



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Reading



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Statement of Intent

Discover curiosity. Discover change. Discover confidence.
#discoverleadership

At Metropole, we provide a purposeful curriculum which ignites curiosity and a passion for learning. Students develop their social conscience through gaining a greater understanding of how they can impact change in the wider world. Through this we develop world class learners and leaders to prepare them for opportunities beyond GEMS Metropole.

Aims:

Our curriculum aims to create confident, competent readers who are able to use their decoding skills to read fluently with intonation and volume. We want our students to be able to read with accuracy and understanding through the reading lessons taught weekly and discreet teaching in cross curricular learning opportunities. Most importantly in line with the UAE's vision for Dubai set out by H.E. Sheikh Mohammed bin Rashid al-Maktoum to cultivate reading and create a culture where the love of reading is embedded amongst all citizens, the aim of our English curriculum is to instil a love of reading amongst all the students in our school and help the students to understand the power of the written word.

The intention of our English Reading curriculum is to:

- Provide a broad and balanced education for all pupils that's covers a wide range of texts for educational purposes as well as encouraging reading for pleasure.
- Create innovative and creative readers.
- Enable pupils to understand the key strategies used to decipher and understand a text at a deeper level.
- Focus on developing pupils' competence in both word recognition and comprehension.
- Promote positive attitudes and a love for reading.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support to ensure all students can reach their goals.
- Develop students' ability to speak aloud through public speaking opportunities.
- Promote external and internal gifted and talented opportunities for students.
- Incorporate Read Like a Gem across the whole school

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#)

Teaching and Learning

Reading lessons in Primary are predominantly skills-based lessons focusing on reading objectives in line with curriculum expectations and ensuring acquisition and application of higher order reading skills. In reading lessons children explore new authors and texts, are taught key vocabulary, and are exposed to high quality modelling of reading using the stems to demonstrate the reading strategies. Reading lessons

are purposeful and allow children to work independently as well as with an adult, paired partner, or group. Activities are then carried out to follow up with the text focus and promote the application of skills previously taught through comprehension. Teachers carry out regular formal and informal assessment of students' reading abilities during this lesson. ReadingWise platform is used to support interventions in phonics, decoding and comprehension.

Effective reading lessons at MTS use the reading Mega Skills to explore and deepen students' comprehension of a text.

- Texts used in Reading lessons reflect cross-curriculum links and where possible links to and within the UAE.
- Reading lessons are planned and delivered twice weekly.
- Short term plans are completed on a weekly basis in line with the objectives set out on the medium-term plan. The medium-term plan ensures that all objectives in the curriculum are covered throughout the year.
- Class novels, reading stems, reading bookmarks, PowerPoint templates, question banks and templates are all available to support planning and the delivery of reading lessons.

Book Banding System

At Gems Metropole, we believe that reading is a fundamental skill that is essential for academic success and personal growth. We strive to develop a love for reading in all our students and aim to foster a culture of reading throughout the school community. We use a colour-coded book banding system to ensure that each student is reading books that are appropriate for their level, and we regularly assess their progress to track their development.

Students choose books based on the Oxford Reading scheme. This follows the coloured banding and students are placed on a reading level based on their reading age and teacher judgement after the NGRT assessments. The use of the assessment data allows teachers to make informed decisions to support their judgements.

The book banding system is based on the national curriculum for England and is broken down into the following levels:

MTS Primary School Reading scheme

Infant school

R.W. Inc Level		Colour	Book Band
	Ditties 1		Pink
	Ditties 2 Ditties 3		Red
Green	Story Set 1		Yellow
Purple	Story Set 2		Blue
Pink	Story Set 3		Green
Orange	Story Set 4		Orange
Yellow	Story Set 5		Turquoise
Blue	Story Set 6		Purple
Grey	Story Set 7		Gold

Junior School

Reading age	Colour	Book band
6:00 - 6:02	Purple	Purple
6:03 - 6:05	Gold	Gold
6:06 - 6:08	White	White
6:09 - 6:11	Lime	Lime
7:00 - 7:05	Brown	Brown
7:06 - 8:05	Grey	Grey
8:06 - 9:05	Dark Blue	Dark Blue
9:06 - 10:03	Dark Red	Dark Red
10:03 - 11:00	Black	Black
11+	Free Reader	Free Reader

Once a student has successfully passed the Black level, they are considered a free reader and can choose their reading material freely.

