



GEMS Winchester School Dubai



Reading Policy (Whole School)

Person(s) Responsible: Vice Principal, Head of Primary, Head of Secondary, Heads of English

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1. Mission Statement

At GEMS Winchester School Dubai, we strive to develop in students the quest for knowledge, proficiency in written and oral communication skills and the capability to think independently. We nurture in students an open mind capable of analytical thinking, commitment and hard work and guide them to become confident, self-assured and caring citizens of tomorrow. We encourage all students to realise their true potential.

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2. Rationale

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 discreet and cross-curricular learning opportunities. Above all, we want children in our school to become fluent, enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading and, thus, form a better foundation for the free flow of creative ideas in speaking and writing.

UAE (United Arab Emirates) 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."*

At WSD, we endeavour 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 willingly participates in international PIRLS, TIMSS, PISA, GL and STAR reading 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
- The UAE will be among the 15 highest performing countries in TIMSS in 2021

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3. Our Aims for Reading

At WSD, we have the following aims for our approach to teaching reading:

- To develop a love reading that lasts for a lifetime.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To nurture fluent, confident and independent readers who can transfer these skills across the curriculum and beyond.
- To develop reading literacy through strategies and skills: fluency, accuracy, understanding and response by engaging in wide range of literary genres/ types of texts; fiction and non-fiction.
- To develop digital literacy skills that help readers to navigate the information on web.
- To understand and respond to literature drawn from a range of cultures and literary heritage.
- To recognise the value of parents/carers as essential components in supporting and developing children's reading skills and love of reading.

At GEMS Winchester School we aim to develop, through our philosophy of teaching of reading, the following attitudes:

- Through our 7Cs competencies
- Curiosity and interest
- Pleasure and thoughtfulness
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection
- Citizenship

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4. Teaching Approaches and Strategies

Reading is taught throughout the whole school: As part of Literacy lessons in the Foundation Stage and English lessons in Primary and Secondary, and as an integral part of the school day in all other lessons and activities. Reading across the curriculum contributes to pupils' development of language since speaking, listening, writing, and reading are, to varying degrees, integral in all lessons.

During English lessons and other curriculum areas, students will have the opportunity to experience a wide range of good-quality texts (fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared texts and guided reading, students will experience good reading and reading-discussion models using various quality texts and sources, including print, media and ICT. These are used to make judgements about what is read, and developing the ability to respond critically to what is significant in a text develops as readers gain experience with a wide variety of texts.

Please read the [Appendix](#) for further information on our reading strategy.

Early Years Foundation Stage

Teaching of Phonics:

Reading in FS1 begins with nurturing the love of books and how reading can be fun, sharing opportunities to listen to and retell familiar stories that the teacher or parent has read. Students will begin to understand that print has meaning and recognise signs in the environment such as the M for McDonalds or recognise their name when written as a label. The students visit the library, choose their own books and are able to 'read' them by using pictures as clues to narrate the story. Phonics in FS1 focuses on developing students' speaking and listening skills and introduces oral blending and segmenting that lays the foundations for the reading phase in FS2. Intervention groups are key to supporting all our students: For our lower ability students, we offer reading time sharing the love of books, listening to a range of stories and responding in short phrases with improved language; for our higher ability, we begin the introduction of Read Write Inc, including teaching the first ten sounds and oral blending of basic CVC words.

Reading in FS2 aims to develop secure phonic knowledge through 'Read Write Inc'. Read Write Inc is a structured programme, designed to ensure all children learn to read accurately and fluently. Literacy lessons are structured to focus on teaching the sounds, learning to segment and blend sounds in words and applying phonic knowledge for reading. Reading books are sent home weekly, allowing children to read with their parents. The books vary from wordless to simple sentences based on the ability of children. These books are also phonically decodable.

The reading is monitored in the student's reading passport, enabling teachers to set the next steps. Thematic stories in communication and language develop students' vocabulary and speaking skills. Whole Class Story Time at the end of each day ensures the development of reading literacy and healthy reading self-concept in the Early Years. Every day, we have 20 minutes of guided reading sessions led by the teacher or the teaching assistant. This session focuses on smaller groups of children working together or independently. The library set-up in FS2 provides easy access and develops the importance of reading.

We also believe that the teaching of phonics and reading should be in a rich language and text-based curriculum, where children are taught a range of other strategies to help them become independent readers. Intervention groups are key to supporting all our students: For our lower ability, the focus is on embedding the phonics and recognition of sounds and the importance of language and sentence composition when reading books (wordless books); for our higher achievers, the regular application of the RWI phonics and the strategies learned, such as 'Fred in the Head', and the importance of the range of questioning they can confidently respond to in guided reading.

