

## Reading Policy

*Vision: Grow - Flourish - Succeed*

*Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.*

### 1. Introduction

At GEMS Founders School (GFS) it is vital to foster a love of reading along with a love of learning in our students. Therefore, independent reading is at the core of our reading programme. Please refer to the Literacy Policy which reinforces the principle of the importance of reading at GFS.

### 2. Purpose of policy

To promote reading within the classroom, the school environment and encourage students to develop a love of reading that will continue to grow outside of school and on their journey as lifelong learners.

### 3. Aims and objectives

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.

In response to this, this policy supports and provides opportunities for students at GFS to read every day, in English and Arabic lessons and in subjects across the curriculum.

This aspiration is based upon our desire for GFS students to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send primary students to the secondary school having mastered at least the basic elements of reading and with the ability to participate in society. The UAE National Agenda, PISA and TIMSS results highlight the importance of reading literacy on student performance in international assessments, including science and mathematics. GFS therefore provides opportunities to ensure our students have high levels of reading literacy and can successfully read across the curriculum.

To support the UAE National Agenda in its vision to produce a reading generation and establish the UAE as the capital of cultural and knowledge content.

To meet the UAE National Agenda target (and GFS targets) to ensure that the students in the UAE rank among the best in the world in reading (as per PISA and TIMSS results) and ensure our students have strong knowledge of the Arabic language.

GFS will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

To promote high standards of literacy, GFS will aim to ensure that all students:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

#### **4. Learning and teaching**

GFS will use a variety of teaching and learning styles in lessons and reading sessions to develop reading skills. This will be delivered through whole-class teaching, while at other times children will be required to work independently to develop their reading. GFS will provide suitable learning opportunities for children of all abilities, irrespective of their first language.

##### **Foundation Stage**

In the Foundation Stage, reading is an important feature inside and outside the classroom. GFS has a range of ways in which it promotes reading including a dedicated Foundation Stage library, stimulating book corners in classrooms and a variety of other print resources in context.

##### **Key Stage 1**

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently. Children in Year 1 and 2 take part in daily 20-minute Phonics lessons to help improve word reading skills and strategies to engage with texts. We follow the Floppy's Phonics approach and use phonetic reading scheme books so students practice and develop the ability to segment and blend phoneme/grapheme sounds independently. The children in Year 1 and 2 also have regular guided reading (reading to write) sessions. A comprehension strategy is taught by the teacher and/or teaching assistant where the children will be taught new skills in order to progress with their comprehension skills. Teachers continuously assess children's reading and comprehension to ascertain next steps and set aspirational targets.

##### **Key Stage 2**

Children in Years 3 to 6, take part in regular guided reading sessions that last for 20 minutes. A different focus group is taught by the teacher daily, where the children will be taught new skills in order to progress with their reading. These skills are based on teachers' assessment and the children's next steps. Further to the focus group, the other students take on a range of "reading roles" within their group, giving a clear purpose to their reading and discussions and enabling them to work independently. The activities are linked to the texts the children are reading and promote the independent application of skills previously taught.

##### **Key Stage 3**

Children in Years 7 to 9 have dedicated and structured reading opportunities in Form Time (30 minutes). Students have one dedicated library lesson as part of their English programme of study. Opportunities for reading across the curriculum are encouraged and evidenced in lesson and curriculum planning documentation. On screen reading is encouraged to support students with external testing. GFS follow's PISA's definition of reading literacy as "understanding, using, and reflecting on written texts, in order to

achieve one's goals, to develop one's knowledge and potential, and to participate in society". The GFS Language of Learning and Learning Hive promote and develop students' acquisition of higher order reading skills, including inference, interpretation and integration of information.

#### **Key Stage 4**

Opportunities for reading across the curriculum are encouraged and evidenced in lesson and curriculum planning documentation. On screen reading is encouraged to support students with external testing. Oxford 3000 focusses student's vocabulary across the curriculum to support with external examinations. GFS follow's PISA's definition of reading literacy as "understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society". The GFS Language of Learning and Learning Hive promote and develop students' acquisition of higher order reading skills, including inference, interpretation and integration of information.

#### **Key Stage 5**

A Level English Literature is offered to Year 12 students as part of the option choices. The Independent Project Qualification (IPQ) is compulsory for all students in Year 12 to promote and develop academic reading. Opportunities for reading across the curriculum are encouraged and evidenced in lesson and curriculum planning documentation. On screen reading is encouraged to support students with external testing. Oxford 3000 focusses student's vocabulary across the curriculum to support with external examinations. GFS follow's PISA's definition of reading literacy as "understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society". The GFS Language of Learning and Learning Hive promote and develop students' acquisition of higher order reading skills, including inference, interpretation and integration of information.

#### **Home Reading and Parental Engagement**

GFS will work in partnership with parents to develop a love of books and reading in students. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. "Bug Club" is used from FS2 to Year 6, through which children access a range of texts to read at home. Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases students' vocabulary because they encounter words they would rarely hear or use in everyday speech. GFS uses "book bands" to ensure reading is monitored and students are challenged.

#### **5. Equal opportunities**

GFS recognises the value of a diverse school community which includes people from differing backgrounds, with different skills and abilities. GFS will take positive steps, through its governing body, managers and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

#### **6. Assessment and recording**

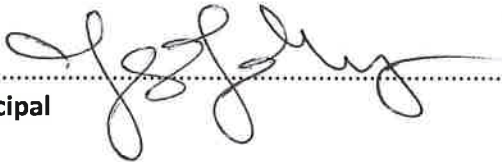
- Primary age students reading age will be established using Cornerstones and or Bug Club standa tests once each term.
- Where appropriate, GL tests will be used to inform reading age assessments.

- From this information, accessible and challenging books will be recommended to each student as well as appropriate support if needed.

## 6. Monitoring and review

This policy has been discussed and agreed by the GFS teaching staff and leadership teams for implementation.

Signed .....  
Vice Principal



Date .....  
5/1/20

Signed .....  
Principal/CEO



Date .....  
5/1/2020

Policy review date: 1<sup>st</sup> January 2021