READING POLICY

POLICY FOR	Reading
PERSON RESPONSIBLE	Heads of Teaching, Learning and Assessment
REVIEW DATE	May 2024
REVIEWED BY	TLA Team
APPROVED DATE	June 2024
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2025
RELATED POLICIES	Teaching and Learning Policy, Home Work Policy, Literacy Policy

Executive Principal / CEO ……………………………

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1. RATIONALE

The Westminster School, Dubai is a multicultural learning environment, the population of which is made up of students and staff who represent a wide range of linguistic and cultural affiliations.

The language of instruction is English. The school recognizes that language is central to learning therefore we strive to assist students in improving their understanding and usage through suitable reading support programmes. We also encourage students to develop their own mother tongue and provide opportunities for this to happen by providing resources and appropriate support to the students.

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 endeavor 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, and GL 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

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

- To instill a love for reading and create confident, independent readers.
- To equip students with the reading skills necessary for success across the curriculum
- To create a strong, reading culture embedded within classrooms and the wider school environment
- To read and enjoy a variety of texts/genres from various sources, through technology and from the school libraries.
- To develop confident users of the three cuing systems- visual, meaning, structure of reading.
- To understand the links between reading and writing.
- To develop confident users of language in a variety of forms / genres / contexts appropriate to their level of development.
- To develop knowledge of the ways in which language varies according to the context, purpose, audience and content, and the capacity to apply this knowledge.
- 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 select and use appropriate strategies when reading for different purposes, i.e. for pleasure, for information, for research etc.
- To develop a knowledge of the linguistic patterns, structures and features used to construct different texts.
- To develop knowledge of the ways that textual understanding and interpretation may vary according to cultural, social and personal differences.
- To rigorously monitor and assess pupil's progress in reading and identify those who require extra support and intervene at an early stage
- Uphold an uncompromising commitment towards excellence by encouraging students to exceed in international benchmark assessments like PIRLS, PISA, GL etc.

- Create a platform where all stakeholders evolve together by participating in events and activities which promote reading.
- to develop students' ability to think critically, analyze texts, and draw evidence-based conclusions

PROCEDURES FOR THE TEACHING AND DEVELOPMENT OF READING:

a. Teachers at the Westminster School, Dubai use a combination of the following strategies to ensure that our students take up reading.

Strategies	Implementation Across Year Groups
Early Reading	To start reading in the Foundation Stage, students need to acquire a variety of skills. These early reading skills include the awareness of phonics, matching and rhyming. They also include the skills associated with language development such as listening, attention, alliteration and the discrimination of sound. At the end of the Foundation Stage every student is expected to achieve the expected level in the Ealy Learning Goal for Reading which is: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Floppy's Phonics	The Floppy's Phonics Program provides all the structure and resources needed to deliver effective synthetic phonics in the **Foundation Stage**. Once introduced, students start looking at phonics through circle time, games and within the areas of provision. They begin by learning all the sounds that make up our alphabet and combine these into recognizable words. Once students can blend, they also begin reading books individually and one-to-one to adults. All students continue to learn sounds, diagraphs, trigraphs, friendly letters and read through the areas of provision. In FS 1 and 2, students are generally working on phonic phases 1 to 3. Students have opportunities to read Oxford Reading Tree's fiction and non-fiction books. Students engage with their favourite characters as they learn and read. The Phonic books related to sounds are a step-by-step guide to phonics using Biff, Chip and Kipper to keep students engaged. In **Year 1**, students are generally working on phonic phases 3 to 5 and in **Year 2**, on phonic phases 4 to 6 Students continue with Floppy's phonics programme in **KS1**, use the software and workbook until they are secure at Phase 6. Students of Key Stage 2 have opportunities to read Collins Big Cat band books.
Specific teaching of the visual features of print.	In the Foundation Stage, students have opportunities to: Listen and analyze theme related stories from IEYC (International Early Years Curriculum). Explicit demonstration on how to analyse new or unfamiliar words in text. Analyse letters, letter clusters and patterns and the sounds they make.

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Daily/Weekly Reading	Providing frequent opportunities to read across all key learning areas. This includes: • Guided reading lessons in **FS to Year 5** classes, • Home Reading Program, Buddy and Group Reading, Silent Reading, DEAR programme, • Online Reading programme, ORT books • Online Reading program, Level Up for Years 1 to 4 • Online Reading program, Achieve 3000 for Years 5 to 9 • Students of Years 5 to 13 reading in the library/ Learning Resource center
Language Experience Reading	Language experience is a process that precedes the reading of formal texts and forms the basis for the program for pre-emergent readers. Within class, language experience is a strategy recommended to be used in conjunction with Guided Reading, Library, SOLE time (Self Organized Learning Environment) and language lessons. Language experience through English Literature from Key Stage 2 to Key Stage 3. English Literature is introduced as a second language from Year 9.
Shared Reading	**Across all Year groups** Shared Reading involves the students participating in the reading of a text. They are seen as co-readers of the text with the teacher/peer. They observe what a teacher/peer 'appears' to do as they read and listen for the signals in the story, chant, rhyme, song, poem or other shared texts being presented. During SOLE - Self Organized Learning Environment students are given opportunities to carry books from home and read; DEAR- Drop Everything and Read Programme during the Core Value Period encourages reading habits amongst students.
Guided Reading	'Guided Reading' is an approach in **FS and Primary School** for focused intervention to support different groups of learners. Strategies for the formative assessment are used and recorded to check the progress of the students.
Reciprocal Reading	Reciprocal reading is a strategy useful for students who are reading fluently and is used **from Year 2**. It involves research-based dialogue between group members to jointly construct meaning in text. Material is at an instructional level. Reciprocal reading uses four strategies which shift responsibility to the reader- 1. Predicting 2. Clarifying 3. Question generating 4. Summarising The teacher models the strategies and then becomes a group member monitoring their use. During the group discussions students discuss the text only in small chunks.

