



مدرسة سمارت فيجن
SMART VISION SCHOOL

Reading Policy

2022-2023

This procedure is reviewed annually to ensure compliance with current regulations

Date of Original Policy: 2016

Date of Full Revision: August 2022

Date of Next Review: August 2023

AIM

Our overarching aim for reading at Smart Vision School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

To promote high standards of literacy at Smart Vision School, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- develop their confidence and independence when reading for different purposes
- are able to use a range of reading strategies when exposed to a new text
- 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.

THE TEACHING OF READING

Reading sessions, across the school, focus on developing pupils' competence in both word recognition and comprehension. Skilled word reading involves both the decoding of unfamiliar words and the recognition of familiar words. At Smart Vision School, our understanding that the letters on the page represent the sounds in spoken words begins in EYFS, whereby phonics is emphasised in the early teaching of reading to secure independent decoding. This is achieved by the implementation of a systematic phonics programme. As pupils progress through Primary and in to Year 7, greater emphasis is placed on whole text understanding through skim, scan and reading for meaning skills development and understanding the implications of the social, historical and cultural context of a given text.

Foundation Stage:

In Foundation Stage, reading is promoted across the curriculum. Children are encouraged to read through continuous access and exposure to books in dedicated reading areas, both indoors and outdoors. Furthermore, wherever possible, books are displayed as a stimulus for learning and discovery in continuous provision, for example, in the Sand or Construction Areas. In lesson planning, texts are frequently used as a focus for learning, both fiction and non-fiction.

Phonics

Phonics is introduced in FS1 using the Twinkl Letters & Sounds approach enhanced by resources from Jolly Phonics. In FS2 children are grouped by ability and continue to be taught through the same approach; this happens for 20 minutes per day and in Term 2 we stream phonics.

The children's progress is monitored carefully as they move through the approach through termly phonics assessments and tracker of each child, and additional support is put in place, if required. All FS classes go to the Library each week and have daily story time in class. Reading fluency and comprehension is supported through group and where possible weekly individual reading with the teacher and Learning Assistant and questioning is used during this time to consolidate and extend children's comprehension. Phase-specific word lists of decodable and high frequency words to practice are also sent home (Jamal words). Throughout the year, online activities and apps e.g. Teach your Monster to Read, are shared with parents to support and encourage reading and literacy skills.

Children also have access to in class QR digital libraries which allow them to scan QR codes to access audio stories many linked to current class topic or theme.

Guided Reading

In SVS Starters & FS1 children are engaged in story time daily.

They are not usually ready to engage in formal guided reading sessions at this stage, although this is flexible and children should be challenged and supported in every area no matter what year group they are in.

There are also opportunities to use the Reading Scheme books, library books and other reading material when teaching reading skills throughout the year with this formally encouraged from Term 2.

In FS2 the children are usually ready to be engaged in weekly guided reading sessions. Every class has a guided reading file to be used to track which books children have read, groups, assessments and next steps. The Guided Reading books are located both in the Head of FS office and are organised in such a way that allows teachers to easily build upon and practice skills each week. FS2 students take part in two guided reading sessions and one shared reading session per week.

Children where possible are also given the opportunity to read independently during the week when ready.

Reading at home

FS2 Children are set out tasks to complete over the weekend/week through the weekly Newsletters sent out on a Friday afternoon. Home learning may consist of: Phonics and Reading work that although is not mandatory is strongly encouraged.

Children are sent home one to two levelled reading books each week and a reading for pleasure book. These are only changed once the parents have acknowledged the books have been read on the reading log, this allows us to ensure support in reading is happening at home.

Each child will be given a reading folder which will contain their phase sound lists, HFW & Tricky words, letter and number formation sheets along with their reading book and Jamal word lists. Parents must be encouraged to work with children each week.

FS1 Children will be set out tasks to complete over the weekend/week through the weekly Newsletters sent out on a Friday afternoon. Home learning may consist of Phonics work that although is not mandatory is strongly encouraged. Children also begin to take home reading books once a week in Term 2. It is important parents spend time reading with their child and asking questions about the stories. A reading book mark is provided in the children's book folder to support parents in asking questions during story time.