For Arabic reading 'I Start Arabic' platform is provided to practice building sounds and syllables.

Key Stage 1

Children will continue to use 'Read Write Inc' and progress as per the National Curriculum. In Year 1 and Year 2, we have dedicated Phonics lessons, twice per week, where students are placed into phased ability groups to meet the needs of all children. We follow Oxford Reading Tree (ORT) and Collins Big Cat books for the guided reading sessions. Active Learn Bug Club is used for home reading, with which children are encouraged to read weekly from a range of books allocated by the class teacher. Children also complete comprehension quizzes at the end of each book to ensure they understand what they have read and can retrieve information by responding to questions that have been set.

In Year 1, the teaching and learning focuses on building the skills learned in the Early Years Foundation Stage, and continual formative assessment helps target any gaps in phonic knowledge. Intervention programmes support individuals or groups with gaps in their phonics knowledge.

Weekly reading sessions for KS1 classes focus on high order reading skills, including inference, interpretation and integration of information (Decoding, Inference, Prediction, and Summary) through shared and guided reading.

From Year 2 onwards, the 'I Read Arabic' platform improves reading skills and provides practice building sounds and syllables to enhance their attainment. This is also used during the early learning time.

Key Stage 2

Students engage with rich literary content, including Bug Club, MYON schemes, short stories, and novels. The use of reading strategies focusing on developing mastery in comprehension skills and vocabulary understanding is of prime importance at Key Stage 2. Students rapidly gain higher-order reading skills through guided and independent reading. Tailored guided reading sessions ensure the development of skills: decoding, clarifying, inferring, predicting, comparing and contrasting, evaluating, summarising and questioning. Pearson's comprehension workbooks support reading at home and using Bug Club and MyON.

How we start the year with assessment – NGRT for Years 2 to Year 6

NGRTs are used to coordinate, track, assess progress, and provide support based on the students' needs. The NGRT assessment is completed each term. The results are analysed based on the Sentence Stanine and Passage Stanine. Students with a low Sentence Stanine, vocabulary focus have support in lessons that provide for those needs such as word mats, exemplar texts and spelling rule support.

For students with lower Passage Stanines, comprehension support is included in Reading and English lessons. This focus is on the different types of comprehension questions. Students regularly practice answering these question types.

Students independently use reading strategies to comprehend a range of narrative and expository texts to retrieve key information, derive simple and complex inferences, and comment on/evaluate authorial techniques. Print/digital dictionaries and thesauri are extensively used during independent or group reading sessions.

How we use data from GL PTE, Star and AR

Students take the Progress Test English assessment in June each year. We use the English Skills Stanine and the Reading Comprehension Stanine to create focus groups and differentiation in lessons. The overall stanine is used as an indicator for reading ability levels and guided reading grouping. Book boxes are available in each class with a range of texts to encourage students to read, selected according to student ability.

MyOn has a wide range of books that are chosen to encourage students' regular reading habits. Early morning work focuses on personal reading through MyOn and Bug Club. Weekly data is taken from these apps to track student progress and provide targets for reading.

Based on assessment results, class seating plans are created to group students accordingly. The seating plans identify key data that supports the teacher with meeting the needs of the students and allows for targeted resources to be used.

How we support our lower-ability readers

Lower-ability students are identified through CAT4, PTE and NGRT. Students are referred to the Inclusion or ELL department for support and to further identify their learning need. Students with IEPs are supported with specific learning outcomes and targeted resources, push-in and pull-out lessons, and quality-first intervention by the class teacher. Students are grouped according to needs identified by assessments as well as observations in class. These groupings are flexible and focused on the needs of the students based on prior learning.

Resources to scaffold students' learning are used to provide independence for students. Word mats, electronic and printed materials, and teaching materials are used. Visual aids such as knowledge organisers are used to scaffold learning.

How we challenge our higher-ability readers

These students are identified as having a Stanine of 6 and above or Current Working Level (CWL) of Working Above (WA) for internal data. MyOn and Bug Club offers a range of higher-ability texts that challenge students through extended vocabulary choices and higher-order comprehension questions. Students have the opportunity to participate in competitions such as the Chevron's Reading Cup.

During lessons, more open-ended questions and tasks are given that challenge through critical thinking tasks as well as higher-order comprehension questions, focusing on complex inference for example.

