



THE APPLE INTERNATIONAL SCHOOL, DUBAI

READING POLICY 2026

READING POLICY 2026-2027

A whole-school framework for developing confident, critical, independent and enthusiastic readers from FS1 to Year 13.

Policy area	Details
Policy	Reading Policy
School	The Apple International School, Dubai
Scope	FS1–Year 13
Review cycle	Annual review, with ongoing monitoring
Related priorities	Student attainment • wellbeing • digital literacy • AI literacy • reading for pleasure

Policy statement

AIS recognises reading as a foundation for learning, personal development, wellbeing and future success. The school provides a coherent reading journey that combines explicit teaching, curriculum reading, digital programmes, independent reading, reading for pleasure, student leadership and enrichment.

Mission and Rationale

At The Apple International School, we believe that reading enables students to access knowledge, develop imagination, communicate effectively, think critically and engage meaningfully with the world around them.

Our aim is to develop readers who can read confidently and fluently, question and evaluate information, respond thoughtfully to texts and choose to read widely for learning, pleasure and personal growth.

Why does reading matter?

- Reading is a foundation for learning across every subject.
- Students need increasingly strong comprehension, vocabulary and critical-reading skills to access challenging curriculum content.
- Reading supports speaking and writing by strengthening students' knowledge of language, ideas and structures.
- Reading develops curiosity, empathy, reflection and understanding of different experiences and perspectives.

- Digital reading requires students to judge reliability, distinguish evidence from unsupported claims and respond critically to information.
- Reading remains essential beyond Year 9 as students prepare for IGCSE, Post-16 study and future academic and professional demands.

Aims of the Reading Policy

- Develop a lifelong love of reading and positive reading habits.
- Develop fluent, accurate, confident and independent readers.
- Strengthen comprehension, vocabulary and higher-order reading skills.
- Develop the ability to retrieve, infer, analyse, evaluate, compare and synthesise information.
- Expose students to a broad range of fiction, non-fiction, literary, informational, media and digital texts.
- Enable students to read for different purposes and audiences.
- Support students in accessing increasingly challenging texts as they progress through the school.
- Develop critical digital literacy and responsible engagement with AI-generated information.
- Use reading to support wellbeing, curiosity, empathy and personal development.
- Provide targeted support for students who require intervention and appropriate challenge for strong readers.
- Encourage parental engagement and reading beyond the classroom.
- Create a visible and consistent reading culture across AIS.

Whole-School Reading Approach

Reading is the responsibility of every teacher and is an integral part of learning across all phases. Students encounter reading through English, dedicated reading provision, curriculum texts, digital platforms, independent reading, wellbeing activities and enrichment.

Reading across the school

Provision	Purpose
English curriculum	Explicit teaching of comprehension, vocabulary, interpretation, analysis and response.
Dedicated reading	Focused practice of reading skills and preparation for increasingly complex

	texts.
Curriculum reading	Subject-specific reading, vocabulary and interpretation across the curriculum.
Digital programmes	Differentiated reading practice and monitoring through Level Up and Achieve3000.
Reading for pleasure	Choice, enjoyment, discussion, recommendations and independent reading.
Reading for wellbeing	Texts that encourage reflection, empathy, self-awareness and connection.
Digital & AI literacy	Critical reading of online, media and AI-generated information.
Enrichment	Competitions, literary events, student leadership and wider reading experiences.

Common reading expectations for Teachers and Librarians

- Pre-reading: activate prior knowledge, introduce essential vocabulary, establish purpose and context.
- During reading: identify key information, annotate, question, clarify, infer and monitor understanding.
- After reading: summarise, evaluate, synthesise, discuss, apply and respond critically.
- Make subject-specific reading demands explicit rather than assuming that general reading ability automatically transfers to every subject.
- Use questioning and evidence so that students explain how they reached an interpretation.

Reading Curriculum: FS1–Year 9

FS1–FS2: Building foundations

- Positive relationships with books, stories and language.
- Listening to stories and rhymes.
- Vocabulary and oral-language development.
- Retelling and sequencing familiar stories.
- Phonological awareness, phonics, blending and segmenting.
- Discussion of illustrations, characters and meaning.

Years 1–3: Secure early reading

- Phonics and decoding.
- Fluency and accuracy.
- Vocabulary and literal comprehension.
- Inference, prediction and sequencing.
- Summarising and identifying key information.
- Response to fiction and non-fiction.
- Regular classroom, library and home-reading opportunities.

Years 4–6: Developing comprehension and response

- Novels, short stories, poetry, non-fiction, biographies, articles and digital texts.
- Retrieval and increasingly complex inference.
- Vocabulary in context.
- Analysis of language and authorial choices.
- Purpose and audience.
- Comparison and evaluation.
- Responses supported by textual evidence.