Key Stage 1:

In Year 1, children are taught phonics and reading through the Twinkl Phonics programme for 20 minutes a day. They are streamed based on their phonetic knowledge and read books selected to match their reading ability. The

children are taught to read and spell words, through blending and segmenting phonemes. They are also taught to read and spell high frequency words and tricky words, which cannot be segmented phonetically. In Year 1, planning of phonics allows children to use and apply new learning through a range of carousel activities. Whereas in Year 2, planning is based on a baseline assessments and lessons are used to close gaps and allow children to practice and apply the phonemes within a context. Reading interventions take place in both year groups to develop fluency as well as consolidate understanding and application of phonemes.

In Year 1, teachers frequently use assessment for learning in relation to the reading skills by focusing on a different reading skill each week, for example inference. Further opportunities are available to Year 2 pupils to develop their love of reading and develop their reading skills by evaluating book covers and making predictions and inferences on the plot and characters. This also exposes children to a range of new fiction texts. Across Key Stage 1, we encourage the use of parent volunteers to enable children to read to additional adults on a regular basis.

School library visits are scheduled each week to support and develop the habit of reading for pleasure. During this time children are having a 'story time' whereby they are able to discuss themes and key features of the story, as well as develop their own opinions of the text.

Key Stage 2:

Years 3 to 6 have weekly lessons allocated to teach Reading. These are skills-based sessions focusing on reading objectives in line with curriculum expectations and ensuring acquisition and application of higher order reading skills. Guided Reading sessions are purposeful and allow children to work independently as well as with an adult. A different focus group is taught by the teacher during each session, whereby the children will be taught new skills in order to progress with their Reading. Activities are then carried out to follow up with the text focus and promote the application of skills previously taught. Teachers carry out regular formal and informal assessment of students' reading abilities during this lesson.

Children also visit the library once a week where there is a collection of books of various genres in both English and Arabic languages. There are increased opportunities to use the school library to promote reading for pleasure and develop research skills.

In Key Stage 2 all students choose books from the 'Accelerated Reader' library as and when they complete their current book. The 'Accelerated Reader' scheme allows pupils to read books within a Zone of Proximal Development (ZPD) range that is appropriate and accessible for the child as well as providing a level of challenge. It gives them ownership over their reading and through their choice of genre and author children become more adept at choosing books. Once children have read their chosen book, they are given an opportunity to demonstrate their comprehension by completing an online quiz linked to their book (fiction or non-fiction). They are also able to widen their range of higher-level vocabulary by completing a vocabulary quiz linked to their book. Children are motivated by Accelerated Reader as the points each child accumulates from the quizzes is display on the Accelerated Reader display board.

Within English lessons, class teachers use a range of strategies to teach reading skills and develop children's enthusiasm for reading across a variety of genres. These include:

- Whole Class Guided Reading of the same text;
- Focused Reading sessions in smaller groups where high-quality discussion is facilitated by a teacher or Learning Assistant;

- Reading of texts and comprehension activities linked to the English genre;
- Reading for pleasure opportunities in inspiring environments (corridors and classrooms). In FS there are themed reading areas linked to topics, whereas in Key Stage 1 and 2 these areas are linked to a chosen author. The author focused reading area provides further exposure to a range of new texts from various cultures and disciplines. It also allows children to leave their responses about books they have read and make recommendations.

Other strategies

- Competitions are frequently devised to encourage and raise the profile of reading. These include challenges set by the English Subject Leader, as well as amongst specific Year groups.
- Reading book partnership between Year 1 and Year 6 where books were written together in their home country's language and translated into English. These books are available to read in the school library.
- World Book Week is celebrated annually across the school. The celebrations include local and international author visits, booksellers, poets, storytellers and a range of carefully considered book-related activities.
- Emirates Literature Festival is an annual focus; children enjoy visits from authors as well as participating in competitions such as the Chevron Readers' Cup and Poetry competition.

