



THE APPLE

INTERNATIONAL SCHOOL

READING POLICY



The Apple International School, Dubai

ةيملا علا ةحافتلا ةسردم - يبد

Reading Policy

“A child who reads will be an adult who will think.”

At Apple International we understand that reading is not only an enjoyable activity but also an essential skill for life. We aim to ensure that all our children not only could learn to read, but that they also become lifelong readers for purpose and pleasure.

They become people who not only can read, but do read from choice, a wide variety of texts on paper and on screen.

Aims: The aims of this policy and the school’s commitment to reading are:

- To develop a love of reading
- To provide daily opportunities for reading
- To develop reading strategies and skills to ensure fluency, accuracy, understanding and response to different texts.
- To develop higher order reading skills including inference, interpretation, and integration of information
- To provide pupils with the opportunity to understand, use and reflect on written texts.
- To read and enjoy a variety of texts from a variety of sources, including the classroom, through technology and from the school libraries.
- To create a strong, embedded reading culture within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To rigorously monitor and assess pupil’s progress in reading and identify those who require extra support and intervene at an early stage.
- To ensure all EAL pupils are fully supported and make equal levels of progress as native English speakers.
- To meet the school target in the Progress in International Reading Study (PIRLS).

Effective Reading for Effective Learning

We believe reading is best when teachers:

- Provide opportunities for reading activities that meets the needs of the individual students and provide clear and attainable expectations that show progress.
- Know each individual child’s starting point using calculated reading ages, build on this knowledge by engaging and motivating the students, and equip all students with the skills needed to empower them to succeed in their lives.

- Focus on developing pupils' competence in both dimensions of reading; word reading and comprehension (both fiction and non-fiction).
- Plan opportunities and strategies to help students understand literature and how this applies to all subjects to prepare them for life in the real world.
- Appreciate that good reading skills need to be a fundamental focus in lessons and are an essential part of the teaching and learning process.
- Highlight key words in questions and ensure students understand the meaning of a text.
- Are clear about a learner's areas for improvement and the next steps needed for them to make progress.
- Identify students with reading difficulties early so intervention can begin and pass this information to the relevant teams.
- Make it fit for purpose, varied and use it to as a source of information for amendment to long- and medium-term planning.
- Provide children with the opportunities to read at their own level; whether this be through daily story time, daily opportunities to read, the opportunities to read aloud and develop their own language and reader voice.
- Teachers are a role model for enjoying reading, modelling their enjoyment and puzzlement at new language, noting their opinions about what they are reading.
- Recognize and reward good reading habits.
- Independent research activities in lessons are encouraged using the tablets or the student's own device.
- Reading is integrated across the curriculum in all the subjects where the focus is on the development and usage use of subject vocabulary.
- Plan activities throughout the year for different key stages that inculcate the love for reading, like World book day, Book character day, Read aloud, DEAR time, stories from different cultures, enchanted reading time etc.
- Organize activities to promote reading like Readathon will be conducted every year. Students and classes that read the highest number of books will be recognized.

Procedures for teaching and development of Reading

The Teaching of Phonics and Reading in Foundation stage

- 3 phonics lesson will be conducted in a week based on floppy phonics where the students are taught phonic skills through Letters and Sounds. Delivery of Phonics will be taught as below:
 - ❖ Initial sounds will be taught in a specific, systematic order
 - ❖ Children will be taught the language of phoneme (sound), grapheme (the letter that corresponds to the sound), and with this digraph (2 letters, 1 sound) and trigraph (3 letters, 1 sound) through floppy phonics. These Grapheme-Phoneme Correspondences (GPCs) will enable children to understand the relationship between their spoken language and the written word.
- Two 40 minutes lessons in a week of guided reading based on Oxford Reading tree will be held. Higher order skills such as prediction and comprehension will be taught to the children during their guided reading sessions as well as higher order questioning during story times in the

classroom. The teachers will assess this area of reading on a regular informal basis as well as a formal assessment at the end of each term.