Reading levels explained

White

Students at this level are just beginning to read independently. They should be able to recognize and read some high-frequency words, use picture clues to help them understand the story, and follow simple sentences and storylines. Students at this level are expected to read short books with lots of pictures and simple vocabulary.

Lime

At this level, students are becoming more confident and fluent readers. They should be able to read longer sentences and more complex words, and they should be able to use context clues to figure out the meaning of unfamiliar words. Students at this level should be able to read independently for longer periods of time, and they should be able to understand more complex storylines.

Brown

Students at this level are expected to be confident and skilled readers. They should be able to read a variety of texts with longer sentences and more complex vocabulary, and they should be able to use a range of reading strategies to understand what they are reading. Students at this level should be able to read fluently and with expression, and they should be able to retell a story and make predictions about what will happen next.

Grey

At this level, students are expected to be able to read longer, more complex texts with a wider range of vocabulary. They should be able to understand and analyse the plot, characters, and themes of a story, and they should be able to make connections between the text and their own experiences. Students at

this level are also expected to be able to summarize what they have read and to ask and answer questions about the text.

Dark Blue

Students at this level are expected to be able to read and understand a range of texts, including nonfiction and more complex fiction. They should be able to analyse and evaluate what they are reading, and they should be able to make inferences and draw conclusions from the text. Students at this level are also expected to be able to use evidence from the text to support their opinions and to be able to identify and analyse literary devices.

Dark Red

Students at this level are expected to be advanced and independent readers who can read and analyse a wide range of texts with sophisticated vocabulary and complex sentence structures. They should be able to analyse and evaluate what they are reading on a deeper level, including themes, symbolism, and the author's intention. Students at this level should also be able to articulate their own opinions and interpretations of the text in a clear and convincing way.

Black

At this level, students should be able to read with excellent fluency, accuracy, and expression, adjusting their reading pace and tone to match the content and style of the text. Students should demonstrate a deep understanding of the text they are reading, including identifying and analysing key ideas, themes, and literary devices. Use a wide range of reading strategies to work out unfamiliar words, including using context clues, decoding word parts, and using their knowledge of spelling patterns and rules. They should read independently and with confidence, choosing books that interest them and that challenge their reading abilities. Students should be able to confidently engage in discussions and written responses that demonstrate their understanding of the text, including making inferences, summarising, and analysing the author's purpose and perspective.

Overall, students reading at the Black level should be able to read and understand a wide range of texts, and should be confident, independent readers who can use their skills to access and enjoy reading throughout their lives.

Free readers

Once students have successfully passed the Black level in the reading scheme, they are considered free readers. This means that they should be able to read fluently and with good comprehension across a wide range of texts, both fiction and non-fiction, and at varying levels of complexity. These students should be able to use their reading skills to explore their own interests and curiosities.

Home Reading

We encourage all our students to read at home with their families. Parents and carers are encouraged to listen to their child read regularly and record their daily progress in a reading diary. Students are expected to bring their reading diary to school every day and to read for at least 15 minutes each evening.

Parents are encouraged to read their child's daily written comment to build an understanding of what their child can comprehend.

Home Reading is purposeful as children's reading targets are shared three 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.

See our EYFS policy for information on how our early years curriculum is delivered.

Classroom Reading

Reading is an integral part of the school day, and students are encouraged to read independently, with partners, and in small groups throughout the day. Teachers will provide a variety of rich reading materials, including books, magazines, and online resources, to engage students in reading and to promote a love for learning – these can be found in the reading corners in every classroom.

Library

Our school library is an integral part of our reading culture at Metropole. We wholeheartedly encourage all our students to make regular use of this resource. Within the library, students have access to a vast and diverse collection of books, encompassing fiction, non-fiction, and poetry, thoughtfully curated to cater to a wide spectrum of reading levels and interests.

