

Subject: Reading Policy

Implemented:	September 2018
Next Review:	June 2024

In the words of His Highness, Sheikh Mohammad Bin Rashid Al Maktoum:

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

"The UAE has selected creativity and innovation as pathways to progress. The pillar of this creativity lies between the covers and pages of the book. So, open up new avenues of knowledge for them, and help them make research and curiosity a habit from the early ages. This will help develop a generation of scholars and scientists who will pursue progress and development."

The Winchester School completely supports the vision of UAE and its leaders and ensures a comprehensive reading pedagogy that helps to maximise students' reading potential and proficiency. This endeavour is guided by our Reading Policy.

Aims:

- 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.
- Develop a knowledge of the linguistic patterns, structures and features which are used to construct different texts.
- Create reading opportunities across all areas of the curriculum on a daily basis, and to make it more meaningful and relevant to the students.

Strategies:

In accordance with our beliefs about how students best learn to read, teachers at The Winchester School, Jebel Ali use a combination of the following strategies:

<u>Daily Reading</u>	Providing frequent opportunities to read across all Key Learning Areas. This includes the ORT Reading Scheme, Buddy and Group Reading, D.E.A.R time and Reading Stations. Assafeer and Kutubee to encourage and assess reading in Arabic.
<u>Reading Lists</u>	Provide age appropriate reading lists to students and parents. This is shared with the students and parents at the end of every year. They are encouraged to start reading during the summer break and complete the list by the end of the academic year in June.
<u>Reading to Students</u>	In lower primary teachers are encouraged to set aside time each day in which they read to the class. This also often happens in a small group focused teaching situation. In terms of language skills, reading to students leads to vocabulary acquisition. Before reading the book, the teacher helps the students to activate prior knowledge so they are able to make the links between what they know and the new information they are receiving. The questioning and discussion before and after reading the book helps students understand the structure, setting, plot, sequence, characterization and values of the story. This is a key strategy for those students needing the most assistance.
<u>Language Experience – Reading</u>	Language experience is a process that leads students to understand that what they think about they can talk about, what they talk about can be written down, and what has been written can be read. A process precedes the reading of formal texts and forms the basis for the program for pre-emergent readers. Teachers help students to record their own experiences and ideas in their own words. They then work these stories into texts, which the students can read independently. Because the students have been involved in the formulation of the content they are provided with the semantic, syntactic, and graphophonic prior knowledge that acts as a scaffold in the reading process. Within class, language experience is a strategy that is recommended to be used in conjunction with Guided Reading.

<p><u>Shared Reading</u></p>	<p>Shared Reading involves the students participating in the reading of a text. Students are seen as co-readers of the text with the teacher. They observe what a teacher ‘appears’ to do as they read and listen for the signals in the story, rhyme, song, poem or other shared texts being presented. These signals may include the text form the teacher has used, the structure of the text, or specific features incorporated in the text. The aim of shared reading is for students to become familiar with different text types. Through this familiarity, the students are able to anticipate and predict the shape and form of a rhyme, poem, chant, recipe etc., when they experience it in the future.</p> <p>Focuses of a <i>Shared Reading</i> session may include opportunities for the teacher to:</p> <ul style="list-style-type: none"> • Demonstrate the roles of authors, illustrator and reader. • Model strategies the students may soon need in ‘Guided’ and independent reading sessions. • Provide students with a supported reading environment. • Introduce new or more complex and varied language. This is particularly relevant when teachers are introducing new writing forms. • Model fluent and expressive reading. • Identify particular features of words.
<p><u>Independent Reading</u></p>	<p>Across all phases, every child requires time to read suitable materials independently and therefore independent reading is a daily requirement for English. It is important that all students are able to access a range of reading materials in order to give them the chance to practice their reading strategies on familiar and unfamiliar materials as a way of consolidating and facilitating the learning of reading and writing.</p> <p>From Year 3 upwards, students are required to read at home independently on a daily basis. Students in the primary from FS2 to Year 6 have books from Oxford Reading Scheme in the classrooms. These ‘take-home’ reading materials are selected by the form tutors to be at a level manageable by the child, based on their reading level according to the ‘running records’. The aim of ‘take home’ reading is that of consolidation and confidence.</p>
<p><u>Reading Groups</u></p>	<p>From Year 3 upwards, students are involved in ‘Reading Groups’. These are sessions where students may be grouped according to reading competence, or depending on the purpose of the session, the groups may be comprised of mixed abilities in reading. The textual focus varies, but often is relevant to the classroom theme or a specific linguistic structure or language function needed in the classroom. Often the focus may be on a particular genre and exposing students in the group to that genre. Importantly, the groups often focus on teaching and reinforcing the students’ comprehension of texts, an area where many of our older students with specific language and learning needs require specific skill teaching. ‘Reading Groups’ offer the students a regular opportunity to address specific reading needs. They also enable the classroom teacher to monitor and assess their students at regular intervals.</p>
<p><u>Reading Buddies</u></p>	<p>Reading buddies are assigned to students who are not confident at reading as per their age group. It is designed as a one-to-one intervention approach. Each child has a reading buddy who would read thrice a week. This supplements the regular class reading/writing instruction activities. Parent Volunteers and senior students support this.</p>