The use of the library

Students in Years 1 to 6 have access to book boxes containing a regularly updated book selection from the library. These include fiction and non-fiction texts related to the learning theme and a wider selection. Students access these in the morning as part of Early Morning Work as well as break times when they can read for pleasure.

Along with the library books, a wide range of guided reading books are available. These are used to support Guided Reading lessons as well as reading for pleasure. MyOn and Bug Club books are available to all students in KS2 through their devices, and these are read as part of Early Morning Work and reading for pleasure at

home. Rewards are in place for students' reading at home and parents are encouraged to engage with their children through the apps.

How we set reading targets for Students

Weekly targets are set for students related to comprehension lessons such as Inference. The students use a wide range of texts to develop these skills through repeated practice. The teachers set data targets based on NGRT, Progress Tests and internal data.

The termly reports feature targets that students can achieve in the following term based on their current working level. Analysis from the formative tracker in Years 1 to 6 provides analysis on areas of strength and areas of development for individuals and groups of students.

The tracking of Reading

Formative trackers are used from Foundation Stage to Year 6 to track reading. On a weekly basis, teachers track individual objectives, leading to their current working level. The Grade Point Average indicates smaller steps of progress to support teacher judgement and support in lessons.

Regular reading quizzes through MyOn and Bug Club are available to students, and these are tracked and rewarded on a weekly basis. Individual rewards, such as Bronze, Silver, Gold and Diamond awards in MyOn are given to individuals. Class reading rewards are based on how many books have been read within a class.

External assessments such as NGRT and Progress Test English track students' performance termly and yearly respectively.

How we report Reading

Termly reports are provided where the internally assessed Current Working Level, Progress Score and Attitude to Learning are indicated. Termly targets are added to the report that support learning for the next term according to the student's level.

External assessments are reported to parents, including NGRT and Progress Test Stanines, CAT4 data for the 4 batteries and progress indicators.

Parents have access to MyOn and Bug Club, which provides continuous updates on students' progress and feedback on any comprehension assessment.

Key Stage 3

Reading is not just a skill; it is a gateway to knowledge, imagination, and personal growth. It is the key that unlocks the door to a world of possibilities. In Secondary school life, the role of reading becomes even more pivotal. It is here that our students transition into young adults, and they need a strong foundation in reading to succeed academically and personally. At WSD, we understand the significance of reading in our students' lives, and we have several initiatives in place to foster a strong reading culture.

Building upon Key Stage 2 higher order reading skills, in Key Stage 3 reading strategies are instrumental in simulating gains in literacy across the curriculum. Applying reading strategies, students derive meaning from conceptually dense texts and can search, select and retrieve information, represent literal information, integrate and generate information, evaluate and reflect upon texts read. Students in Key Stage 3 read, for varying purposes, a range of fiction and non-fiction genres. Teacher's facilitation of reading for meaning using a range of teaching methods and approaches is integral to developing students' wider reading and reading for enjoyment.

To up-level the potential of readers, interactive and innovative sessions of whole class discussions like Socratic seminars and collaborative strategies based on WSD 7Cs are welded into the curriculum of KS3 reading. In their

English lessons, students enjoy the opportunity to study a wide variety of texts and extracts of texts from a variety of genres, including poetry, fiction, non-fiction, drama, media and Shakespeare. In addition to this, each class in Key-stage 3 have a shared 'Reading for Enjoyment' class reader with a dedicated weekly lesson for this text.

How we start the year with assessment – Star reading test, NGRT, AR:

We start our academic year with the administration of the GL assessments such as New Group Reading test or the NGRT (3 times a year) and CAT4 (every 2 years). These assessment tools help educators evaluate students' reading abilities and literacy skills. The data from the NGRT and CAT4 serve as baseline assessments that help teachers understand each student's reading level and set targets at the beginning of the academic year. This information is valuable for tailoring instruction to individual needs. These assessments help to identify students who may be struggling with reading. For instance, students with higher negative verbal deficit at CAT4 are identified and recommended for ELL. Similarly, teachers identify students with higher verbal deficit as one who may struggle to communicate something they actually understand and maybe recommended to take English as an Additional Language. By pinpointing these students early in the academic year, educators provide targeted interventions to help them catch up and make progress. The results of the NGRT and CAT4 can inform how students are grouped in the classroom. For instance, the use of these data helps the teachers to create planned seating arrangement with the use of mega seating plan. These results assist in planning the curriculum. Teachers align reading materials and activities with the assessed reading levels of the students, ensuring that the curriculum is appropriately challenging.