Our librarian offers personalised advice and support to assist students in selecting reading materials that align with their interests and reading levels. Whether it's recommending a thrilling adventure, a thought-provoking non-fiction work, or a collection of captivating poems, our librarian plays an instrumental role in guiding students towards books that resonate with them and foster a love for reading.

We take immense pride in our school library and the exceptional librarian who leads it. It is a space where students not only discover the joy of reading but also develop essential literacy skills that will serve them throughout their lives. We encourage every student to explore the world of books within the library's walls and embark on literary journeys that will enrich their lives.

Assessment

We use a range of assessment strategies to monitor students' reading progress, including running records, comprehension checks, and book reviews. Teachers will assess students regularly to ensure that they are reading books at an appropriate level and making progress.

Assessment for Reading is both formative and summative. Class teachers will use Go for schools to report and track students' attainment and progress against the curriculum standards throughout the year as well as identifying areas for development. This demonstrates the curriculum coverage throughout the year.

Teachers use this data as well as the CAT4, NGRT and GL Progress test data to identify year groups and keystudents who need further support with reading.

Staff use reading age data for diagnostic purposes to help identify strengths and weaknesses of individual students. Where necessary, teachers adapt their planning across the curriculum to meet the needs of individual students. Teachers are provided with CPD throughout the year with strategies they can use to support the needs of the students.

All teachers use formative assessment in guided reading.

Also, communication diary entries by students in Year 3-6, are an on-going means of evaluating progress in reading. Formative assessment allows progress to be monitored, provides motivation for the students, and helps inform planning.

Summative assessment will involve:

In English and Arabic lessons, reading skills are assessed in line with the timed test and exam format. Staff will undertake moderation procedures to confirm the validity of results – moderation takes place across year group/subject/ phase /Cluster Network and against national and international benchmarks.

PM Benchmarking assessments are used for individual students in the Primary school who require additional support to meet the curriculum standards. The PM Benchmark Reading Assessment Resources assist teachers to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. The emphasis of the PM Benchmark assessment procedures is to ensure that students are comprehending the texts that they read. The information gathered is used to create individualised learning targets and form guided reading groups. Reading interventions will be given to support students

who are not meeting the attainment standards for the curriculum for their year group.

Phonics assessments are also completed in English to coincide with instructional reading level.

How we support students

Word List

Teachers can use word lists to assess students' ability to read and decode words at different levels. The teacher presents the student with a list of words and asks them to read each word aloud. The words on the list should be appropriate for the reading level being assessed, and the teacher can determine the student's reading level based on their ability to read and decode the words at age related expectations.

Running record

Running records are a way to assess a student's reading level by recording their oral reading and analysing their mistakes and self-corrections. The teacher listens to the student read a selected text and records what the student says, marking errors and noting self-corrections. Based on the student's errors and self-corrections, the teacher can determine the student's reading level.

It's important to note that assessing students' reading level should be an ongoing process and not a one-time event. Teachers should use a variety of assessment methods to get a complete picture of each student's reading level, and they should regularly reassess students to monitor their progress and adjust instruction as needed.

To calculate accuracy in a running record, you first need to count the total number of words in the passage or book being read. Then, as the student reads, mark each word as correct (C), incorrect (I), or self-corrected (SC). A self-correction occurs when the student corrects an error on their own after making a mistake. You should only mark an error if the student does not correct it on their own.

To calculate the student's accuracy rate, subtract the total number of errors (I) and self- corrections (SC) from the total number of words in the passage and then divide by the total number of words. Finally, multiply by 100 to get the percentage. Here's the formula: $(\text{Total Words} - \text{Errors} - \text{Self-Corrections}) / \text{Total Words} \times 100 = \text{Accuracy Rate (\%)}$

For example, if the passage has 100 words and the student made 5 errors and 2 self- corrections, the calculation would be:

$$(100 - 5 - 2) / 100 \times 100 = 93\% \text{ accuracy}$$

To record the errors, you can mark each incorrect word with a slash and write the correct word above it. For example:

C I C I / dog

This indicates that the first two words were correct, the third and fourth words were incorrect, and the correct word is "dog."