<u>Reading Awards</u>	<p>3 books (minimum in a term)- bronze 4-5 books (minimum in a term)- Silver 6 or more books- (minimum 6 books a term)- Gold</p> <p>This is reported term wise in the report card for students and parents</p>
<u>Individual Learning Plans</u>	<p>Individual learning plans are formulated for students who are considered to be 'at risk'. These plans are formulated and monitored by the teacher in consultation with the student and parent.</p>

The role of the teacher:

At WINCHESTER, we expect teachers to:

- Establish a language-rich environment in the classroom where print is presented in natural and meaningful contexts.
- Encourage students to read every day from a range of literature that extends students' literary experiences.
- Foster an enjoyment and love of reading.
- Present students with a wide range of reading materials.
- Use appropriate assessment strategies and monitor reading development.
- Use appropriate means of recording information about students.
- Plan and implement personalized programs and activities based on student needs.
- Provide intervention strategies for 'at risk' students.
- Ensure that students have the opportunity to read independently every day.
- Provide opportunities for individual conferences where students discuss aspects of their reading like inference, interpretation, authorial technique, style.
- Model, discuss and teach reading strategies, which will assist students to decode and make meaning of text.
- Teach students how to monitor the effectiveness of various reading strategies.
- Encourage students to respond to and reflect on texts critically.
- Encourage students to take risks while making meaning.
- Emphasize strengths rather than weaknesses.
- Inform parents of student progress.
- Participate in a range of professional development activities to ensure a good understanding of the theory and strategies associated with teaching students to read.

Role of the students:

We encourage students to:

- Read at home.
- Engage in reading activities.
- Enjoy reading for pleasure
- Borrow books from the classroom and the school library.
- Share new found knowledge.
- Practice and consolidate reading comprehension skills.
- Be self-motivated to read for pleasure or for a purpose.

- See books as a major source of information.
- Select, monitor, use and reflect on appropriate strategies for different reading purposes.
- Use reading to enter worlds beyond personal experience.
- Respond sensitively and perceptively to literature.
- Identify likes, dislikes about different texts and authors, and justify opinions.
- Reflect on and respond to texts critically, providing different levels of interpretation and points of view.
- Recognise and describe the purpose and structure of different genres.
- Read a text to find the main idea and key information.
- Formulate and apply research skills using different texts.

Role of parents:

We encourage parents to:

- Support classroom practice by hearing children read at home.
- Read to their children to encourage a love of reading.
- Support the learning process by guiding and advising.
- Join our Reading Intervention Program and assist in the classroom.
- Assist teachers by providing insights into their child's reading behaviours at home.
- Recognise and be proud of their child's successes in reading.
- Provide a quiet, well-lit study area.
- Maintain regular contact with the school.

Extra-Curricular Reading Activities:

- Reading Ambassadors promote reading in both primary and secondary. They also encourage and involve their community in this initiative.
- Authors are invited to engage with students to promote interest.
- Students are encouraged to initiate projects and write articles for them and read them like school magazine "WIN times", or writing for newspapers.
- Students observe live performances on texts taught in school to further embed comprehension.
- Students create scripts for OSCARS as well as for dramas and musicals that they present for an audience.
- Book clubs are run during break time where students enjoy the book over lunch.

Assessments for Reading:

Students keep a reading journal, which is tracked by their English teacher to ensure everyone uses reading time effectively to meet their reading goals. Students are assessed on their reading regularly using the running record in the primary and online assessments in the secondary.

Students' reading is monitored through Formative and Summative assessments throughout the academic year. Students also attempt the international benchmark assessments mentioned below.

Phonics Screening - Year 1

CAT4 (verbal reasoning score) – Year 2 onwards – from current academic year – two-year valid data
NGRT- Yr 2 -11

Progress Test English - Years 3 to 10

PIRLS and ePIRLS– Year 5

PISA - 15 year olds

PBTS – Year 10

TIMSS – Years 5 and 9

Resourcing:

Both the libraries have an extensive range of over 7000 books in English and over 3,000 books in Arabic. The range of books available in the library and classrooms suit students' abilities. A continuous document with each child's reading age (showing progression) will be accessible to each teacher. Digital resources with range of novels, short stories with QR codes are accessible for students to use on their devices and read for English and Arabic. There are creative reading areas across school for students to relax and enjoy reading. There are dedicated reading areas within classes across Phase 1 and Phase 2 with a range of books along with the Oxford reading scheme.

Monitoring and Review:

This policy has been discussed and agreed by the WIN teaching staff and leadership teams for implementation. It will be reviewed annually.

Reading Ambassador

“I opened a book and in I strode.
Now nobody can find me. I have left my chair, my house, my road, my
town and my world behind me.
I am wearing the cloak, I have slipped on the ring, and
I have swallowed the magic potion.
I have fought with a dragon, dined with a king and
dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends to
the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me.” I
have a job to do, let me give
you a clue.
I share and spread my love for reading,
Books of English, Arabic and French
And I am proud to be a reading ambassador of the WIN community.



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Signed : Meenakshi
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