

Reading Policy

1. Introduction

At GEMS Founders School - Dubai South (GFD) we believe that it is vital to foster a love of reading and to explicitly develop students' reading skills. Extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement. Therefore, a combination of sharing books and stories, independent reading and taught reading are at the core of our reading programme.

Purpose of policy

To promote reading within the classroom, the school environment and encourage students to develop a love of reading that will continue to grow outside of school and on their journey as lifelong learners.

Aims and objectives

- To provide opportunities for students at GFD to read every day in all subjects across the curriculum.
- To ensure GFD students enter the world of work as articulate and literate individuals with a strong love of reading.
- To provide opportunities to ensure our students have high levels of reading literacy and can successfully read across the curriculum.
- To exceed UAE National Agenda reading targets
- To ensure our students have strong knowledge of the Arabic language
- To have equal access to the curriculum, regardless of gender, race, religion or ability.
- Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

To promote high standards of literacy, GFD will aim to ensure that all students:

- read fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- 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.
- use texts independently for research to support their learning in a range of subjects.



2. Learning and teaching

GFD will use a variety of teaching and learning styles in lessons and reading sessions to develop reading skills. This will be delivered through whole-class teaching, while at other times children will be required to work independently to develop their reading. GFD will provide suitable learning opportunities for children of all abilities, irrespective of their first language.

Primary School

There is dedicated time for all children to read independently, read aloud and be read to during the school day. Children from FS to Year 2 take part in daily Phonics lessons to further develop word reading skills and strategies to engage with texts. To foster a productive reading culture at GFD, we use an approach that incorporates whole class comprehension, the explicit teaching of reading comprehension strategies and modelled reading. Every child has multiple opportunities to visit the library where they can borrow books to read at home and in school. Children have continuous access to book corners in their classrooms where they have access to a wide variety of high-quality texts to read in their classrooms. In reading lessons teachers also read aloud, modelling fluent reading. Children have a wide exposure to a variety of high-quality texts throughout the curriculum. Students in Year 5 may be selected to participate in The Progress in Reading Literacy Study (PIRLS), a requirement of the UAE National Agenda.

Secondary School

Children in Years 7 and 8 have dedicated reading opportunities in Form Time. Opportunities for reading across the curriculum are encouraged and evidenced in lesson and curriculum planning documentation. On screen reading is encouraged to support students with external testing. KS3 students analyse and evaluate an array of different texts, both fiction and non-fiction, focusing on a range of themes. Reading comprehension is embedded in the curriculum through regular retrieval practice opportunities. High quality teaching promotes and develops students' acquisition of higher order reading skills, including **analysing** the texts critically to develop relevant hypothesis and **linking** ideas to make connections to the bigger picture by considering alternative interpretations.

Home Reading and Parental Engagement

GFD work in partnership with parents to develop a love of books and reading. Daily reading at home ensures children make good progress in developing reading skills, whatever their age. Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. The school has a well-resourced library, and all students have access to borrow books for reading for pleasure. Parents have opportunities to attend parent workshops where teachers share information about the importance of reading with children at home. At GFD, we celebrate children's reading successes in school.

3. Special Events

Throughout the academic year there are special events which further promote a love of reading at GFD. Assemblies and special events, such as the celebration of World Book Day, National Poetry Day and key writers' birthdays, provide opportunities for students to engage in books. Where possible, visits from authors are arranged and each year the school participates in The Emirates Literature Festival and invites students to participate in reading and poetry competitions.



4. Assessment and recording

- Students' reading ability is assessed using a variety of available tools appropriate to the age and ability of the student.
- From this information, accessible and challenging books are provided/recommended to each student as well as appropriate support, if needed.
- For students aged 6-15, the GL New Group Reading Test (NGRT) will be taken three times during an academic year to measure reading attainment and progress. It will provide a reading age and standard age score (SAS).
- Assessment information is used by teachers to personalise learning and optimise student performance.

Monitoring and review

Signed *[Signature]* Date 17/07/2024
Head of Primary

Signed *[Signature]* Date: 17/07/2024
Teaching and Learning Coach

Signed *[Signature]* Date: 17/07/2024
Principal/CEO

Next policy review dates:

February 2025
June 2025