# Reading Policy

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**Reviewed period**: Annually
**Date last reviewed**:
**Responsible person**: Director General, Deputy Director, Principals, Instructional Coach, Curriculum Coordinators, Heads of Department
**Document reference**:  There will be annual review of the policy by directors, senior and middle management team.

## OUR VISION
"A generation of heritage guardians and global thinkers"

## OUR MISSION
The mission of IPS-Jumeira is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century.  Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.

## OUR CORE VALUES
Tolerance
Compassion
Resilience
Innovation
Honesty
Respect
Collaboration

# Content

# 1. Policy Purpose

"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." *His Highness Sheikh Mohammed bin Rashid Al Maktoum*

## 1.1 Our goal:

Effective teachers of reading raise awareness and proficiency with every level of language organization including sounds, syllables, meaningful parts (morphemes), phrases, sentences, paragraphs, and various genres of text. Teaching strategies are active, exploratory, and engaging. They also balance language skill instruction with its application to purposeful daily writing and reading, no matter what the skill level of the learner. At Al Ittihad Private School we embrace the National Reading Panel's Big 5 essential reading components:

- Phonemic Awareness—understanding that spoken words are made up of individual sounds (called "phonemes")
- Phonics—understanding that the sounds in speech relate to letters
- Fluency—ability to read with speed and accuracy
- Vocabulary—understanding of individual word meanings
- Reading Comprehension—ability to get meaning from text

Phonemic Awareness and Phonics are often areas where good reading goals for students are needed for very young or developing readers. Fluency and reading comprehension are more relevant for older or more experienced readers. Vocabulary development can begin at any age and continue throughout the lifespan.

## 1.2 Effective Instruction

- Phoneme awareness instruction.
- Direct teaching of decoding, comprehension, and literature appreciation.
- Systematic and explicit instruction in the code system of written English.
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others.

- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning.
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization.
- Frequent writing to enable a deeper understanding of what is read.

## 1.3 Policy directives accentuate that:
- every educator, in every subject, is a facilitator of literacy.
- raising overall student attainment is directly correlated to raising literacy skills across all subject areas; this is the responsibility of all teachers.
- every educator must act as a role model in the use of written and oral language.
- the effective use of external and internal data, including diagnostic testing to measure and benchmark attainment in literacy is imperative for improved literacy across the whole school.
- use reading as a fundamental part of all curriculum planning and development.
- seek routes in which students can be provided with ample opportunities to become engaged, motivated and independent readers, a life skill which will improve their chances of success at school and beyond.
- every department must put clear actions in place to address areas for improvement in literacy. The SLT and Heads of Department expect and set the highest possible standards for literacy.

## 1.4   Students who are successfully learning to read have:
- a working understanding of how sounds are represented alphabetically.
- sufficient practice in reading to achieve fluency with different kinds of texts.
- sufficient background knowledge and vocabulary to render written texts meaningful and interesting.
- control over procedures for monitoring comprehension and repairing misunderstandings.
- continued interest and motivation to read for a variety of purposes.

## 1.5 Teachers must:
- develop a thorough understanding of language and reading development as well as an understanding of learning theory and motivation in order to ground their instructional decision making effectively.
- be prepared to use multiple strategies for developing students' knowledge of word meanings and strategies for word identification. This includes the study of the phonemic

- basis for oral language, phonics instruction, and attention to syntax and semantics as support for word recognition and self-monitoring.
- be prepared to teach multiple strategies that readers can use to construct meaning from text and to monitor their comprehension. They must understand the ways in which
- vocabulary (word meaning) and fluency instruction can support comprehension and develop the capacity for critical analysis of texts that considers multiple perspectives.
- be prepared to teach strategies that connect writing to the reading of literary and information texts as a support for comprehension. This includes attention to teaching conventions of writing.
- be prepared to use a variety of instructional strategies and materials selectively, appropriately, and flexibly.
- be prepared to use appropriate assessment techniques to support responsive instructional decision making and reflection.

2. Aims

2.1 Students should enjoy reading and be able to use their reading to help them learn and develop increasing confidence and competence in reading. They should be able to:
- develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience.
- develop a range of reading strategies that allow them to tackle reading problems and the wider curriculum with confidence.
- read and respond to a variety of texts whilst developing an increased level of fluency and independence.
- read fluently, accurately and with understanding.
- become independent and critical readers and make informed and appropriate choices.
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources.
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts

2.2 As a school we are committed to continually raising standards in literacy to ensure students are on the track for college-readiness and to reach the National Agenda targets set forth by the UAE government.  Our aim is to ensure the highest standards of reading and literacy for every child by providing them with the skills necessary to:
- Read with confidence, fluency and understanding.

- Use a range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling patterns to read accurately.
- Have an interest in words and their meanings and a growing vocabulary (WOW words).
- Expose and understand a range of various genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ides of setting, character and plot.
- Understand and use a range of non-fiction texts.
- Have suitable technical vocabulary through which to understand and discuss their reading.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.
- Develop their power of imagination, creativity and critical awareness through reading.

