

Reading Policy



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Approved by:	Mr. Naveed Iqbal
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Next review date:	October 2023

GEMS Metropole Reading Policy

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 writers
- 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 towards 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

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 sessions 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.

- Effective reading lessons at MTS use the reading stems 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

We see **genius** in every child

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- Short term plans are completed on 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

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 displayed on the classroom Accelerated Reader targets display on the classroom doors. This scheme is also incentivised by obtaining prizes and celebrations at key milestones to further develop the motivation and love of reading.

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 Student Diaries are signed on a daily basis by parents to evidence reading done at home, with an adult. When children have been moved up a 'Book Level' this is recorded into the diary to keep parents informed.

In Key Stage Two, children are encouraged to record their Accelerated Reader quiz scores at the back of their Communication Diaries. 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 read their child 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.

Assessment

Assessment for Reading is both formative and summative. Class teachers will use Phoenix Progress Tracker 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.

Star Reader Tests

Starting Assessment: students in Years 2-6 undertake a STAR reading test through Accelerated Reader at the beginning of the year and each new term. Students are tested on their ability to read, decode passages and vocabulary and analyse texts. At the end of each test, students are provided with a reading age that should be in line or above their birth age and a ZPD level. This information is shared with teachers and added to the teacher trackers. The ZPD levels are used to allocate books at a reading level which still provides challenge for the student.



Teachers use this data as well as the CAT and GL Progress test data to identify year groups and key students who need further support with reading.

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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 a CPD with strategies that teachers can use to support the needs of the students.

All teachers use formative assessment in guided reading

Also in the form of a communication diary entries by students in Year 3-6, as 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:

STAR reading tests that are conducted three times a year. Students will take a reading test and progress can be monitored term on term by teachers and students. 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/Academy/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.

GL Progress Tests

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 Reading Lead:

- The English Department tracks groups of students progress through Star Reader Assessments

- 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 quizzes
- 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
- Provide access to Renaissance Place – Home Connect to allow parents access to their child's reading quiz information
- 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 Phoenix Tracker to assess the progress of students and track students' progress and attainment against the curriculum. Objectives
- To regularly track students quiz usage and accuracy 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 Curriculum Leader and Reading lead. At every review, the policy will be shared with the full governing board.