How we support our lower-ability readers:

The NGRT and CAT4 data help us to also identify the lower-ability readers (mean CAT4 or CWL 2-). Supporting lower-ability readers is a crucial responsibility of every educator in our school. First and foremost, collaboration with special education professionals to create IEPs for students with significant reading difficulties is crucial. These plans can outline specific accommodations, modifications, and goals to support individual needs. That apart, we aim to promote inclusive classroom practices that accommodate diverse learning needs. Teachers are encouraged to use flexible grouping, varied instructional strategies, and scaffolded assignments. At WSD, adaptive reading strategies for lower-ability readers are designed to accommodate their specific needs and challenges while fostering reading skills and comprehension. Use of graphic organisers such as story maps or concept maps, to help students visualise and organise information from the text. This can improve comprehension and recall. Chunking and breaking texts into manageable parts can make it less overwhelming and improve focus and retention. Our educators teach students to underline or highlight important information as they read, allowing them to identify and review key points.

How we challenge our high-ability readers:

Challenging our higher-ability readers (mean CAT4 or CWL 7+) at WSD is equally essential to keep them engaged, foster their intellectual growth, and ensure they reach their full potential. In each of our lesson plan, we aim to incorporate a challenge task, complex writing assignments, such as analytical responses or creative writing in various styles, especially catered to those higher ability students. Our educators engage these students in in-depth literary analysis and encourage them to explore themes, character development, symbolism, and other advanced literary concepts. We also foster critical discussions and debates about the text and encourage students to defend their interpretations and analyse various perspectives within the class. In some of our lessons we organise socratic seminars, where students lead discussions about the text, ask open-ended questions, and analyse the deeper meaning of the material.

The use of the library:

Libraries play a crucial role in every school and in WSD, our library is multi-faceted by not only providing students with access to a wide range of resources but also supports our educators with useful teaching resources. Each KS3/4 class has the privilege to access the library once in every alternate week with the liberty to borrow books as well. Our library offers a vast collection of books, magazines, reference materials that support the curriculum and students' learning needs. There is a diverse selection of fiction and non-fiction books, which can help

students develop their reading skills and expand their knowledge. Students are encouraged to continue to update their reading logs in their planners based on the books that they have read. Our librarian often conducts activities such as book reviews to engage students in reading and learning beyond the classroom.

The use of reading for enjoyment texts:

At WSD, MyOn is used as a popular educational platform to support reading in the classroom. Apart from the school's physical library, this provides a vast library of digital books and resources to help students improve their reading skills. Students are encouraged to explore the MyOn library and choose books that interest them. Educators also guide them to select books that align with their reading level and goals. Regular home learning assignments from MyOn are done bearing in mind that students are actively engaged in reading even outside school. After reading, students engage in discussions about the books they've read and are encouraged to reflect on the plot, characters, and themes.

This year at WSD, we have incorporated a variety of short excerpts in the KS3 curriculum, as opposed to relying solely on lengthy novels. Short excerpts allow us to introduce a wide range of literary genres, including poetry, short stories, drama, essays, authors, and styles in a relatively short period. This exposure encourages students to explore different types of literature, expanding their literary horizons. The excerpts are generally more accessible to students of varying reading abilities, including struggling readers, and students with different learning needs. This inclusivity ensures that all students can actively participate in classroom discussions and activities. The excerpts chosen are based on themes and hence we are able to expose our students to a diverse range of voices and cultural perspectives. Short excerpts are ideal for developing critical thinking skills and close reading techniques. Students can dissect and analyse these texts with more precision and attention to detail. The exposure to a variety of short texts fosters a love for reading and encourages students to explore literature beyond the classroom.

How we feedback on individual students' reading:

MyOn offers quizzes and comprehension activities that can be used to assess students' understanding of the books they've read. As educators, we also assign quizzes based on individual reading selections. Utilising MyOn's tracking features to monitor each student's reading progress can help us understand their reading habits and preferences. Additionally, we also recognise and celebrate students' achievements when they reach their reading goals with the Reader of the Month award.

