



Reading Policy

Al Mawakeb School

Reading Policy at Al Mawakeb

1.0 Rationale

At Al Mawakeb, we believe that the ability to read is fundamental to students' development as independent learners during their time at school and beyond. Reading is central to their ability to understand, interpret and communicate with each other and the world around them. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at Al Mawakeb School, enabling the students to become enthusiastic, independent, and reflective readers across a wide range and types of literature, including different text types and genres (e.g., novels, poetry, short stories, plays, posters, magazines, signs, and newspapers) and across the curriculum.

2.0 Aims

Our aims for all students are to:

- Understand and apply knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build a bank of sight words to enable fluent reading
- Build a bank of academic vocabulary words
- Have an interest in words and their meanings; develop a rich and varied vocabulary
- Become fluent, confident, and expressive readers
- Read across a range of genres
- Read for pleasure and for information
- Read independently
- Read critically
- Connect and respond to text
- Examine and respond to literature drawn from a range of cultures and time periods.
- Apply skills learned in reading across the curriculum

3.0 Action and Implementation

- Reading lessons at least 4 times a week
- Language, Listening and Speaking and Writing standards are integrated in reading to allow students to interact with the books and stories being read

- Daily story-time in the beginning of lessons and read-aloud sessions, using a book or text on the interactive whiteboard, with small groups or the whole class
- Guided Reading of the same text in groups, including teaching a range of reading strategies and comprehension
- One-on-one and small group conferencing to assess students' comprehension
- Reading fluency and comprehension tests conducted on digital platforms
- Regular vocabulary and spelling work as a whole class or in small groups
- Weekly phonics lessons, using books, workbooks, and related manipulatives (letter cards, word work cards, and word mats)
- Comprehension activities linked to the skills or the literary theme/topic
- Interventions for students whose reading is below expectation (RAZ reading help labs & literacy packages)
- Reading for pleasure opportunities
- Reading competitions
- Reading activities for young learners by teachers and secondary students
- Supplementary books/novels to allow students to engage in different genres, reading lengths and text complexity
- Connect students' projects to the reading (using RAZ) offer a wide range of cross-curricular project ideas that encourage students to work with the stories and books they read
- Reading campaign and events such as Literacy Day, Roald Dahl Day, and The Chevron Readers' Cup
- Literacy routine in phases 2 (Daily 4)

4.0 Teaching of Reading

The teaching of reading happens at least four times a week. Learning outcomes/objectives and "I can" statement are taken from the Massachusetts Curriculum Framework for English Language Arts and Literacy which are found in the Curriculum Overview and Scope and Sequence, teacher presentations, and text books.

Teachers implement a variety of strategies that facilitate reading and comprehension including recognizing story elements, summarizing, and paraphrasing. Additionally, they implement a variety of activities and routines such as literature circles, mind mapping, using graphic organizers, Socratic seminars, and jigsaw.

5.0 Reading Resources

At Al Mawakeb, we have invested in a range of new reading resources. These include:

- SAVVAS/Pearson Books *myView* and *myPerspectives*
- Class library books from a range of reading schemes and publishers for K-G3 to provide appropriate support and challenge for each child
- School library, which children can access offering a wide range of fiction and non-fiction books
- RAZ-plus to assign students at-level texts and stories
- IXL to sharpen students' reading skills and strategies and provide them with quantifiable targets, differentiated resources and mastery checks

6.0 Role of Parents

We strongly encourage parents to be actively involved in their children's reading in K-G6 by listening to them read, reading to their children, and promoting a home environment in which books are valued. Through various communication channels, forums and assemblies, we shared tips and strategies of how to promote a reading culture at home.

7.0 Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess foundational skills, reading comprehension, fluency and many other reading skills using internal assessments and external benchmark tests (DIBELS, NGRT, MAP, PISA, PIRLS, SAT and PSAT).

Assessment against these domains takes various formats:

- Ongoing daily collection of data and progress monitoring of student's reading skills
- Critical thinking/Constructed Response questions which require students to apply reading skills and strategies, including summarizing, analyzing, evaluating, synthesizing, and citing textual evidence to support opinions and claims about the text
- DIBELS for grades 1-4 twice per year
- MAP assessments in grades 3-9 to track students' reading attainment and progress; this is conducted 3 times a year
- SAT Reading Test in G11-12
- Reading exams (internal and external) to measure students' reading fluency and comprehension
- Formative assessments for learning to inform planning and teaching

- Running Records by teachers and on RAZ to assess students' reading fluency and comprehension

8.0 Catering to All Students' Needs

All children have particular learning needs, including Students of Determination, ESL and Gifted and Talented. Student's progress is continuously monitored by the teacher in small group and one-on-one settings so that remediation and appropriate interventions can take place. Reading materials are carefully chosen to meet the needs of all children (including boys versus girls), particularly those who need extra support or challenge.

Gifted and talented students who are avid readers are given the opportunity to become members in book clubs or reading initiatives and competitions such as the Chevron Reader's Cup hosted by the Emirates Festival of Literature.

To achieve this, we will ensure that all reading materials (including library books, home-school reading books, guided reading books, classroom reading books, magazines, newspapers, and online reading materials) in school:

- Reflect accurately a range of cultures, identities, and lifestyles
- Are not stereotypical in their depiction of diverse cultures, countries, race, gender, age and beliefs

All staff have a responsibility for ensuring that reading materials are checked and monitored before use to ensure they meet these criteria.

Revision History:

Revision	Date	Description of changes	Requested By
0	20/06/2017	Initial Release	CAO
1	25/06/2018	General Review	School Principal
2	26/10/2022	General Review	School Principal