



**EMIRATES INTERNATIONAL SCHOOL**  
**MEADOWS**

Reading Policy



## Emirates International School – Meadows

### Reading Policy

#### Rationale

Reading is a vital skill that will support our students' learning across the whole curriculum. As a school, we will ensure that our students are taught to read with fluency, accuracy and understanding through a variety of discrete and inter-disciplinary learning opportunities.

Above all, we want the students in our school to become enthusiastic, independent and reflective readers. We want them to be passionate about reading as widely as possible, both for learning and for pleasure.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to where they are reading at, or above, their chronological age. We will quantify this development through a programme of assessment, intervention and data analysis. Baseline data obtained through NGRT, PM Benchmark, Probe, GL Assessment and CAT4 will inform intervention and planning with progress and development mapped against formative and summative assessment, alongside a rigorous school monitoring, evaluation and review process.

In order for our students to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how home and school can work together in partnership.

#### Our Teaching Philosophy

The development of reading cannot be seen in isolation from writing, speaking and listening, and drama-based learning activities. The best readers are also the best writers – we read as writers and vice-versa. Strategies for writing, speaking and listening, and drama therefore form an integral part of this Reading Policy.

In our school, we strive to provide our students with a stimulating learning environment where reading materials are presented in an attractive and inviting way. Furthermore, within Language lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Our teachers act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's/young adults' literature.

#### Aims

We will develop our students' reading within an integrated programme of writing and speaking and listening, and drama.

Our aims for reading are to:

- Instill our students with a lifelong love of reading, share with them an enthusiasm for children's/young adults' literature and help them to recognise the value of reading as a life skill.

- Encourage our students to become enthusiastic and reflective readers by introducing them to high quality texts from a variety of cultures and in a range of different styles and formats.
- Develop our students' understanding of a variety of text types, including non-fiction, fiction, poetry and drama.
- Develop our students' confidence, fluency and independence when reading for different purposes.
- Develop our students' abilities to reflect on and have an interest in what they have read, and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse students in the text.
- Ensure our students have sound phonic awareness and use a phonics first approach to reading.
- Use digital systems to access and locate texts

## **Teaching Approaches and Strategies**

Reading is taught throughout the whole school discretely as part of Language lessons and as an integral part of the school day in all other curriculum areas.

During Language lessons and other areas of the curriculum, our students have the opportunity to experience a wide range of high quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading students will experience good models of reading and reading discussion, through a variety of quality texts written for a range of purposes. Making judgements about what is read, and the ability to respond critically to what is significant in a text develops as readers gain experience of a wide variety of texts. During guided reading sessions we use the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise) method. The 6 domains focus on the comprehension aspect of reading and ensure that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allow for targeted questioning afterwards.

All students are provided with regular meaningful opportunities to visit the school library. The purpose of this is to widen their experiences of effectively utilizing library resources, developing library-based and research skills and to encourage reading for pleasure in and out of school.

## **Early Years Foundation Stage**

Reading in the EYFS is aimed at developing secure phonic skills through the use of Read Write Inc. This ensures a phonics-first approach to teaching reading, writing and spelling. The teaching is multi-sensory and active using the wider school environment to ensure that purposeful learning is taking place. Explicit phonics lessons are delivered in targeted groupings to ensure that each student receives individualized provision designed to enable them to make good progress with their phonetical knowledge and understanding.

Letter sounds are sent home as they are introduced in class to consolidate learning and to ensure parents remain up to date on progress being made by their child in school. Phonics workshops ensure that parents have a strong understanding of how phonics is taught in school, and how they can provide additional support at home.

The use of daily rhymes and story time ensure the development of reading literacy and healthy reading self-concepts in Early Years through extensive shared and guided reading sessions. Our Early Years students follow the Oxford Reading Tree reading schemes.

