

JSS PRIVATE SCHOOL

Reading Policy 2020-21

Introduction:

Understanding fully well that Reading is a fundamental skill to functioning in today's society, at JSS Private School, we prepare our students to join the workforce as fluent speakers and effective communicators.

Aims:

The aim of our Reading Policy is to promote high standards of literacy among our learners by equipping them with a strong command of the spoken and written word, and to develop their love for literature through widespread reading for pleasure. We aim to instill in them a love for reading that will stay on with them much beyond the schools' hours and years.

Teaching of Reading in KG 1 – Grade 3

For children in Kindergarten and Primary (G1-3) synthetic phonics lessons are taught daily in the classes. By the end of the first session, students' move from learning 'letters and sounds' to Word Reading which is taught through phonics (Grapheme-Phoneme Correspondence) and follows the scheme: 'Letters and Sounds'.

The kindergartners then follow the Oxford Reading Tree Programme; a programme where leveled books are introduced to the learners according to their readiness to read. The books provide a variety of Fiction, Non-Fiction and Poetry texts for the children to enjoy. The teaching of reading here is broken down into 'Word Reading' and 'Comprehension'. They use their knowledge of phonics and letter recognition to form words and make sense of the story through the illustrations in the books. The ORT Programme successfully runs in KG and Grade 1.

Alongside the ORT, the school has introduced the use of online resources to aid in the reading and comprehension skills of the Kindergarten through its subscription to Headsprout, an online program that uses effective, interactive online episodes to teach younger students the reading fundamentals and comprehension skills they need to become successful readers in their later years. Students of Grades 1-3 use the online resource, RazPlus, that offers differentiated instruction and practice to each learner at their own lexile level.

In Grades 2 and 3, the children follow the My Words...My Choice programme which allows them to learn new spelling rules and patterns. Comprehension skills are taught using the

'My Words, Our Story' Programme, which not only allows children to develop a greater understanding of texts, but also inspires them to create one.

Teaching of Reading in Grade 4 – Grade 8

In Upper Primary and Middle School, readers develop independence by moving from the Oxford Reading Programme books to free library choice.

An innovative program titled "We're Booked" gets students excited about books, and also helps in boosting reading scores/habits among learners through its monthly reading celebrations, such as the Book Character Day, Book Swap Day, DEAR Time, and Closed Reading sessions.

Besides, at this stage children are taught to decode unfamiliar texts by a range of strategies taught to them by their English teachers. A greater emphasis is placed on learning higher order reading skills, such as, inference, prediction, deduction and information retrieval.

Students are given opportunities to demonstrate their creative, reflective and independent selves while studying English in middle school by being given opportunities to create unique interpretations of various literary and informational texts that are analysed in class using enactments, interviews, games, oral presentations and discussions to present their ideas.

Knowing that the best readers make the best writers - we read as writers and write as readers! The monthly writing competition titled, 'The Wordsmith Competition' is conducted for students of Grades 6-8, where students comprehend the tasks drawn and attempt writing to flaunt their stash of vocabulary thereby unleashing their creative genius.

Across all grades, pupils' vocabulary, awareness of grammar and enjoyment is developed by giving students extensive experiences of listening to, sharing and discussing a wide range of high-quality texts with the teacher, other adults and each other. These concepts are covered daily by: reading to children; listening to children read; guided reading, independent reading, and fusion flow classes where multi-age learners come together to take part in collegial discussions held on various topics throughout the school.

Home-School Partnership

At JSS Private School, we recognise the strong links between support at home and success in reading; hence, seek to encourage a positive home-school reading partnership. We recommend parents to take the time to share books with their children to further develop positive attitudes towards reading. This can be a combination of either, the parents reading to the child, or listening to the child reading to them. Reading and asking questions about what

they have read makes an integral part of this too. With the support rendered by the parent, by the time learners leave JSS Private School, they will be able to read confidently with a love of reading. They will also recognise the importance of reading as a key skill for life-long learning.

Additionally, with the school's subscription to Razplus, parents are now a part of their child's reading habits. They are given access through the resource to receive notifications, track progress and send messages to their children by logging in with their parent login IDs.

Equal Opportunities

For Students of Determination

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions are provided to accelerate their progress. Progress is measured through a variety of measures that are tracked to ensure they are catching up with their peers.

From KG 1-Grade 1 for example, additional teaching and support is provided through 1:1 reading with an adult, extra guided reading in small groups and daily phonics sessions, besides the intervention of a teacher from the Inclusion and Pastoral Care Department.

In Grades 2-5 additional teaching is provided through regular 1:1 reading with an adult, pre-teaching of key vocabulary to support children's understanding, and additional help rendered by the Inclusion and Pastoral Care Department at school.

In the Middle School and Senior school, the Inclusion and Pastoral Care Department intervene by offering the Students of Determination, extra support by taking them to the resource room to assist them consolidate concepts taught in class besides sharing IEPs with the teachers for in-class accommodation.

Resources

The library has various innovative and engaging strategies in place to ensure that they inculcate a love for reading in the students. Measures such as interactive soft boards that encourage students to answer questions based on the books that they have read, a cocoon-shaped swing offered to only the Best Reader of the Month (based on the number of books issued by the child), being awarded the Best Reader of the Month, showing reluctant readers trailers of movies to pique their interest to pick up the book to read, are all measures in place to develop in students a love for reading.

Besides the school library, every class has a library that students will use to borrow books from and read in class on days that they do not carry their library books, and in-between their breaks and transitions periods.

The rich reading displays across the school and in class will also reflect students' reading initiatives and love of reading. Students' written work samples on bulletin boards will reflect the reading – writing connection that is well embedded across the curriculum in all subjects.

NAP Focus

Reading Assessment Scores

Assessment Name	JSS Private School's Scores (2015)	2018 Targets	JSS Private School's Scores (2019)	2021 Targets
PISA	531	545	549	559
PIRLS	533	553	Results Awaited	-
E-PIRLS	540	560	Results Awaited	-

ASSET Trends 2017-2019	2017-18	2018-19	2019-20
Percentage of Students Performing above Stanine 6	Outstanding (78.5%)	Outstanding (75.8%)	Outstanding (79.3%)