How we set reading targets for sts - How we use data from GL, NGRT, Star and AR:

Setting reading targets for a class is an effective way to motivate students and encourage a culture of reading. At WSD, we begin by understanding the reading levels and interests of your students. This is done by the data obtained from the NGRT and GL. As educators, we recognise that students have varying abilities and reading levels. We encourage them to choose books that align with their passions and curiosities. This year we have established a system for tracking and monitoring progress toward the reading targets. This includes reading logs in-built in the school planner, reading assessments based on the pleasure reading books, as well as various reading assignments such as book reports, story mapping and or digital platforms such as MyOn that tracks reading habits.

The use of reading texts in class:

Incorporating "Reading for Pleasure" lessons into our WSD secondary school curriculum is an excellent way to promote a lifelong love of reading, enhance literacy skills, and encourage critical thinking. Each class has a designated class time and a chosen class-based novel for their "Reading for Pleasure" sessions. During this time, students not only indulge in quiet reading but in various reading response activities, such as creating book trailers, writing book reviews, or designing book covers. These activities add an element of creativity to reading. That apart, students also indulge in peer book talks, where they share their thoughts and recommendations for books they've read. This encourages discussions and recommendations among peers.

In our journey through words, we strive to instill in our students a lifelong love for reading. The benefits are far-reaching, not just academically but also personally and socially. We aim to continue to support and encourage our students in their reading journeys, for in the world of books, they will discover not only their potential but also the limitless possibilities that await them.

Key Stage 4 & 5:

Development in reading literacy is considered of prime importance for students in KS4 as literacy and learning goals are found to have a positive impact on their self-esteem, motivation and attitude towards 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.

Students shall 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 will be done in tandem with selection of information from a wide range of texts and sources including print, media and digital resources.

Planned opportunities provided for students to demonstrate pleasure in reading include DEAR time, Accelerated Reader, shared read aloud sessions especially for Shakespearean plays and works of other dramatists, reading and engaging with narratives of events or activities, writing of blurbs, blogs and book reviews, participating in library activities and poetry elocution, creation of digital poet's corner and involvement in 'reading campaigns and readathons.

Students' skills of analysis, interpretation and literary critique are further developed in Literature lessons where author's choice 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 Key Stage 4, students shall be 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 Post-16.

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5. Reading Environment and Enrichment

In order to provide an appropriate environment for reading, students complete book reviews and competitions based on innovative book projects.

In Foundation Stage, displays reflect phonics learning. Primary corridors reflect a love of reading - many displays will showcase the texts that are currently used within the curriculum.

Secondary classrooms have book reviews presented the Library 'Weebly' website, and on their classroom boards with a range of books and real-life texts. They create digital book reviews too. Students complete innovative book review projects based on their favourite books.

Library/ Digital library

In our school library, books are categorised into sections, which include a non-fiction unit, Pearson publishing and guided reading books including a range of schemes and our ORT books used for early reading and intervention.

The students from senior school access the resource of the library when the library has free slots with prior permission. Moreover, based on reading ability, different genres of books are recommended.

Certificates are awarded to the readers who complete maximum number of books in classes and for MYON (Digital reading platform). This motivates them to read further.

The books in the library are linked to the Accelerated Program and categorised accordingly. This will ensure both offline and online reading options for children.

Digital library access from the online portal MYON and Bug Club has ensured children have access to far greater variety of books as per their level and interest.

Enrichment

- Literacy - rich environment is maintained to immerse all students in highly stimulating activities that foster a reading culture across all phases.
- Rich reading displays across the school and in class will reflect students' reading initiatives and love of reading. Students' written work samples on bulletin boards will reflect the reading – writing connection well embedded.
- Use of drama and role-play, where appropriate, to immerse children in the text.
- ICT in the classroom through iPads and interactive whiteboards to access digitally written materials.
- Socratic Seminar- Student read a text and participate in the Seminar, showcasing the ability to delve deeper into the text, most of the time agreeing to disagree with the content and idea of the text. Teacher facilitates the discussion.
- Readathon.
- Community Engagement through Chevron Readers' Cup hosted by the Emirates Literature Festival.
- Author Visits.
- Spelling BEE.
- Chevron's Reading Cup
- Super Reader's Trophy.
- Poetry Elocution.
- World Book Day activities.

Home-School Reading Programme

Pupils will be given opportunities for independent reading of their reading scheme/library books during the school hours across all phases. Twenty minutes of daily reading is set each night as part of our Home-learning policy. We advise parents/ grandparents/ siblings to read to children and hear them read.

All readings within and beyond school are recorded in the children's reading passport in FS2.

Each week students reflect upon the book read to record reflections in the Reading Journal/ guided reading exercise books for KS3.