Years 7–9: Critical and independent reading

- Fiction, non-fiction, poetry, drama, journalism, media and literary extracts.
- Shakespeare and other significant literary texts.
- Close reading and interpretation of implicit meaning.
- Analysis of language and structure.
- Evaluation of writers' choices and perspectives.
- Synthesis across sources.
- Bias, reliability, fact, opinion and interpretation.
- Critical reading in digital environments.

The progression from Years 4–9 is intended to prepare students for the increasing demands of IGCSE and Post-16 study, while maintaining reading for pleasure.

Digital Reading: Level Up and Achieve3000

Rosen Level Up: FS1–Year 3

Rosen Level Up supports early reading development through differentiated digital reading experiences. It complements classroom instruction and gives younger students additional opportunities to practise reading independently.

Achieve3000: Years 4–9

Achieve3000 provides structured, differentiated opportunities to develop comprehension, vocabulary, fluency and independent reading through informational texts.

- Students work with appropriately challenging texts.
- Students complete associated activities that develop and check comprehension.
- Teachers monitor participation, understanding and progress through platform evidence.
- Platform information is considered alongside classroom evidence and standardised assessment.
- Data can help identify strengths, gaps and students who require additional support or challenge.

Effective use of digital reading

- Digital reading should complement, not replace, rich teacher-led and independent reading.
- Students should be encouraged to read carefully rather than treat activities as completion tasks.
- Teachers should use platform evidence to inform follow-up teaching.
- Students should reflect on errors and respond to feedback.
- Digital reading should develop independence, stamina and critical engagement with information.

Reading in Years 11–13

Reading remains central beyond Year 9. Dedicated reading lessons in Years 11–13 prepare students to engage confidently with complex academic, literary, informational and media texts.

Students develop the ability to

- read critically and independently;
- identify purpose, audience and context;
- retrieve and synthesise information;
- analyse language and structure;
- evaluate writers' perspectives and choices;
- interpret implicit meaning;
- compare texts and viewpoints;
- respond analytically and reflectively;
- use evidence effectively; and
- read beyond immediate examination requirements.

Connection to examination and future study

Reading provision in Years 11–13 supports examination preparation while also developing the academic literacy needed for further study and employment. Students are expected to move beyond identifying information towards explaining how texts create meaning and evaluating interpretations.

Reading, Wellbeing and Personal Development

At AIS, reading is also a means of supporting students' wellbeing, emotional development and sense of belonging. Reading choices should allow students to encounter experiences and perspectives that help them understand themselves and others.

Principles for wellbeing-related reading

- Texts should be age-appropriate and suitable for the intended learning purpose.
- Discussion should be respectful and inclusive.
- Teachers should provide appropriate context when texts raise sensitive or challenging ideas.
- Reading should not become solely an academic or assessment activity.
- Students should have opportunities to choose texts linked to their interests and curiosity.

Reading for pleasure

Students are encouraged to choose books and texts according to interest, explore genres and authors, discuss recommendations, participate in reading challenges and use library and digital resources. Reading for pleasure is supported through classroom reading, reading initiatives, competitions and whole-school literacy events.

Reading and Artificial Intelligence

AI has changed how students' access, interpret and produce information. AIS therefore treats AI literacy as part of critical reading and digital literacy.

Students learn to

- question the reliability of information;
- distinguish evidence from unsupported claims;
- verify information using credible sources;
- identify potential bias or limitations;
- compare AI-generated responses with authoritative texts;
- recognise that AI can produce inaccurate or misleading information;
- use AI as a learning tool rather than a replacement for reading and thinking; and
- acknowledge and use AI responsibly in line with school expectations.

Reading Programmes, Student Leadership and Enrichment

READ and Lead

READ and Lead develops engagement with reading while giving students opportunities to contribute to a positive reading culture.

- Reading recommendations
- Peer engagement
- Book discussions
- Reading challenges
- Student-led activities
- Promotion of reading events

Reading Passport

The Reading Passport provides a structured way for students to record, reflect on and celebrate reading. It encourages regular reading, exploration of genres, reflection and reading beyond the classroom.

Reading Ambassadors

Reading Ambassadors give students an active role in developing reading culture across AIS.

- Promote reading initiatives and events.
- Recommend books and texts.
- Encourage peers to read.
- Contribute to displays and campaigns.
- Support younger readers where appropriate.
- Represent the English Department at literacy events.

