

**Mission Statement:**  
Creating tomorrow's successful and  
caring citizens today.



# GFM Policy for Reading

## Schedule for Development / Monitoring / Review

| Policy Updated By   | Latest Publish Date | Monitoring Cycle                            |
|---|---------------------|---|
| Jeremy Hallum   | February 2023       | Annually                                    |
| This policy was ratified on:  |                     | <b>February 2023</b>                        |
| The implementation of this policy will be monitored by the:   |                     | <b>Principal and Senior Leadership Team</b> |
| The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:   |                     | <b>February 2023</b>                        |
| Please read this policy alongside: Assessment Policy, Marking and Feedback Policy, Curriculum Policy, High Performance Learners Policy, Phonics Policy, Inclusion Policy, Teaching and Learning Policy and Equality Policy. |                     |   |

This policy is applied at GFM alongside our school's vision, mission and values. Interwoven with the principles of High Performance Learning; values, attitudes, attributes and A.C.P. Characteristics.

## Introduction

The school's policy for reading is based on the following principles:

The ability to read is fundamental to many aspects of life and central to academic progress & developing an understanding in a wide range of areas of the curriculum. The teaching of reading has a high priority. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

## Aims

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage students to become enthusiastic and reflective readers and to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognize its value.

## Vision

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# GFM Policy for Reading

## Planning

The school's curriculum objectives for reading will be reflected in policy and planning.

Short term plans will list specific objectives for each lesson, details of how the lessons are to be taught including enrichment activities for the more able pupils and activities for those who are underachieving.

In the Foundation Stage we continuously work towards the Reading and Communication and Language Early Learning Goals using the Development Matters UK Curriculum. Transition objectives between Foundation Stage and The National Curriculum, ensure students are ready for Year 1. All National Curriculum programs of Study statements must be covered at least once in each key stage.

## Teaching and Learning

All practitioners are expected to participate in the teaching of reading and are trained to deliver high quality interactions. Learning includes a range of experiences including, talk for learning, peer and group work, individual work and enrichment experiences. Reading is embedded into all areas of learning and includes a range of genres. We have a substantial library to supplement our offer and we carefully select commercial schemes to secure continuity and progression.

In Foundation Stage, continuous provision is carefully planned to provide opportunities for communication and language in all areas. The learning environment is created to inspire and for children to apply their learning independently, giving them the opportunity to communicate with their peers and adults. Children are taught phonics skills based on the UK guidance and standards.

In Key Stage One, we aim to continue the learning from FS (and UK phonics guidance) begin so that children begin to read a broad range of texts independently and with enthusiasm. Reading lessons are planned to teach the skills of reading such as retrieval, understanding of vocabulary and basic predicting.

In Key Stage Two and beyond, children read and respond to a range of texts. In Key Stage 2, children develop skills further, such as summarizing, speed reading and higher order inference. Each skill can be a focus for a lesson or week, depending on the style of book they are reading. Children have formal reading lessons using both physical and virtual texts. Parents are encouraged to understand their role in the modelling of reading and hearing their child read at home as part of a healthy family routine.

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## Links with other areas of the curriculum

There will be additional time outside of the reading lesson to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for Arabic, science, geography, history, PSHE & other subject areas. Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures. The organization of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.

## Technology Provision

The use of technology will be incorporated into the teaching of reading for specific reading skills and activities, accommodating all ability levels. When planning reading related activities, teachers will consider the available digital resources in school and apply appropriately to learning.

## Assessment and Record Keeping

### Foundation Stage:

In the Foundation Stage we use Phonics and Blank Level assessments for communication, language and reading monitoring. Once students are fully involved and well-being is high, we baseline students using phonics assessments that are in line with internal baseline standards in the UK. We use Blank Levels to assess children's critical thinking and verbal reasoning skills. These assessments are then used for further challenge and intervention where appropriate. Blank Levels are used as an ongoing formative assessment method where teachers are constantly reflecting and reviewing where the children's communication and language levels are.

### Key Stage 1

In Key Stage 1 we keep a record of each child's phonics skills, detailing which sounds and high frequency words are recognized by the child. Children's reading and comprehension skills, related to a child's progress, are recorded during the guided reading sessions. This is supported by regular reading assessments.

### Key Stage 2 and Beyond

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Reading will be assessed in Standard Assessment Tasks (internal assessments and PTE). Continuous assessment of the strategies employed by the child, during independent reading sessions are ongoing in addition end of term reading assessments will be used. The progress of individual children will be discussed at termly Parent Meetings.