For the grading of expression, it's typically broken down into the following scales:

1. Monotone: No change in pitch or tone.
2. Choppy: Irregular or halting rhythm; lack of phrasing.
3. Uneven: Inconsistent pacing or phrasing; some expression.
4. Smooth: Consistent phrasing and pacing; some expression.
5. Fluent: Smooth and expressive reading with natural phrasing and pacing.

Interventions

At Metropole, we are committed to providing tailored support to every student on their reading journey. We employ a multifaceted approach to interventions, including 1:1 reading sessions aimed at enhancing both fluency and comprehension skills. Additionally, we harness the power of targeted interventions through our comprehensive comprehension kits. These interventions are thoughtfully designed to meet each student's unique needs, ensuring that they receive the focused attention and resources necessary to thrive in their reading development.

Classwork

Teachers can also assess students' reading level by asking comprehension questions about a selected text. The questions should be appropriate for the reading level being assessed and should cover key elements of the text, such as characters, plot, and setting. Based on the student's ability to answer the questions, the teacher can determine the student's reading level.

Observations

Teachers can also use observations to assess students' reading level by observing their reading behaviour during independent reading or guided reading sessions. The teacher can take note of the student's fluency, accuracy, and comprehension as they read, and use this information to determine the student's reading level.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Roles and Responsibilities Role of the English leads:

- The English Department tracks groups of students progress through NGRT tests
- Have overall responsibility for Reading across the Primary school
- Monitor and evaluate the impact of Reading through data, monitoring, observations, moderation and pupil voice
- Ensure that all the objectives in the curriculum are covered throughout the year
- Provide resources for the teaching of Reading
- To ensure reading target displays are of a high standard and motivate students to achieve well in their reading
- Promote the successes of Gifted and Talented students through internal and external activities and competitions
- Deliver PD sessions to staff to ensure the developments of Reading in the curriculum are being adhered to
- Provide workshops to parents to ensure expectations of home reading are adhered to
- Organise a range of events to promote a love for reading and speaking out loud
- Support and coach teachers to understand and share best practice

Role of Class Teachers:

- Ultimate responsibility for the reading of students' work lies here within Primary curriculum
- To plan and deliver high quality Reading lessons to engage all students to achieve curriculum outcomes
- Teachers must model high quality reading aloud with fluency and intonation to demonstrate understanding
- Share termly star reader reports with parents to keep them up to date with the progress of their child's reading

- To monitor and track home reading to ensure that high expectations are met by every child – this will be in the form of acknowledgement in each student’s communication diary
- To ensure all students are reading at home and writing comments every evening. Teachers should ensure this is being adhered to. Action should be taken when this is not complete to ensure students understand the importance of home reading
- Teachers’ trackers will be updated with relevant reading ages and the teacher needs to implement strategies based on the data.
- Provide interventions for students who are not meeting curriculum expectations
- Referrals to be made to the inclusion team if reading levels are not progressing.
- Measure the impact of Reading lessons through observations and questioning of pupils in lessons
- Report outcome to parents in the end of year report
- Use of Go for schools to assess the progress of students and track students’ progress and attainment against the curriculum objectives
- To regularly track students reading through reading target displays in the classroom

Role of Children:

The purpose of Reading is to develop a nation of responsible global citizens who:

- Develop a love and enthusiasm for reading which grows further than then classroom/ book to ensure that they become life-long learners.
- Know, understand and use the reading strategy stems in reading lessons and across the curriculum where appropriate
- Read daily at home using the reading stems to write comments that are reflective of their comprehension of the text
- 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
- 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.
- are proficient and reflective by being exposed to a range of books (fiction and non-fiction), from a variety of cultures and genres

Monitoring arrangements

Senior Leaders and the Local Authority Board monitor coverage of National Curriculum subjects through:

- Termly meetings
- A planned two-year review cycle
- Planning scrutiny

English leaders monitor the way their subject is taught throughout the school by:

- Planning scrutiny
- Book and communication diary scrutiny
- Accelerated Reader Reports
- Progress Test Reports
- Comparison of reading scores for students
- Pupil Voice
- Learning Walks
- Formal lesson observations
- Library sessions to promote a love of reading

English leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the deputy head of primary and the heads of primary science. At every review, the policy will be shared with the full governing board.