## **Primary Years Programme**

Our students continue to follow the Read Write Inc phonics programme into Years 1 and 2, along with the Oxford Reading Tree and Big Cat Collins reading scheme. High quality fiction and non-fiction texts are carefully planned into each Unit of Inquiry which ensures that reading activities are meaningful and relevant to the learning taking place. Language across PYP is taught explicitly through the use of Key Performance Indicators for each Year Group; these, in turn, ensure that students continually make good progress as they move through Primary School.

In Year 1 teaching and learning focuses on building upon the skills learnt in Early Years and continual formative assessment targets any gaps in phonic knowledge. This is addressed through targeted phonics groups which continue through Year 1 and Year 2.

Daily reading activities in Years 1 and 2 focus on the development of high order reading skills which include inference, interpretation and integration of information through shared and guided reading.

Students in Years 3 to 6 continue to engage with rich literary content through their Units of Inquiry. The use of reading strategies with a focus on developing mastery in comprehension skills is of prime importance. Students rapidly gain higher order reading skills through guided, independent and group reading activities. They use reading strategies to comprehend a range of narrative and expository texts to retrieve key information, derive simple and complex inference, and comment on and evaluate authorial technique. Print and digital dictionaries and thesauri are extensively used during independent and group reading activities.

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

Students are provided with high quality opportunities to develop their reading skills throughout all areas of the PYP curriculum.

### **Middle Years Programme**

Students in the MYP read a range of fiction and non-fiction genres for a wide variety of purposes. Teachers facilitate reading for meaning using a range of teaching methods and approaches which are integral to developing our students' wider reading and reading for pleasure.

Building upon PYP higher order reading skills, reading strategies in MYP are instrumental in creating gains in literacy across the curriculum. Applying reading strategies, our students derive meaning from conceptually dense texts and they can search, select and retrieve information, represent literal information, integrate and generate information, evaluate and reflect upon texts read.

Development in reading literacy is considered of prime importance for students as they move through the MYP as literacy and learning goals are found to have a positive impact on their self-esteem, motivation and attitude towards their 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 EISM aim to enable our students to read fluently and with accurate understanding to make informed and appropriate choices. Our students use pre-, post- and during reading strategies and apply

techniques of skimming, scanning and text-marking effectively in order to research and appraise texts. This is done in conjunction with a selection of information from a wide range of texts and sources including print, media and digital resources.

Planned opportunities provided for students to demonstrate reading for pleasure include shared read aloud sessions, particularly for Shakespearean plays and works of other dramatists, reading and engaging with narratives of events or activities, writing of blurbs, blogs and books reviews, participating in library activities and poetry elocution and involvement in whole school reading activities.

Our students' skills of analysis, interpretation and literary critique is further developed in lessons where an authors' choices 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 the MYP, our students are empowered to face the challenge of navigating countless avenues of exploration and sources of knowledge for developing a wider perspective of language study in the Diploma Programme.

## **Diploma Programme**

Building on the Middle Years Programme our DP students are exposed to a wide range of suitably challenging text types and are encouraged to participate in the decision-making process about the different texts they will read.

Independent research projects provide meaningful opportunities for our students to read widely on different themes, making use of Google Classroom to provoke and stimulate high quality discussion with their peers.

The Language and Literature course provides opportunities for our students to develop skills of textual analysis and to understand that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage them to question the meaning generated by language and texts. The fluidity of this course allows students to make connections to global issues through a range of text types.

We place emphasis on 'Required Reading' and 'Recommended Reading' to ensure that our students have opportunities to extend their knowledge on particular subject areas.