## 3. Strategies

### 3.1 Building a Culture of Reading

Through various strategies and programs, the school seeks to ensure that reading is an embedded skill in daily life and routines:

- *Reading initiatives* to nurture a positive spirit of reading are encouraged and supported.
- *Book Club* as an integral part of the curriculum in Gr.5-12.
- *Reading competitions* and challenges promoted, and participation encouraged and celebrated (Like Chevron Reader's Cup, IPSJ Readers).
- Designated areas for *reading corners* in classrooms and outside.
- Friendly, inviting library space to encourage students to use it as a reading/ learning hub.
- *DEAR* initiatives several times a year to encourage whole school reading culture across all subjects.
- Student involvement in library and peer reading initiatives.
- Assemblies focusing on reading habits and reading for pleasure.
- On-line differentiated reading programs to meet individual reading challenges.
- Tablets/ I Pads/ computers encouraged as reading tools.
- Family reading days at school.

## 3.2 Speaking and listening

Speech is the main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking.
- adapt their speech to a widening range of circumstances, including paired and group discussions and speaking to a larger audience.
- use varied and specialized vocabulary.
- speak for a range of purposes e.g. to persuade, narrate, analyze, explain, reflect and evaluate.
- listen with understanding and respond sensitively and appropriately.

Strategies to improve Listening and Speaking: In our teaching we should provide planned opportunities across the curriculum for students to:

- engage in purposeful speech, both formally and informally.
- maintain purposeful speech through pace and timing.
- listen to teacher exposition for realistic lengths of time.

Students should have regular opportunities to speak and listen in the following contexts:

- in pairs with a working partner.
- in small groups with opportunities to take on the roles of chair or scribe.
- with the teacher or another adult.
- in whole class discussions.
- presentations to a wider audience.

In these contexts, some of the following activities should take place:

- exploring and describing events, activities and problems.
- exploring and developing ideas with others.
- reporting back to a wider audience in order to consolidate ideas and understanding.
- asking questions as well as answering them.
- speculating, hypothesizing and imagining.
- planning, organizing and reviewing activities.
- investigating and solving problems collaboratively.
- evaluating experiences and reflecting on learning.
- talking at length and adopting the 'expert' role.

## 3.3 Reading

Students should enjoy reading and be able to use their reading to help them learn and develop increasing confidence and competence in reading. They should be able to:

- read fluently, accurately and with understanding.
- become independent and critical readers and make informed and appropriate choices.
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources.
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Strategies to improve Reading. Provide regular opportunities for students to read:

- silently
- in pairs
- in small groups
- with the teacher (guided)
- to a wider audience
- on-line platforms (Achieve 3000)

Use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts.

- Demonstrate pleasure in reading.
- Make opportunities both in lessons and in tutorial times for students and teachers to share their reading experiences.
- Provide planned opportunities across the curriculum for students to read and follow written instructions.
- Read and engage with narratives of events or activities.
- Follow up their interests and read texts of varying lengths.
- Question and challenge printed information and views.
- Read with understanding descriptions of processes, structures and mechanisms.
- Read and explore ideas and theories
- Learn how to sift and select, take notes from text and read to locate and relocate information.
- Learn how to scan for overall meaning and for key points, words and phrases.
- Use reading to research and investigate from printed words and moving images ICT texts.

## 3.4 Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyze and explore.
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organizing and structuring sentences grammatically and whole texts coherently.
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting.
- apply word processing conventions and understand the principles of authoring multi-media text.

Strategies to improve Writing: Draw attention to the purpose and intended readers of each piece of writing.

- Whilst the audience for students' writing is often the teacher and the peer group, students should be encouraged to write for a range of intended readers e.g. writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, writing to agencies to elicit information or to express a viewpoint.
- Pay close attention to writing as a learning tool as well as a product of the learning.
- Assist students to appreciate the differences between standard English and non-standard forms of the language.
- Assist students to recognize the appropriate form for their written responses so that they know when to respond informally or formally.
- Limit the use of pre-structured writing e.g. copying, sentence completion, sentence rearrangement.

Provide planned opportunities across the curriculum for students to:

- Make notes from a variety of sources e.g. printed word, moving images and ICT texts.
- Use writing to plan, organize, and record.
- Write logs and journals in order to clarify thoughts and develop new understanding.
- Plan, draft, discuss and reflect on their writing.
- Learn the conventions of different forms of writing in different subject areas ,e.g. by using writing frames and providing clear models.
- Write at appropriate length.
- Write collaboratively with other students.
- Present some writing for display or publication.

We should:

- Expect a high standard of presentation in most of students' finished writing.
- Provide good models of particular kinds of writing and best practice scripts.
- Provide dictionaries, glossaries and lists of appropriate subject vocabulary.
- Encourage students to help students.
- Encourage students to use a range of strategies to learn spelling, including:
  - ➢ look – say – cover – write – check.
  - ➢ making connections between words with the same visual spelling pattern.
  - ➢ exploring word families.

