developing phonic knowledge for reading.

As the skill of listening underpins all of the skills required for reading, children in Year 1 receive discrete teaching of the skills required for listening during their first term in KS1. These sessions promote the required behaviours for listening which are then referred to in curriculum lessons in order to positively reinforce behaviour for learning. The rationale behind this being that many children are coming to school not ready to listen, the impact of these sessions mean that when the children receive guided reading, for which these key listening skills are required, the skills are already in place in order to enable children to succeed.

When children have the desired behaviours of listening to the ideas of others, taking turns in conversation, and responding with an appropriate answer to what was said; they will then begin guided reading. In KS1 these sessions happen weekly, with reading skills taught that aid vocabulary, comprehension, and the inferential skills necessary to be a proficient reader. Children are taught in a whole class setting using a focus quality text, a text that is interesting and meaningful to them, which enables them to expand their understanding of the world around them. In addition to this, children who require intervention receive this from teaching staff in order to give every child the best opportunity to be a reader. The intention of whole class reading is to aid quality discussion across mixed ability groups in order to build and enhance the comprehension of everybody. A best practice model for guided reading would be one in which teachers choose to focus upon texts that link to the text or genre being studied in the current English and Arabic unit plan.

Key Stage Two:

Our aim is for pupils to become more confident with reading so they can grow into more independent learners and be able to choose books to read at their own interest and comprehension level.

Students in years 3-6 undertake a STAR reader text through Accelerated Reader at the beginning of the year. They follow the AR programme weekly and reading progress is tested through Quizzes once they have completed a book and through STAR reading tests once per term. Reading ages generated from this are shared and staff are made aware of any changes.

Students in Key Stage 2 complete PIRA reading assessments in Primary each term. Children have a selection of texts to read and answer questions on these. These are delivered as a cold assessment. The data from these is shared with class teachers and used to inform planning as well as highlight any student who may require additional intervention.

In liaison with our inclusion department, students who require reading support intervention use Stairway to Spelling or 'Toe by Toe' programmes.

Key Stage Three:

Students in Years 7-9 undertake a STAR reading test through Accelerated Reader at the beginning of the year. Students are tested on their ability to read, decode passages and vocabulary and analyse texts. At the end of each test, students are provided with a reading age that should be in line or above their birth age. This information is shared with teachers and added to the central SIMS data system.

AR is a powerful tool for monitoring and managing independent reading practice. AR 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.

It's all about 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.

Determine reading level: First, a pupil's optimal reading level is determined through the STAR Reading Enterprise 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. 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.

Set practice goals: Teachers support pupils to set individualised reading practice goals based on reading quantity, quality and difficulty and they can then monitor progress toward those goals. Students to record the books and progress on Learner Record Chart (Appendix 1).

Personalised practice: Personalised reading practice means pupils read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.

Pupils take an AR Quiz: AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles. Pupils have many different options for taking AR quizzes, including laptops, PCs and tablets, as well as through the AR Student App. Pupils should complete at least 1 AR quiz per half term (6 weeks).

Receive instant feedback: AR provides teachers with immediate information, helping them monitor the comprehension skills of each pupil and inform further instruction or intervention. Pupils and parents get instant feedback to help motivate success.

AR now has a redesigned pupil interface with improved navigation and tablet compatibility and can:

- Personalise and guide independent reading practice
- Develop lifelong readers and learners
- Tap into unlimited access to all quizzes and enjoy online support
- Increase parental support with web-based, school-to-home communications
- Produce detailed reports including diagnostics, including placing the individual in an international

Teachers use this data as well as the CAT and GL Progress test data to identify year groups, key students who need further support with reading. This data is shared with class teachers and used to inform planning for quality first teaching, for differentiation and for personalised learning.

In addition, within English lessons a weekly library lesson allows pupils to read solidly for an extended period and then to work on related literacy skills. Students in this phase are also encouraged to use web-based literacy programmes such as ReadTheory.org and FreeRice.com, which also supports their social conscience as the word games are connected to the World Hunger programme. To stretch our most able readers, opportunities are provided to use research and DART activities from CommonLit both in class and for home learning. All year groups are set according to ability, and texts and tasks are planned by teachers for that ability. The most able students study more challenging texts from across the literary canon.

Key Stage Four and Five:

Students with a reading age below 8 years old in Key Stage 3 and 10 years old in Key Stage 4 are highlighted to the ELL department for extra support and further explicit work on reading strategies. These students with low reading ages are also identified to teacher so that lesson planning can incorporate effective differentiation for these students. Students who have a high reading age in comparison to their biological age are highlighted and encouraged to become Literacy Leaders or Lead Learners and Assistant Librarians.

Students in the upper secondary and post-16 phases are supported in their reading through quality first teaching and through use of teacher-led interventions. Additional reading and research opportunities are provided for the most able and the materials issued by teachers are designed to extend pupil learning beyond the classroom. In Key Stage 4 and 5, Read Theory quizzes can be done on a regular basis to assess the reading grade of students.

Key Stage One to Five Lexia Reading Intervention Programme

Underperforming readers are targeted for additional reading support through our Lexia reading intervention programme. This programme rapidly accelerates progress in reading by addressing skill gaps as they emerge with individualised teacher-led tutorials. Learners on this programme typically double their reading ages aligned with the time that they have accessed the programme. During Lexia intervention lessons, learners hone their reading comprehension skills, structural analysis of texts, reading fluency, knowledge of phonics and academic vocabulary. Progress and performance are closely tracked

each day so that each learner receives the most relevant one-to-one teacher-led tutorial to support their learning.

Tracking

Internal school tracking systems are to be completed by class teachers for reading, writing and speaking and listening, in English, Arabic and Islamic. Data will be updated on an ongoing basis, with key checking points at the end of each half term.

7. 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
- Termly Target Tracker updates in the Primary Phase
- Termly MER document in the Secondary Phase
- Subject records
- Test results
- Students' books
- IEPs
- Evidence of reading and writing targets in student books
- IBT Data
- Observation notes
- Record of communications with parents
- Reading logs
- Reading logs and communication diaries
- Guided Reading reports
- In-house reading competitions for World Book
- I read Arabic (Online Program)
- Gap Analysis Report and Action Plans

8. Recording

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

9. 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.

Reporting for transition

Teachers are given an update on student reading ages every 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.

10. Responsibilities

Class and Subject teachers:

- Ultimate responsibility for the reading of students' work lies here within 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 book levels and teacher needs to implement strategies based on the data
- Referrals 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 scrutiny
- Arranging for moderation between schools in our cluster to ensure that our children are in line or above the standards across Dubai.
- Accelerated Reader Reports
- Progress Test Reports
- Comparison of reading scores for students
- Talking to students
- Learning Walks
- Formal lesson observations
- Tutor time activities

They must complete the required proforma and feedback on a termly basis, reporting findings back to the Executive Leadership Teams at timely intervals.

Monitoring and Evaluation

The overall effectiveness of reading will be monitored and reviewed by members of the Executive Leadership Team and the relevant leaders 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 Heads of English for Primary and Secondary phases and members of the Executive Leadership Team.

11. Teaching considerations

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

VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence/Summarise

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
Summarizing information
Keyword notebooks/Keyword wall charts/Keyword folder inserts/Keyword wall magnets/ Keyword bookmarks/Key Spelling Bookmarks.
Audio books
Paired reading

13. 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.aspx/>

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