Enrichment

- Chevron Readers' Cup
- Emirates Literature Festival opportunities
- book discussions and reviews
- poetry and performance
- World Book Day and themed literacy weeks
- English Super Learning Week
- reading challenges and competitions
- student-led reading activities and campaigns

Inclusion, Intervention and Challenge

Identifying need

Students requiring additional support may be identified through baseline assessment, CAT4, NGRT, GLPTE where applicable, classroom assessment, teacher observation, digital-platform evidence and student work.

Support may include

- targeted intervention;
- additional guided reading;
- phonics and decoding support where appropriate;
- vocabulary instruction;
- fluency practice;
- scaffolded or chunked texts;
- graphic organisers;
- guided questioning;
- explicit teaching of reading strategies;

- appropriate digital resources; and
- collaboration with inclusion and support teams.

Intervention should respond to identified need and be monitored for measurable progress.

Challenge for strong readers

- more complex and unfamiliar texts;
- extended independent reading;
- wider literary reading;
- comparative reading;
- critical evaluation;
- independent research;
- discussion and debate;
- literary analysis;
- reading competitions; and
- student leadership.

Assessment, Targets and Monitoring

Assessment evidence

Evidence	Purpose
NGRT	Monitor reading attainment and progress; identify areas for development.
GLPTE, where applicable	Provide additional evidence of language and reading development.
CAT4	Support understanding of learning profiles and appropriate provision.
PIRLS	Monitor students' reading comprehension and performance against international reading expectations.
PISA	Evaluate students' ability to apply reading skills to real-life and unfamiliar contexts.
TIMSS	Monitor students' ability to read, interpret and apply information within mathematics and science contexts
Classroom formative assessment	Identify misconceptions and immediate teaching needs.

Reading responses / comprehension	Assess retrieval, inference, analysis and evaluation.
Vocabulary evidence	Monitor development of word knowledge and contextual understanding.
Achieve3000 / Level Up	Monitor engagement, practice and digital reading evidence.
Reading Passport / journals	Monitor reading habits, range and reflection.
Student work and assessment evidence	Evaluate application of reading skills.

Using data well

- Establish a baseline and identify strengths and gaps.
- Identify students requiring intervention or greater challenge.
- Set specific reading targets.
- Adapt teaching and intervention.
- Monitor progress over time.
- Evaluate the impact of reading initiatives.
- Use multiple sources of evidence rather than relying on one measure.

Roles, Responsibilities and Review

Responsibilities

Role	Key responsibilities
Senior Leadership Team	Provide strategic support; maintain reading as a whole-school priority; monitor impact on student outcomes.
Head of English / English Department	Lead reading strategy; ensure progression; coordinate programmes; monitor data; evaluate impact; promote cross-phase collaboration.
English Teachers & Librarians	Explicitly teach reading; provide challenge; use evidence to inform instruction; build independence and reading for pleasure.
All Teachers	Teach subject-specific reading demands

	and vocabulary; provide opportunities to read and interpret disciplinary texts; promote critical digital reading.
Reading Ambassadors / Student Leaders	Promote reading initiatives; encourage peers; support events; contribute to the reading culture.
Students	Read regularly; engage actively; use strategies independently; respond to texts; reflect on progress; use digital and AI information critically.
Parents	Encourage regular reading; discuss texts; support positive reading habits; engage with school reading initiatives.

Monitoring and evaluation

- Reading assessment and progress data.
- Classroom observations and learning walks.
- Scrutiny of reading work and student responses.
- Reading Passport evidence.
- Achieve3000 and Level Up data.
- Intervention records and impact evidence.
- Student and teacher voice.
- Participation in reading initiatives and enrichment.
- Departmental self-evaluation.
- Student attainment and progress.

Reading progression: core skills

Skill	Developing	Secure	Advanced
Decoding & fluency	Accurate reading	Fluent, appropriate pace	Complex texts independently
Vocabulary	Understand key words	Infer meaning in context	Analyse nuanced meanings
Retrieval	Locate information	Select accurately	Synthesise across sources
Inference	Make simple	Support with	Develop nuanced

	inferences	evidence	interpretations
Analysis	Identify features	Explain choices	Analyse effects and meaning
Evaluation	Supported response	Evaluate ideas and sources	Sustained critical response
Comparison	Identify similarities/differences	Compare ideas and methods	Synthesise across complex texts
Digital literacy	Navigate information	Evaluate reliability	Critically evaluate digital/AI texts
Independence	Read with guidance	Select texts independently	Read widely and pursue enquiry

Our commitment

AIS aims to ensure that every student becomes a reader who can access, understand, question, evaluate and enjoy the written word. Reading develops through consistent teaching, purposeful practice, rich texts, positive reading experiences, effective assessment and a strong reading culture.