Awards and appreciations

To promote reading, different awards and appreciations are utilised. The 'Best reader' award is given to the student who reads the greatest number of books in a class. The students who read the most books in MYON is given a certificate of appreciation. The best book review is rewarded.

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6. Reading Interventions

Children are continually assessed during and at the end of each term in all phases to monitor progress in reading using star reading assessment in KS2 to 4. Intervention activities are in place for those children who are not secure with the phase specific sounds to target any gaps in their phonic knowledge, and reading comprehension; the same is applicable for the Arabic language as well.

Struggling readers in KS2 and the registered EAL students in KS3 and KS4 receive 40-minute reading intervention weekly, led by the reading intervention teacher. Decoding and comprehension skills are the focus of instruction.

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7. Reading Assessments

At WSD, we use the following assessments for reading:

Internal Assessments Formative & Summative	Standardised Assessments
<ul style="list-style-type: none">• Phonics assessment FS2/KS1• Reading assessment after completion of set of sounds/Phonic tracker to check the progress in KS 1.• AR quiz analysis to check for the progress of comprehension• Star reader assessments• Reading Comprehension• Pearson Bug Club assessment for Year 1• Reading Log maintained digitally• Learning ladders are used to track Arabic reading progress	<ul style="list-style-type: none">• Year 1 Phonics Screening test• Baseline Progress for FS2• GL PTE assessment for Year 2 to 10.• NGRT assessment for ages 6 to 16 years.

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8. Responsibilities

A clear leadership structure has been established to ensure smooth execution of the Reading program. The English lead for Reading Primary monitors the execution of the program. Our Advance-skills teacher for English supports the monitoring and evaluation of the plan for the Secondary. The Senior-curriculum Leader for Primary, looks into the curriculum and mapping of the reading progression. They are given clear direction by the Director of English and Respective Assistant Principal and Head of Primary.

In Secondary Literacy Across the curriculum Coordinator is appointed. The Lead shares Video PLDs to raise the standards of Literacy across the secondary. DEAR Programme to improve the students' inclination towards pleasure reading is also a part of secondary.

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Reading strategies across Curriculum

1. Reciprocal Teaching Strategy for Reading

Steps in Teaching Reciprocal Teaching

- a) Ask students to predict what a passage will be about
- b) Brainstorm what students already know about the topic
- c) Clarify words and phrases students do not understand while reading
- d) Have students identify the main idea of the passage
- e) Have students summarize the main ideas and important details
- f) Ask and answer questions about the passage.

2. The Question-Answer Relationship strategy (QAR)

This strategy encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

- Right There

Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.

Example: Who is Frog's friend? Answer: Toad

- Think and Search

Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.

Example: Why was Frog sad? Answer: His friend was leaving.

- Author and You

Questions require students to use what they already know, with what they have learned from reading the text. Students must understand the text and relate it to their prior knowledge before answering the question.

Example: How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

- On Your Own

Questions are answered based on a student's prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

3. Graphic and semantic organisers

Here are some examples of graphic organisers:

- Venn-Diagrams - Used to compare or contrast information from two sources. For example, comparing two Dr. Seuss books.
- Storyboard/Chain of Events -Used to order or sequence events within a text. For example, listing the steps for brushing your teeth.
- Story Map
Used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story; however, in a nonfiction story, main idea and details would be identified.
- Cause/Effect
Used to illustrate the cause and effects told within a text. For example, staying in the sun too long may lead to a painful sunburn.

4. Summarising

Summarising requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarising helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

5. Reading Strategies specifically for English lessons

- Reading Aloud
Here, the teacher or tutor reads a text loud to students. This allows tutors to model reading, engage students in a text that may be too difficult for them to read on their own, and let students sit back and enjoy the story.
- Shared Reading
In Shared Reading, tutors and students read together, thus allowing student to actively participate and support one another in the process. Tutors point to text as they read to build word recognition. And tutors also read slowly to build a sense of story.
- Guided Reading
Guided reading prepares tutees with strategies that allow for more independent reading. In guided reading, tutors create purposeful lessons that extend beyond the story. These lessons challenge tutees in a number of areas: vocabulary building, character comparisons, story structure comparisons, relating text to personal experience, and so on. The goal is to provide tutees with strategies that they can repeat independently.
- Independent reading
Even those who support transactional definitions of literacy typically also engage students in independent reading since successful independent reading strategies will help them succeed in school.

Students read by themselves or with partners, choose their own texts, and employ strategies that they have learned through other reading activities.

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