

ENGLISH COLLEGE READING POLICY

2021 - 2022

"Reading is the key to knowledge and a bridge to reach the highest levels of innovation across various sectors."

Ruler of Dubai His Highness Sheikh Mohammed bin Rashid Al Maktoum

AIM: (final result we are aiming to achieve):

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

We also aim to meet KHDA 'Outstanding' targets in Reading for learning (1.2.2):

Attitudes and motivation toward reading = *Students are confident readers. They are keen readers and they encourage others to make full use of many sources of information.*

Students self-direct their reading in order to broaden their knowledge and understanding of topics both within and beyond school, including their future career interest.

Reading skills across the curriculum = *Students can successfully scan, skim, infer, and compare and contrast information. They evaluate and make judgements about the quality and reliability of different sources of information. They read efficiently and effectively to maximise their performance in national and international assessments.*

Our school aims to:

- Provide all children with the skills and strategies to read with confidence, fluency and understanding.
- Provide all children with phonological understanding to read words accurately.
- Establish a love of books where children choose to read for pleasure.
- Inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.
- Use a growing technical vocabulary across all curriculum areas with which to engage in 'Book Talk'.
- Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.

- Develop critical appreciation of what they read.
- Develop study skills so that the children can select appropriate fiction and non-fiction books from the library.
- Develop research skills, using library and class texts, in conjunction with IT devices
- Encourage care and ownership of books

RATIONALE: (The reason for which this policy has been written)

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

GUIDELINES: (The principles/instructions/steps of the policy)

READING & THE ENGLISH CURRICULUM

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realises that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials, which we provide at The English College.

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

The Emerging Pre-Reader (Up to 6 years old) - Learners show an understanding that print represents the real or imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

The Novice Reader (6 to 7 years old) - Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They

understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

The Decoding Reader (7-9 years old) - Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

The Fluent, Comprehending Reader (9 - 15 years old) - Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

The Expert Reader (16 years +) - Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

ORGANISATION

All children will be taught to read and write through the Read Write Inc. Phonics programme. Discrete Phonics lessons are provided for all children in Early Years, Year 1 and Year 2 who are learning to read and write. The programme is then used for learning intervention in years 3-6.

Children are taught to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

Early Years

- Daily Phonics teaching (streamed to children's ability in EY2)
- Daily 1:1 reading meaning each child reads with an adult *at least* once a week

Years 1 and 2

- Minimum of 3 ability-streamed Phonics lessons to teach reading skills explicitly.
- Through Phonics, teachers will hear each child reading at least once a week.
- Literacy activities including; handwriting, Phonics/Spelling and Grammar activities are planned each week.

Years 3-6

- Every teacher is expected to read with every student in their class once a week.
- Each small guided reading lesson lasts around 20 minutes, this ensures the teacher can see two groups in a lesson.
- Reading groups will be differentiated using the results from the PM Benchmark tests and New Group Reading Test (NRGT) benchmark tests.

Years 7-13

- Teachers read with students and model reading processes in all subjects
- Early or vulnerable readers students are encouraged to use specific reading strategies (skimming, scanning, annotation, highlighting)
- Teachers monitor level of text so that students are supported yet challenged accordingly
- Reading ages are identified through NGRT, whilst literacy is indicated by CATS scores
- The importance of reading enjoyment and engagement is explicit throughout the school and a priority in the curriculum.
- The library provides a range of easily accessible texts including subject specific reading materials relating to all curriculum areas. Teachers provide students with extended reading in all subjects, including subject-specific bibliographies.
- Teachers develop students' reading stamina by fostering the opportunity to read texts of suitable challenge independently
- Teachers use questions effectively to develop students' independent reading comprehension
- Teachers develop students' skimming and scanning skills across all subjects. Opportunities are given in lessons for students to skim texts.
- Teachers continue to develop students' inference skills. Students are encouraged to give their personal opinion on particular aspects of text. KS5 students in particular are encouraged to consider the validity of sources.