## **The Reading Environment**

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

- Early Years Reading Garden
- Class Reading Areas in Early Years and Primary School
- Weekly timetabled Library lessons
- Primary School Units of Inquiry make use of carefully chosen texts to inspire and enhance student learning throughout the curriculum
- Primary and High School Reading Ambassadors
- Primary and High School Reading Buddies programme
- Use of drama and role-play, where appropriate, to immerse students in text
- A range of drama productions throughout Primary and High School

- ICT in the classroom through iPads and interactive whiteboards to access digitally written materials
- A range of high quality After School Activities designed to develop reading skills and promote a love of reading for all ages and abilities
- Use of Reading Eggs program used throughout Primary School
- Reading Recovery programme used throughout Primary School
- Reading Committee comprised of staff across school focuses on engagement of students in high quality reading activities
- Snuggle with a Story suitcases in Primary School
- Primary and High School Participation in English and Arabic Chevron Readers' Cup and Emirates Literature Festival
- Author visits
- English and Arabic language book fairs
- World Book Day and Roald Dahl Day activities
- Whole class reading time
- Books for Birthdays
- EISM community book swap programme
- Mother Tongue book section in the School Library

### **School Library**

Our students have access to a wide range of fiction and non-fiction genres in English and Arabic in the whole school library. All students have a timetabled library lesson each week where they learn how to use the library effectively, further develop their research skills and are able to use the loan system to select a book to borrow. Books are organised by reading age to ensure that students select texts which are both meaningful and challenging. Our students are encouraged to share their favourite books and authors through feedback sessions, reading reflections and displays in the library.

### **Home-School Reading Programme**

Students are provided with a reading scheme book on a weekly basis which is appropriate to their reading age. Teachers listen to their students in class, and books are also taken home so that parents can also actively participate in supporting their child in further developing their reading skills. All readings within and beyond school are recorded in the student's reading journal. Parental workshops are offered to provide parents with helpful strategies in listening to their child read. Once students have become successful independent readers they select books from the school library at an appropriate level to their reading age. They are given opportunities for independent reading during the school week in both Primary and High School.

### **Reading Intervention**

Students are continually assessed throughout each term and at periodic Data Captures in all phases in order to monitor their progress in reading. Targeted phonics groupings in Early Years and Years 1 and 2 ensure that students receive the specific support required to enable them to make good progress in their phonic knowledge. Struggling readers receive support through the Reading Recovery programme and from specialist teaching staff.

### **Learning Environment**

Print-rich displays across the school in both public areas and in classrooms reflect high quality texts being studied, a range of reading initiatives and a love of reading. Our students' written work samples on displays reflect the well-embedded reading-writing connection.

## Evaluation and Assessment

- Continuous formative assessment by classroom and subject-based teaching staff
- Formal assessments – Years 1 to 11 GL Progress English Assessment, CAT 4
- PM Benchmark (Years 1-2) NGRT (Years 3-9) and Probe Assessment (Years 10 and 11)
- Formal written reports to parents and Parent Teacher Conferences
- PIRLS
- PISA

## Responsibilities

*“...every teacher, regardless of the subject they teach, must promote and model high standards of literacy.”  
(Count Read Succeed)*

<b>Role</b>	<b>Responsibility</b>
Reading Champion	Leading, facilitating, monitoring and evaluating the provision of Reading at Emirates International School Meadows.
Heads of Department	For the provision of Literacy within their own department, and ensuring the implementation of the Reading Policy. They are also responsible for including opportunities to develop reading skills within all units.
All Subject Teachers	Contributing to each student’s development of reading skills through the promotion of opportunities in lesson planning. They are also responsible for implementing the Reading Policy, including standardised marking of assessment. Teachers should refer pupils with a reading need that has not already been identified to the PS or HS Head of Inclusion and Inclusion team.
Students	Be aware of the importance of reading in raising attainment in all their subject areas. Students should use target setting and self-evaluation to recognise their own literacy needs and highlight these for improvement.
Parents and Carers	Ensure that they promote reading and literacy at home. This can include listening to their child read, reading with them or simply making sure that they are given the opportunity to read independently. Ask them about what they have been reading and get them to share their favourite parts of the book or story with them. Encourage their child makes use of the school library. Ask their child to read their home learning to them and encourage them to proof read and correct any mistakes that they can find.

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