- Daily speaking and listening activities that are well matched to the pupil's developing abilities and interests will be delivered by staff through the rich and varied environment that supports pupil's language learning, including outdoor provision areas.
- Teachers will work in partnership with parents to gain a full understanding of the learner and to incorporate this knowledge into planning. The partnership will also allow parents to fully understand the approaches taken to teach their child how to read and how they can support this at home.
- Teachers will be sharing recorded lessons of phonics with parents which helps parents to correctly support their wards at home.
- Parental involvement: Once the students have acquired a better phonetic knowledge, and are aware of some high frequency words, the links for books from "Oxford Reading Buddy" will be shared on a weekly basis that are set at the correct level for the students. Parents will be recording the reading log on a google form that's been shared with the parents.
- In addition, pupils will be taught to work effectively with a partner or group to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.
- Teachers will teach them several strategies to predict a word, often using pictures to confirm predictions. It is this time in the reader's development that the cueing systems are called upon significantly, so they must pay close attention to the visual cues and language patterns and read for meaning. Teacher knows that it is a time that reading habits of risk-taking, and of predicting and confirming words while keeping the meaning in mind are established. Teachers will ensure that they allow a safe and encouraging place for the children to take and make those risks.
- Additional activities like mystery reader, world book and other yearlong reading programmes will be conducted to develop the love for reading among students.
- Students who read above their age level will be given opportunities to lead assemblies, special events and take a lead in the lessons by reading the objectives and explaining it to the others.

Key Stage One:

- When students enter KS1 they are assessed for their knowledge of GPCs (grapheme -phoneme correspondence) and blending of words, for any necessary interventions to take place immediately. Students will learn 2 new GPCs per week and 3 'high frequency words' will be taught in a standalone phonics session. The aim of this lesson is to revise the sounds taught in the week and for students to be proficient at locating the sight words alongside their developing phonic knowledge for reading.
- As the skill of listening underpins all the skills required for reading, students in Year 1 will receive discrete teaching of the skills required for listening during their first term in KS1. These sessions will promote the required behaviours for listening which are then referred to in curriculum lessons to positively reinforce behaviour for learning. The rationale behind this being that many children are coming to school are not ready to listen, the impact of these sessions mean that when the children receive guided reading, for which these key listening skills are required, the skills are already in place to enable children to succeed.

- Reading assessment data from Oxford Reading Buddy programme and running record is used by teachers to assign books that are at the level of the students reading age and enable the students to make necessary progress.
- Reading progress from MS teams is used by teachers once a month to check for reading fluency and accuracy and to train students to read easily, fluently and with good understanding.
- Guided Reading: In KS1 these sessions will happen weekly, with reading skills taught that aid vocabulary, comprehension, and the inferential skills necessary to be a proficient reader. Students will be taught in a whole class setting using a focus quality text, a text that is interesting and meaningful to them, which enables them to expand their understanding of the world around them. In addition to this, students who require intervention will receive this from teaching staff to give every students the best opportunity to be a reader. The intention of whole class reading is to aid quality discussion across mixed ability groups to build and enhance the comprehension of everybody.
- Parental involvement: Levelled books from Oxford Reading buddy will be assigned to the students on a weekly basis on MS Teams. The reading log of the students will be monitored by the teachers to check for improvements in reading levels and organise intervention lessons that would help in better comprehension.
- To develop the pleasure of reading activities like Enchanted reading time, mystery readers, Read-Aloud, world book day, dress up days during literacy week etc. will be organised through year wide reading programme.

Key Stage Two:

- Our aim is for students to become more confident with reading so they can grow into more independent learners and be able to choose books to read at their own interest and comprehension level.
- Reading lessons will be conducted using the Oxford Reading Buddy digital platform during one of the English lessons during the week through interactive, motivating and engaging lessons where teachers can also monitor and support each child's personal reading and comprehension progress.
- Reading lessons based on English National Curriculum will be conducted by the English teachers to read easily, fluently and with good understanding. Reading lessons will consist of two dimensions:
word reading: 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.
comprehension (both listening and reading): 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 students must be encouraged to read widely across both fiction and non-fiction 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.