Arabic

For the novice and intermediate low learners:

- There is a focus on Arabic letters and sounds, including letter recognition.
- In primary, phonics is taught in every lesson and this has become part of a daily routine.
- Teachers read 1 to 1 with students in every lesson.
- Teachers develop reading in stages: reading new words, reading sentences and then reading paragraphs.
- Teachers upload videos as a model of reading, including use of screencastify to help improve student's reading skills.
- Teachers provide an alphabet resource to help support students while they read.
- Quizlet and other interactive learning platforms are used to develop new vocabulary.

In Arabic A classes there are different levels. Stories are distributed for Students related to their levels.

- Each student has a reading copy book to add a summary for each story he/she has read.

- Each lesson starts with Arabic reading of 5-10 minutes in a loud voice (each student reads sentences or more - related to his/her level).
- Once a week, students have a reading lesson (each student has to read one part of the story in front of friends and after there is a discussion around the main idea, the characters and the new vocabularies).

CURRICULUM ADAPTATION FOR COVID:

- More focus on guided reading
- Mixed abilities in KS3 English classes
- E-books and online extracts used via Google Classroom
- Students have their own individual copies of books
- 1:1 reading now carried out at a safe distance.
- Children hold library/Home Reading books on the Follett Destiny Discovery Phonics from FS2- Y1 are taught in bubbles.
- system and collect sanitized books.
- Use of Edji for reading extracts which allows students to annotate electronically

ASSESSMENT

Early Years – Year 3

From FS2 - Year 3 we use a diagnostic reading assessment, The PM Benchmark Assessment. The PM Benchmark Reading Assessment Resources 1 and 2 are designed to explicitly assess children's instructional and independent reading levels using accurately levelled fiction and non-fiction texts.

The PM Benchmark assessment enables us to:

- Identify knowledge, skills and strategies children use when reading unseen texts
- Assess children's fluency when they read aloud
- Assess children's retelling strategies
- Determine children's comprehension understanding within and beyond the text, providing recommendations for ongoing teaching.

Years 3 – 9 NRG T tests

From Year 3 – Year 9 we use The National Reading Group Test (NRGT) Assessment that aligns with GL. The NRG T Assessment helps us to level reading accuracy, reading behaviour and reading comprehension. It may also be used as a measure of silent reading comprehension and listening comprehension. It works in determining a reading comprehension level and as a controlled in-depth interview to achieve a greater understanding as to how readers engage with text and what specific teaching is required.

The NRG T assessment helps us to determine:

- How readers engage with text
- What specific teaching is required
- The correct level of books to provide a child to read fluently

All reading resources are levelled and colour banded to correspond with both of the assessments, to ensure children are accessing the correct level of text (see book bands on the following page).

As well as the NGRT testing, CAT4 scores and Probe Tests also enable teachers to determine the level of literacy of students.

In English lessons specifically, reading comprehension is assessed formatively and summatively across year 1 - 11.

To ascertain progress and attainment, all reading scoring charts for PM and NGRT align with our Internal and Personalised Learning Rubrics

HOME LEARNING

FS to Year 5 - children receive a home reading book each week from their teacher. Parents are encouraged to support their child's reading development by sharing their book and writing a short comment in student planners. These books are colour banded to correspond with the PM Benchmark/Oxford Reading Tree scales.

Year 6-13 - parents have received a list of suggested texts for students to read outside of school in order to promote home learning. The use of the digital library delivery service also helps students to access suitable books.

GCSE and A Level subjects - teachers are expected to provide students with a bibliography to encourage extra reading outside of lessons. As well as books, digital articles and journals are included. The new Destiny library system allows students to access and order reading materials.

Digital Reading and Other Text Mediums

Students have access to a wide range of digital text materials through the library and there is a large bank of online resources to refer to, both for reference and fiction/non-fiction. Digital reading platforms such as Asafeer and Reading Eggs are in place.