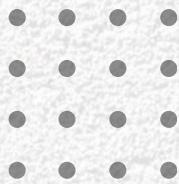




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The Apple International
Community School



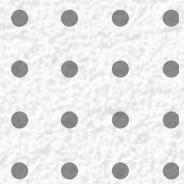
READING POLICY

2025 – 2026

POLICY INFORMATION

POLICY WRITTEN	AUGUST 2021
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APPROVED BY	PRINCIPAL- PRETTY KHOSLA





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At Apple International Community School (AICS) it is vital to foster a love of reading along with a love of learning in our students. Our overarching aim for reading at AICS is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. This supports the Dubai vision set out by H.E. Sheikh Mohammed bin Rashid al-Maktoum who said, 'Our goal is to make reading a daily habit that is deeply ingrained. It is the duty of relevant institutions to make this law a reality'.

01- 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.

02- AIMS

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

- read easily, fluently and with a better grasp.
- develop the habit of reading widely and often, for both pleasure and information.
- develop their confidence and independence when reading for different purposes.
- 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) and NGRT.

03-EFFECTIVE READING FOR EFFECTIVE LEARNING

We believe reading is best when teachers:

- Provide opportunities for reading activities that meet 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 role models 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 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.

04- PROCEDURES FOR TEACHING AND DEVELOPMENT OF READING

The Teaching of Phonics and Reading in Foundation stage

In Foundation Stage, reading is promoted across the curriculum. Children are encouraged to read through continuous access provided and exposure to books is given in dedicated reading areas, both indoors and outdoors. Furthermore, wherever possible, books are displayed as a stimulus for learning and discovery in continuous provision, for example, in the Sand or Construction Areas. In lesson planning, story books are used as a centre focus for learning, both fiction and non-fiction.

- In FS1 and FS2, teachers introduce books by children's book authors like Julia Donaldson and Eric Carle thus helping children with reading that support in their language development.
- In both FS1 and FS2, the children learn about traditional tales and develop an appreciation of books. 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.



- Phonics is introduced in FS1 using the Letters & Sounds approach enhanced by resources from Floppy Phonics.
- Simultaneously, children are introduced to a structured AICS Storytelling scheme which develops the language and skills of storytelling.
- In FS2 children are grouped by ability and continue to be taught through the Letters & Sounds approach; this happens for 30 minutes per day.
- 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. The children's progress is monitored carefully as they move through the approach thorough termly phonics assessments of each child, and additional support is put in place, if required.
- All FS classes have a class library and reading period each week.
- Children are introduced to books through oxford reading buddy and the progress of each child is regularly monitored in class and the parents are also encouraged to same at home.
- Reading fluency and comprehension is supported through individual reading with the teacher and Teacher Assistant (once a week in FS2) and questioning is used during this time to consolidate and extend children's comprehension.
- Phase-specific word lists of decodable and high frequency words to practice are also sent home. Throughout the year, online activities and apps eg oxford reading buddy, are shared with parents to support and encourage reading and literacy skills.



- 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.
- 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.
- 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 1:

- 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.



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- 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 student 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.



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- 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 2:

- 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 7-8 will undertake a Read Works 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.



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- The teacher in-charge will assign books based on the Lexile score and student's interest.
- Read Works will be used to encourage substantial differentiated reading practice to create strong readers. Based on each pupil's independent reading level, Read Works 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.
- Read Works 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.

05- NEW GROUP READING TEST (NGRT)

AICS 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 should 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.

06- READING ACROSS CURRICULUM

At AICS we recognize 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 recognize 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.



- **Prioritize 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 (science, math) 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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- Reading progress that checks for accuracy and fluency to be conducted once every month from MS Teams progress checker and feedback to be given to students and measures should be taken to improve fluency among students. Award the students that read above their age levels/most prolific readers in the assembly. Award the students that read above their age levels/most prolific readers in the assembly. Guidance is provided to the parents through one-to-one meetings and parental evenings on how to provide help at home in English.
- Reading assessment: The data is to be analyzed every term from Oxford Reading buddy in primary and Read Works from secondary and the data is to be used to support the students with suitable reading material and interventions to be undertaken.
- The assessment data is analyzed carefully to check for progress among the students, students are given books based on their Reading levels during the Reading lessons. During the guided reading lessons, they are provided with strategies to develop reading comprehension and decoding skills based on the assessment data. Story time adventures are done in library, like reading or narrating a story – children develop skills and get involved in teamwork, making reading memorable.
- Reading challenges focus on structural READ programs designed to encourage students to read, explore and expand reading skills.
- Crafty Read workshop takes place during library block, where students can express their interpretations of the book they read, making reading experience personal.



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Daily Digest happens in library blocks where thorough reading happens.

- Reading Buddies: Is all about teamwork where the older buddies take charge of the younger ones and help them in the journey of perusal.
- Science keywords are often linked with research work, and the keywords are used to structure the reading in each chapter. Cross referencing happens in science class often providing additional enquiry of remembering keywords related to science.
- Incorporating literacy in math allows students to connect with the content more deeply, students are exposed to new concepts in math and rigorous reading happens in each class.
- In MSC- reading a case study involves a focused and systematic approach of the real- life situation, like the introduction of a case study provides an overview of the content where student understand the gist on what comes next.
- Reading during assemblies is more about sharing information, announcements, and inspirational messages, where children enjoy participating.
- RJ: The student learns a unique set of skills to entertain and engage the audience that's how reading comes into being and the child manages to prove better as time goes on.