Home Reading

Reading at home is an expectation for all children each evening to support the children's progress and increase fluency and understanding. In Foundation stage and Key Stage One, there is an expectation that Reading Logs are signed on a weekly basis to evidence reading done at home, with an adult. In Key Stage Two, children are encouraged to record their Accelerated Reader quiz scores and log new books taken out from the library. Parents are well informed of their child's progress on the Accelerated Reader scheme through regularly updated quiz scores and changes to any ZPDs. Children are expected to read at home alone, with an adult or be read to each evening for 20 minutes. Parents are encouraged to visit the Accelerated Reader library with their child and engage in discussions about the text, in order to form connections to the book as well as promote the enthusiasm to read.

Home Reading is purposeful as children's reading targets are shared six times a year with parents through school reports. These reading targets are shared with children as part of their personalised learning so that they are aware of their current achievements and also their next steps in learning.

Reading in Arabic

"Help youngsters to read as it is 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."

(H.H. Sheikh Mohammed bin Rashid)

Students start learning the Arabic alphabet in FS1 through songs, games and play. This continues through FS2 and into Yr 1 ... for both Arabs and Non-Arabs. This sets the foundation for decoding. Students also listen to short stories in Arabic in these early years.

From Yr 2 - Yr 7 students follow different curricula for reading in Arabic depending on whether they are Arabs or Non-Arabs, all in-line with MOE guidelines. Reading is integrated into lessons weekly and shared as homework as part of the HW routines.

Levelled Reading in Arabic:

Arabic A students (Yr 2 - Yr 7) take home levelled readers on a two week rotation as well as being assigned reading materials online through I READ ARABIC. Levels are set in line with student needs.

Arabic B students (Yr 2 - Yr 7) will have shorter paragraphs to read, directly related to the units of work / vocabulary being taught. Additionally, they are directed to read online from I START ARABIC as part of their homework routine.

- Students have access to both fiction and non-fiction.
- Additional reading support is offered to all our KS2 & 3 Emirati students on a weekly rotation.
- There is a dedicated Arabic Library in the KS2 block which is added to annually.

القراءة باللغة العربية

"ساعد الشباب على القراءة لأنها أساسية لتعزيز تنمية الدول. يتم تعليم حب القراءة منذ الصغر ، ويصبح عادة وثقافة لا يمكنك العيش بدونهما ".
(صاحب السمو الشيخ محمد بن راشد)

يبدأ الطلاب في تعلم الأبجدية العربية في الروضة الأولى من خلال الأغاني والألعاب واللعب. يستمر هذا خلال الروضة الثانية وحتى الصف الأول... لكل من العرب وغير العرب. هذا يضع الأساس لفك التشفير. يستمع الطلاب أيضًا إلى القصص القصيرة باللغة العربية في هذه السنوات الأولى.

من عمر 2 إلى 7 سنوات يتبع الطلاب مناهج مختلفة للقراءة باللغة العربية اعتمادًا على ما إذا كانوا عربًا أو غير عرب ، وكل ذلك يتماشى مع إرشادات وزارة التربية والتعليم. يتم دمج القراءة في الدروس أسبوعيًا ويتم مشاركتها كواجب منزلي .

قراءة مستوية في اللغة العربية:

يأخذ طلاب اللغة العربية "أ" (من الصف 2 إلى الصف 7) أجهزة قراءة مستوية في المنزل لمدة أسبوعين بالإضافة إلى تخصيص مواد للقراءة عبر الإنترنت من خلال برنامج "اقرأ بالعربية". يتم تحديد المستويات بما يتماشى مع احتياجات الطلاب.

طلاب اللغة العربية "ب" (الصفوف من 2) سيكون لديهم فقرات أقصر للقراءة ، تتعلق مباشرة بوحدات العمل / المفردات التي يتم تدريسها. بالإضافة إلى ذلك ، يتم توجيههم للقراءة عبر الإنترنت من " أنا أبدأ العربية " كجزء من روتين واجباتهم المدرسية.

يمكن للطلاب الوصول إلى كل من القصص الخيالية وغير الخيالية.

يتم تقديم دعم إضافي للقراءة لجميع طلابنا الإماراتيين في المرحلة الأساسية الثانية والثالثة على أساس تناوب أسبوعي.

توجد مكتبة عربية مخصصة في المرحلة الأساسية تتم إضافتها سنويًا.