Key Stage 3:

- Reading lessons based on English National Curriculum will be conducted by the English teachers to read easily, fluently and with good understanding.
- Students will be encouraged to develop an appreciation and love of reading and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Pupils will be encouraged to read whole books, to read in depth and to read for pleasure and information
- Students in Years 7-9 will undertake a Light sail Reading assessment at the beginning of the year and after identifying the Lexile level read books based on their Lexile levels. Students will be tested on their ability to read, decode passages and vocabulary and analyses texts. At the end of each assessment, students will be provided with a Lexile score that gives feedback on the progress in reading.
- The teacher in-charge will assign books based on the Lexile score and student's interest.
- Light Sail will be used to encourage substantial differentiated reading practice to create strong readers. Based on each pupil's independent reading level, Light Sail is linked to the pupil's individualized learning journey, setting goals and guiding pupils to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration.
- Light Sail will be used to help teachers monitor pupils' vocabulary growth, literacy skills development, and other reading skills.
- Activities to promote reading like Readathon will be conducted every year. Students and classes that read the highest number of books will be recognized.

New group reading test (NGRT):

AIS aims to ensure that all the students make rapid strides in their reading which is shown through their NGRT results.

- Conduct CPDS that would help guide the teachers into a deeper analysis of the data, therefore supporting them in using it more effectively.
- Use the NGRT group report for each class that allows teachers to see how the students were performing in each strategy or ability – and how students could be moved on to the next step. Teachers to understand where every single student was and consider what could be done to move them on.
- Group students for differentiated teaching and share the strategy information with parents so that they could support the students at home. Group the students based on observations from NGRT into groups like context comprehension+ inference and deduction, simple inference+ context comprehension, simple inference+ context comprehension, retrieval +simple inference , phonemic awareness etc.
- Teachers to analyse the types of questions and see precisely where students need support.
- Students who score between stanines 1-4 to be identified as focus group and interventions and monitoring to be done frequently.
- Digital reading assessments to be a part of school's internal interim assessments.

Reading across Curriculum:

At AIS we recognise the importance of developing good literacy skills in all our students. Literacy is key to academic success across all subjects and recent curriculum reforms have increased demands on students and teachers. In AIS we believe that tackling the literacy demands in all our subjects will increase the students' chance of success. We recognise that literacy skills are both general and subject specific; and is therefore not the sole responsibility of the English faculty. The following categories are identified which will enable literacy development in different subjects and can have variations depending on the necessities of the subject.

- **Prioritise disciplinary literacy** : During all lessons teachers will use the correct terminology in the subjects and communicate these effectively. Where the terminology is also applicable to other subjects this will be drawn upon and used within real life examples.
- **Provide targeted vocabulary instruction**: Subject specific vocabulary words will always be explained and developed by teachers. The subject specific word wall in classrooms will display the key words along with the definitions and will be lesson plans. Strategies include; exploring common word roots; Undertaking 'word building' activities; encouraging independent word-learning strategies; using graphic organizers and concept maps; focusing on scaffolding answers in relation to the command terms and Assessment objectives. Greater focus is placed on connecting tasks, recall of prior learning where students use the relevant language. Consistently signposting synonyms and combining vocabulary development with spelling instruction.
- **Develop reading of complex academic texts** : In all subjects it is important to ensure that students have the skills to access wider reading and more complex texts. This can be done by activating prior knowledge, through questioning, clarifying, summarizing, and providing reading material or QR codes for research materials as part of DEAR (drop everything and research) during the lessons.
- **Break down complex writing tasks** : A typical writing cycle will include planning, drafting and editing stages. Framing/scaffolding student answers to establish the habits required to answer the HOT questions; such as explain, suggest, analyse, evaluate, discuss. Provide writing frameworks, Checklists or Acronyms to support structure.
- **Combining writing and reading**: Strategies include - Asking students to write short summaries of texts they read. Creating checklists based on examples of good writing in each subject which is given through WAGOLLS. Anticipating common misconceptions or errors. Students need greater chances to peer assess and read answers. Checklists are good habits that will enable ownership of learning. Using annotations to identify information or explore key features of texts.
- **Opportunities for structured talk**: Teachers modelling what effective talk sounds like in their subjects. Framing/scaffolding student answers to establish the habits required to answer the HOT questions; such as explain, suggest, analyse, evaluate, discuss. Selecting questions that allow opportunity for authentic student response rather than direct replication of teaching; looking at open questions - tackling conceptual questions rather than purely factual. Giving precise feedback: Use of rubrics with student friendly language and space for subject specific feedback.

- **Literacy interventions:** Based off marking policy in identifying misspelt key words and asking to rewrite. Question analysis - unpacking a question and understanding the style of answer that is required. Structure answers in line with marking expectations.

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Executive Principal
The Apple International School

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