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Independent Reading	Across all Year groups, every child requires time to read suitable materials independently. In the **Early years**, as part of the Class model, this is built into the daily reading classes. Similarly, in **Years 1-13** independent reading is a daily requirement for English and Arabic. In the Middle and Senior schools, students are required to read at home independently daily. Similarly, students in FS **2** have books selected for them from levelled boxes (Oxford Tree/Collins) in the classrooms. These 'take-home' readers are selected by the classroom teachers 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. In **Years 1 to 6**, a list of fiction and non-fiction books and eBooks are shared with parents, to encourage their child to read daily at home.
Class Library	**Across all Year groups** The Class Library collection has books donated by parents and teachers. The selected student volunteers will run the class library as Student Librarians and will maintain the book circulation details. They also can read books from the class library during SOLE time. In the FS, students can make choices and read in the specified reading area in the classroom. The focus for the reading is to provide practice, develop reading for pleasure and to develop personal response to texts.
Learning Resource Center	**Years 5 to 13** The school has separate libraries for Years 5 and 6, Secondary boys and Secondary girls called 'Learning Resource Centers'. The role of the Learning Resource Centre is to reading for knowledge and pleasure as per National Curriculum requirements. During Library Lessons, the students are assisted in selecting appropriate books. Students are encouraged to read a wide variety of fiction, non-fiction and poetry at the learning resource center. The librarian fosters and encourages enjoyment of reading amongst all students in the school.
Inter-disciplinary reading	The practice of integrating reading skills and strategies into various academic subjects beyond just the traditional English language is encouraged to help students become proficient readers who can effectively gather information, analyze content, and draw conclusions across a wide range of topics by reading for meaning.
Arabic Online Reading Programme- 3asafeer/Nahla and Nahel	The online platform is used effectively across all Year groups to raise reading standards in Arabic. The platform gives students opportunities to read online and thus improve their reading in **Arabic**.
Online Reading program –Globed Achieve: Level up and Achieve 3000	**Years 1 to 9** Online resources provide patented, cloud-based solutions that deliver daily differentiated **instruction** for nonfiction reading and writing that are precisely tailored to each student's reading level. A comprehensive blended learning platform that includes the curricular support and the personalized resources necessary is used to improve students' reading skills. Achieve3000 makes it easier to strengthen the connection between what is being taught and what students are practicing. Resources are used for independent practice. Monthly online reports are generated to track progress.

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Online Reading program- World Book Online	**Years 7 to 13** The website is being used by the teachers to encourage reading habits amongst students. This site is also used for research within different subjects to encourage raising standards in literacy.
Transition	To ensure progress of reading skills of the students as they enter the different Key Stages, several reading for pleasure projects like the Summer Reading Challenge are integrated into the current transition process. This further helps to arrest the summer slide.
Special Reading events	The school organizes various events to promote the love for reading. One of the primary objectives is to engage parents and students in reading and to highlight the importance of reading at home. These include authors session, book fairs, celebrating author's birthdays, celebration of World Literacy Day and celebration of World Book Day. Students are also encouraged to participate in the Chevron Readers' Cup Reading Challenge and other Inter school competitions. In **Years 1 to 6**, activities such as 'Book Parade' for KS1 students, special morning assemblies, storytelling competitions, literacy week activities etc are organized within the school to promote reading for pleasure. The students are encouraged to actively participate in the National month of reading in the month of March through various initiatives. In **Years 7 to 10**, students read books of the specific literature/theme as a part of their PBL (A literature text, Original used as a supplementary reader to introduce the learners to a wide range of popular authors).
Parent Engagement	In the FS Collins Readers (Big Cat Books) are sent home for independent reading or with parent support. Parents are encouraged to read with their students every day and to write in their reading record books. Reading for pleasure projects such as the Winter and Spring break Reading Challenges are integrated into the curriculum as a part of their Project/Theme based learning.

a. INTERVENTION STRATEGIES

Support Reading Session	Reading Recovery is an intervention program. Students entering the programme are those students identified with reading, writing and comprehension challenges in Primary school. The program is delivered and monitored by a specifically trained Learning Support Teacher (LSA) from the Inclusion Department. It is designed as a one-to-one or in small group support programme for Student of Determination (SoftD) under level 2 and 3. SofD attends session during their Reading and Library period. The student's competencies are the starting point, and the programme moves from these competencies towards what the student is trying to do. Each student has an intensive programme of instruction which supplements the regular class reading/writing instruction activities. This Reading program helps students acquire efficient patterns of literacy learning to enable them to work at the average reading level of their classmates and to continue to progress satisfactorily in their classroom instructional program.

