

This policy was ratified	December 2025
The implementation of this policy will be monitored by the:	Principal & Senior Leadership Team
The Policy will be reviewed by annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	December 2026

Reading Across the Curriculum School Policy

Vision

At GEMS Founders School Al Mizhar, we believe reading is the foundation of academic achievement, cognitive development, and lifelong learning. As a community, we are committed to building a **rich, inclusive, and visible reading culture** that empowers every student to become a **fluent, confident, and motivated reader**, equipped to access academic content and thrive in a global society.

This policy outlines how reading is embedded in all curriculum areas, how we deliver systematic reading intervention, and how we inspire all learners to develop a love for reading.

Intent

The purpose of this policy is to:

- Promote high-quality, consistent reading experiences across all subjects and phases.
- Embed the *Read Like a GEM (RLAG)* framework across the school to develop fluency, comprehension, and vocabulary.
- Ensure all students access challenging academic texts and achieve success in national and international benchmarks.
- Raise attainment in reading for specific groups, including Emirati learners, early readers, and students new to English.
- Cultivate a visible reading culture that links reading to identity, empathy, creativity, and wellbeing.

Implementation

1. Reading in Every Classroom

All teachers across all phases and subjects contribute to reading development by:

- Embedding high-quality texts, articles, and subject-specific reading materials in lessons.
- Explicitly teaching Tier 2 and Tier 3 vocabulary, supported by Knowledge Organisers, visual prompts, and the Reading Wise platform.

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- Applying core RLAG strategies:
 - *Pause & Process* – to allow deeper engagement
 - *Expand It* – to model academic talk
 - *Plan to Shine* – to connect reading to extended writing
 - *Word Up!* and *Say–Show–Go* – to support structured understanding of new terms

Reading routines such as shared reading, fluency modelling, annotation, and prediction are evident in lessons across the curriculum.

2. Whole-School Reading Culture

Reading is promoted through:

- Daily reading opportunities including DEAR time, Read Aloud, and independent reading.
- Mini-libraries in every classroom to encourage access to diverse and high-interest texts.
- A Buddy Reading programme, where older students mentor younger readers.
- Whole-school events such as Reading Across the Curriculum Week, author visits, and themed literacy days.
- The GEMS Reader Challenge, termly book fairs, and parent-facing initiatives like Family First and seasonal reading challenges.
- Texts chosen from the RLAG Core Text Matrix, ensuring representation, cultural relevance, and alignment with GFM values (e.g., identity, empathy, resilience).

3. Assessment and Targeted Intervention

We implement a tiered intervention model, guided by NGRT, BURT, and teacher assessment:

Group	Criteria	Provision
Universal Offer	SAS 95+	RLAG strategies and curriculum reading (no withdrawal)
Readers at Risk	SAS 85–94	Reading Wise <i>Comprehension Module</i> (4x per week)
Early Readers	SAS <85 or low	Reading Wise <i>Decoding Module</i> ,

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	BURT score	phonics support
New to English	Phase 1–3	Zip Phonics, visual supports, Flash Academy, EAL guided reading

All intervention is tracked using the Reading Wise dashboard, Power BI, and reviewed termly via PPMs. Students can move fluidly between tiers based on updated data.

4. Inclusion and Equity

We ensure all learners access meaningful reading experiences, regardless of background or starting point.

- EAL and SEND learners are supported with bilingual glossaries, structured sentence frames, scaffolded texts, and inclusive core books.
- Reading materials reflect the linguistic and cultural diversity of the GFM community.
- Teachers adapt texts using visuals, chunking, and differentiated questioning to support access.
- Emirati boys participate in targeted reading mentorship and comprehension strategies.

Monitoring and Impact

Reading provision is reviewed through the triangulation of:

- NGRT (termly), SWRT, BURT, and formative assessment
- Intervention trackers (Reading Wise, Flash Academy)
- Book scrutiny, learning walks, and student voice

Success Indicators:

- $\geq 77\%$ of pupils achieving SAS 95+ in NGRT by end of AY 25–26
- Improved attainment for Emirati, SEND, and EAL students
- Stronger fluency and vocabulary performance in GL, PIRLS, PISA
- Positive student voice and engagement in reading

Parental Engagement

We actively involve families in the development of reading habits:

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- Home reading logs and RLAG Reading Challenge trackers
- Recommended book lists and library newsletters
- Family reading events, seasonal challenges, and GEMS Reading Campaigns
- Resources shared in English and home languages

Roles and Responsibilities

- Class Teachers – implement RLAG practices and assess reading daily
- Reading & Literacy Leads – oversee intervention and curriculum planning
- RLAG & Inclusion Teams – deliver interventions and monitor data
- SLT & Middle Leaders – monitor fidelity through QA, CPD, and review cycles
- Parents – support reading at home through shared strategies

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