## Parents

Throughout the student's time at GFM parents are encouraged to play a vital role in their child's reading development and we must use all possible approaches to demonstrate ways in which they can foster a love of reading in their children. Children will take home books to share and enjoy with their parents. For our younger students a home/school reading diary will accompany their books with parents being encouraged to comment on their child's progress and response to the book.

## Role of the Class Teacher (FS, Key Stage 1 and 2)

It is the responsibility of the class teacher to:

- monitor the implementation and effectiveness of reading VIPERS.
- review assessment data to track progress in all classes
- audit and organise reading resources within the key stage to ensure we have the best materials available to teach children to read
- plan and oversee training and support for teaching assistants as necessary
- keep up to date with current good practice and pass on information to colleagues
- ensure that the school's long term objectives translate to medium and short term plans
- Ensure communication and language is at the forefront of engaging activities
- Ensure any gaps in learning are planned for/intervention is provided in class
- Planning is personalised to ensure progress for all students
- Planning is personalised to support adults in the room working with students to support

## Role of the Form Tutor (Key Stage 3 and 4)

- Review and track the number of books read by students in their forms.
- Feed reading progress back to Reading Across the Curriculum Leads.
- Ensure the culture of reading is modelled and instilled within their form groups.

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# GFM Policy for Reading

- Award house points and behaviour according to reading behaviours within form room and outside of schools too.
- Contact parents to relay praise and concerns regarding lack of reading as appropriate
- Ensure classroom environment is supporting reading culture by displaying relevant and appropriate GFM reading posters.
- Ensure form tutors are actively engaging in reading discussions with tutees and completing their 'Books I am reading' posters on the doors.
- Ensure parents and students are aware of challenging book recommendations to help support student reading journey.

## Role of the English Teacher (Key Stage 3 and 4)

- Audit and organise reading programme (Star Reading Test and Accelerated Reader) within the Key Stage to ensure we have the best materials available to teach children to read.
- Teachers track individual student progress of reading and relay information of those students with a reading age below 10 year to RAC Leads.
- Embed reading programme (renaissance) into their curriculum.
- Plan and oversee training and support for teaching assistants as necessary
- Students have access to the library on a weekly regular basis to support student reading journey.
- Teachers are actively supporting students whilst in the library via paired or 1:1 guided reading journeys.
- Teachers are working the librarian to support students through their reading journey.
- Librarian and teachers are aware of challenging book recommendations to help support student reading journey.
- Keep up to date with current good practice and pass on information to colleagues.
- Ensure that the school's long term objectives translate to medium and short term plans.

## Role of the Reading Across the Curriculum Leads (Key Stage 3 and 4)

- Work closely with the librarian to organise and ensure students are timetabled for weekly regular library lessons.

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- Work closely with the librarian to ensure stock-taking/maintenance of literature in the library is relevant, current and appropriate to Key Stage 3, 4 and thinking ahead to Key Stage 5. Wider reading lists etc.
- Support teachers with strategies and behaviour management of students within the library during these sessions.
- Ensure a rich and broad reading tutor programme is offered to our Key Stage 3 and 4 students, where discussions can take place. then ensure these sessions are quality assured and support form tutors struggling.
- Track and monitor house points and behaviour points for students related to reading.
- Track and monitor data from reading programmes and offer intervention sessions to students struggling with reading.
- Continue to ensure reading culture has a sustained momentum over the academic year.
- Ensure relevant and appropriate displays are created and delegated to form tutors. QA use of displays in all classrooms and corridors in secondary.
- Begin to implement and embed a student-led approach to reading initiatives across secondary school.
- Lead and plan reading competitions across secondary school.
- Teachers are working the librarian to support students through their reading journey.
- Librarian and teachers are aware of challenging book recommendations to help support student reading journey.
- Lead and plan CPD sessions for all secondary staff.
- Ensure all stakeholders are aware of the importance of reading at KS3 and 4.

## Equal Opportunities

We will ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school. The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of individual children will be taken into consideration when reading activities and materials are selected.

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# GFM Policy for Reading

## Monitoring and review

This policy has been discussed and agreed by the GFM teaching staff and leadership teams for implementation. This policy takes into consideration the GEMS Inclusion Policy and the Dubai Inclusive Education Policy Framework.

Signed .....

Date .....

Vice Principal

Signed .....

Date *Mueh 23*

Principal/CEO

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