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Passport and Individual Educational Plan (IEPs)	IEPs/ALPs are formulated for students who are considered to be 'at risk' of not succeeding through the regular classroom program. These plans are formulated by multi-disciplinary team and monitored by the Head of Inclusion.
Reading support programme / Intervention sessions	Pull out sessions for Year 1 students by Teaching Assistants during the Phonic /Guided Reading periods. Need based Phonic sessions are conducted for the students of Year 1 to bridge the gap/ challenge further based on the entry level phonic screening. Intervention sessions for students of Years 2 to 5, with Low Verbal score in CAT 4 and low stanine scores in NGRT assessments are conducted by the Reading teachers during the Guided Reading period.

b. Assessment and Evaluation

At the Westminster School, we use a combination of the following assessment tools in order to measure and monitor student progress in Reading:

Target Tracker against the Early Learning Goals	- FS 2
Phonics screening check	- Year 1 & 2
Phonics Stage and Band Book tests.	- FS 2; Years 1 & 2
Globed Achieve – Level up and Achieve 3000 Benchmark Reading Passage to check the progress	- Level Up – Year 1-4 Globed Achieve Year 5 - 9
3asafeer/Nahal and Nahel Arabic Online Reading Programme	- All Year groups
Reading Comprehension Reinforcement	- Years 1 to 6
Phonics/ Reading /Guided Reading Sessions	- FS2 and Year 1 to Year 5
Support/Intervention Reading Sessions (SOD)	- All Year groups
Library Activity record	-Years 5 and above
Schonell's Reading & Spelling Test Identification tool	-Yr 1 – 9
Benchmark tests- Progress Test in English (PTE) and The New Group Reading Test (NGRT –Forms A,B and C.	- Years 2 to 9
Benchmark test - CAT 4 (Verbal and Non -verbal scores)	- Year 4, 6, 7,8, 10

c. Recording and monitoring of data

We use the following in order to record data about student progress in reading:

Tracking sheet	- FS 2
Globed Achieve Reading achievement data and Benchmark reading passage report	- Level Up – Year 1-4 Globed Achieve Year 5 - 9
Students' achievement data from the 3asafeer/ Nahal and Nahel Arabic Online Reading Record sheets	- All Year groups
Reading Comprehension Mark book	- Year 1 to Year 6 English teachers
Guided Reading Record sheets	- FS 2 & Year 1 to Year 5
Individual Educational Plans (IEPs)	- 'At-risk' Students for all Year groups
Student Progress Reports	- All Year groups
Phoenix Progress Tracker	- All Year groups
Library Activity record	- Years 5 and 9
Differentiation in Action (DIA) document with CAT 4, PTE and NGRT scores Consolidated Markbook	Years 2 to 6 - Years 7 to 13

Department meetings and Literacy planning sessions are used to monitor student needs and program planning.

THE ROLE OF THE TEACHER

At the Westminster School, we expect teachers to:

- Establish a language-rich environment in the classroom where print/electronic media is presented in natural and meaningful contexts.
- Read to students every day in FS and lower primary classes 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 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.

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- Provide opportunities for individual conferences where students discuss aspects of their reading.
- Model, discuss and teach reading strategies which will help 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.
- Emphasise 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.
- Use available resources to inculcate reading habits and research skills amongst students.
- Use 3asafeer/Nahal and Nahel Arabic Online Reading Programme effectively to raise standards in Arabic.

ROLE OF THE STUDENTS

We encourage students to:
- Participate in the English lesson every day.
- Participate in the Reading/Library lesson every week.
- Read at home.
- Engage in reading activities.
- Enjoy reading (or to appreciate that reading should be enjoyable).
- Borrow books from the classroom and the school library (Year 6 -13).
- Share new found knowledge.
- Practice and consolidate reading skills in learning centers.
- Be self-motivated to read for pleasure or for a purpose.
- Consider books/eBooks 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.
- Use available resources to inculcate reading habits and research skills
- Respond sensitively and perceptively to literature.
- Identify likes and dislikes about different texts and authors; articles 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.
- Use 3asafeer/Nahal and Nahel Arabic Online Reading Programme effectively to improve reading in Arabic.

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ROLE OF PARENTS

We encourage parents to:

- Support classroom practice by encouraging students to read at home and borrow from a local/online library.
- Read to children in first language if preferred, to encourage a love of reading.
- Assist teachers by providing insights into their children reading behaviours at home.
- Recognise and be proud of their children's successes in reading.
- Use available resources to inculcate reading habits and research skills amongst students.
- Use 3asafeer/Nahal and Nahel Arabic Online Reading Programme effectively to support their children to improve in Arabic.

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed annually by the Subject Leaders (languages), Librarians and SLT members at TWS and/or in the light of changes to the National Curriculum requirements and DSIB regulations.