



**Reading Policy**  
**“Excite Empower Explore”**

**Policy Context**

*Vice-President and Prime Minister of the UAE and Ruler of Dubai His Highness Sheikh Mohammed bin Rashid Al Maktoum said that reading, and the spread of knowledge, are key to the development and progress of nations. "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."*

*‘Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Therefore phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.*

*Good comprehension draws from linguistic knowledge (of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens a treasure house of wonder and joy for curious young minds.*

*It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.’*

*National Curriculum 2014*

**Rationale**

At Smart Vision School, we believe that the ability to read is fundamental to pupils’ development as independent learners during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at Smart Vision School. This enables the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, newspapers and online content.

**Aims**

Our aims are for all children at Smart Vision School to:



- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information:
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Reading for Pleasure
- Self-assurance
- Independence;
- Confidence;
- Open-Mindedness
- Perseverance;
- Respect for all cultures;
- Tolerance
- Reflection.

### **Action and Implementation**

Reading at Smart Vision School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages.

### **Foundation and Key Stage 1**

- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Frequently reading on a 1:1 basis, and especially for those children who are working below or towards their age-related outcomes
- Daily phonics lessons, using Letters and Sounds;
- Phonics intervention groups where needed
- Reading of texts linked to Units of Inquiry and embedded at a cross curricular level;
- Story time in which the class teacher reads to the class;
- Library visits;
- Children's Book Week and World Book Day
- Reading Scheme sent home at independent level within the child's current reading level so they can read purely for enjoyment and understanding
- Instructional level texts for Guided Read or in class activities

### **Key Stage 2**

- Shared Reading, including use of digital high quality examples using the interactive whiteboard;
- Guided Reading with the same text at instructional level, in small groups;



- Comprehension activities linked to the Unit of Inquiry Theme and Literacy Genre studied through the National Curriculum and Learning Ladder targets
- Intervention and supported reading sessions on a 1:1 basis, for those children who are working below or working towards attainment aligned with age related outcomes
- Regular word level, spellings for all children progressing through the 100 Magic Words and 200 Magic Words
- Phonics work, as a whole class and in differentiated groups in day to day learning activities
- Reading in small targeted intervention groups for those that require additional support to reach the age related expectations
- Reading of texts linked to topic work;
- Reading for pleasure opportunities in class libraries, the school library and the Pods;
- Story time in which the class teacher reads to the class;
- Children's Book Week and involvement in Emirates Airline Literature Festival involving local authors, booksellers, poets, storytellers and a range of book related activities.

### Resources

At Smart Vision School we have invested financially into a huge range of new reading resources. These include:

- Home/ Guided Reading books from a range of reading schemes and publishers, including Oxford Reading Tree, Project X and 2 full schemes of Arabic Language Readers (Oxford Arabic and Rika series). These are Book-banded to provide appropriate support and challenge for each child, as well as 'free readers' for children to read independently;
- We are growing our Library resources for our school library in which children can access and take out a wide range of fiction and non-fiction books and a librarian is budgeted for.
- A Book Corner or Book Area in every classroom or shared area, with a range of fiction and non-fiction books.

### Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Parent volunteers are trained to take part in the Reading Booster in KS1.

### Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading:

- We assess reading strategies as well as reading comprehension, via PM Benchmarking at the beginning of each academic year. This is repeated at least once termly.
- Home/school reading diaries track progress.
- PTE (annually) years 2-6;
- Teachers observe progress during reading activities within lessons and annotate planning;
- Pupils' phonics progress is tracked;
- The EYFS profile, and National Curriculum 2014 year group expectations are used to assess progress periodically; therefore, teachers record pupils' progress against the National Curriculum objectives using Learning Ladders
- Learning Ladders will then be used for termly summative data collection and analysis;
- Students are given a level for Teacher Assessment of WT (Working Towards), WW (Working Within) or WD (Working in Depth) on their reports derived from PTE and age-related outcomes



- Benchmarking in Years 1-4 using PTE;
- Differentiated comprehension either within class or set in ability groups;

#### **Support for Less Able Readers**

- Planning is adapted by teachers following formative assessment.
- Adaption dependent on specific needs recommended by specialists e.g. dyslexia, enlarged texts, coloured overlays
- Vocabulary reinforcement and phonics intervention
- 100 Magic Words up into KS2
- Dyslexia specific reading books;
- 1:1 Reading Booster sessions with parent support volunteers up to three times a week in KS1.
- Extra reading books sent home to practice fluency.

#### **Support for More Able Readers**

- In both key stages, learners develop higher-order reading skills through reading a range of fiction and non-fiction texts that are written for different purposes and audiences;
- Learners achieve high standards in reading by staff using interesting texts to encourage learners' personal response and to extend their understanding;
- Staff use a range of approaches, including shared, group and guided reading to improve learners' fluency and comprehension skills;
- Learners' reading skills are developed by staff choosing high-quality texts. This is because the quality of learners' own language is directly related to the quality of what they read and hear;
- Texts also include a range of media, such as videos and audio that challenge the assumption that reading is concerned only with books;

#### **Monitoring of the Policy**

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and curriculum requirements. We will therefore review this policy at least once every year