## 3.5 Implementation of all Strategies

Successful implementation of this policy is dependent upon the extent to which staff:

- take account of the needs of all students.
- structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for students are to be achieved.
- recognize how resources will be organized and used to support this teaching.
- monitor and evaluate the impact of common goals and shared expectations of students' ability to speak, read and write effectively.
- specifically establish whether targets have been achieved.

Assessing Literacy Across the Curriculum. When assessing students' work across the curriculum we should:

- value their oral contributions and listening skills alongside their reading and writing.
- take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas.
- make explicit to the students the key features of language which will be considered.

When responding to pupils' work, we should:

- make comments which are positive and supportive.
- target specific areas for improvement through selective and focused identification of errors.
- give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error for example "doubling of letters before adding –ing" is specific and presents the student with a target which can be addressed.
- give priority to content, ideas, organization and meaning above secretarial features.
- create opportunities for students to reflect on the quality of their own work and for peer assessment.

3.6 Targeted instruction is based on the results of ongoing student assessments. Using information from assessments, teachers are able to teach students what they need to learn.

- Choosing text at the student's instructional level so that the text is challenging but capable of being read with support.
- Providing a partial response to a question and asking the student or students to complete it.
- Acknowledging a partially correct response and helping the student correct or refine it.
- Organizing tasks into smaller steps.
- Connecting the topic of instruction to students' prior knowledge and experience.
- Providing hints rather than telling a student an answer when he/she does not respond.

3.7 Reading at Al Ittihad Private School

| Reading | |
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| KG | -Whole group instruction including read a loud and phonics instruction<br>-Small group (*4-6 students*) instruction in reading<br>-Instruction will include phonemic awareness, phonics, vocabulary, and comprehension through the use of multisensory techniques, which will engage more than one sense at a time.  Students will use sight, hearing, movement and touch to facilitate with their learning.<br>-Children are encouraged to read at school and at home on a regular basis<br>-Students may visit the library and check out books accordingly<br>-Leveled reading on a 1:1 basis daily<br>-Progress monitoring will occur using Letter Name/Letter Sound and Nonsense Words to determine tiered intervention and additional support. |

| 1 - 5 | -Whole group instruction in the reading block with shared reading, vocabulary instruction and spelling/phonics instruction. |
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| | -Daily small group instruction (*4-6 students*) in reading block |
| | -Instruction will include phonemic awareness (primary), phonics, fluency, vocabulary and comprehension. |
| | -Children also read independently during English lessons to further develop comprehension and other reading skills (Creating mental images, I see..I think..I wonder; APE(Answer, Prove, Explain), etc. |
| | -Students will make meaning through Text/text; text/self; text/world connections |
| | -Students will have opportunities to role play, buddy read and enjoy various individual literacy-based activities such as Daily 5, learning centers, and guided reading tasks. |
| | -Children are encouraged to read at school and at home on a regular basis |
| | -All children should practice reading the class selection daily |
| | -All students are assigned a leveled reader which is changed weekly. The reading record is a valuable way for home and school to communicate |
| | -Students may visit the library and check out books accordingly |
| | -Formative assessment is mostly carried out informally by teachers in their teaching, using; Phonics and letter sound recognition assessments, reading comprehension tests, Hearing children read in a 1:1 context, Individual/small group discussions in shared and guided reading. Summative Assessment through Lexile levels are determined via MAP and Achieve 3000 assessments in order to track reading progress over time |
| | -Progress monitoring will occur using running records, AIMSWeb CBM and MAZE to determine tiered intervention and additional support. |

| 6 - 8 | -Through a Regular or Advanced ELA course, provide grade 6-8 students integrated language arts study in reading, writing, speaking, listening, and language, using texts of appropriate complexity, for college and career preparation and readiness.<br>-Instructional routines and activities implemented by content area teachers in the general education setting support vocabulary and reading development for all students.<br>-Academic vocabulary and comprehension of academic text; collaboration among content area and reading teachers within a safe and positive schoolwide environment emphasize multisyllable word recognition, fluency, vocabulary, and reading comprehension.<br>-Developing reading comprehension ability is an important aspect in acquisition of a language. At Al Ittihad we focus on improving reading comprehension ability through Task-based Instruction (TBI).<br>-In addition to the above, review and analyze data to determine standard(s) that were most commonly missed to inform instruction and develop appropriate interventions. |
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| 9 -12 | -Through a Regular or Advanced ELA course, provide grade 9-12 students integrated language arts study in reading, writing, speaking, listening, and language, using texts of appropriate complexity, for college and career preparation and readiness. <br> -Content-area teachers use many strategies to support their students' growth in academic literacy by providing more effective instruction in the following six ways: <br> • Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. <br> • Discussion. Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher or can occur as structured discussions among students in cooperative learning groups. <br> • High standards. Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments. <br> • Reading-writing connection. Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections. <br> • Motivation and engagement. Creating more engaging and motivating classrooms and interacting with students in a way that promotes internal motivation for reading. Students will learn to process text more deeply if their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice. <br> • Content learning. Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers should use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own. <br> -In addition to the above, review and analyze data to determine standard(s) that were most commonly missed to inform instruction and develop appropriate interventions. |
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