



# Reading Policy

*Reviewed in March 2023*

*Reviewed in September 2023*

**Next Review: January 2024**



## **JSSPS Vision Statement on Wellbeing**

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

### **JSSPS Vision Statement on Inclusion**

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a **true belief in and understanding of the value of diversity and inclusion**. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measureable goals.



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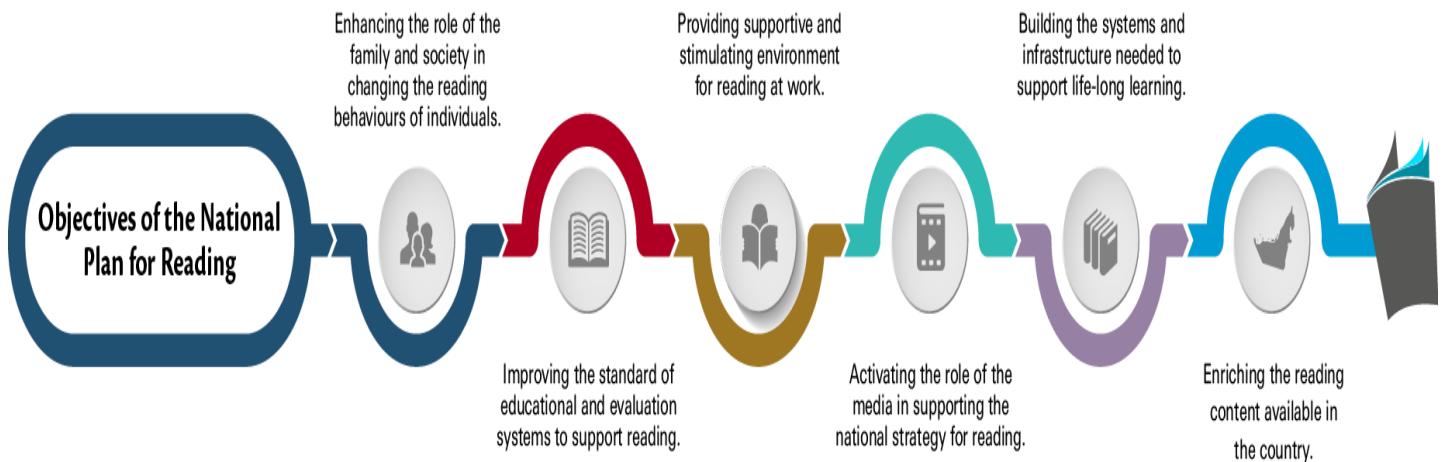
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## **1. INTRODUCTION:**

At JSS Private School, we believe that Reading is the key to become independent learners. The competence in reading and healthy reading habits have a direct impact on children's progress in learning at school and beyond which develops life-long learners. Reading opens countless channels and initiates the children's ability to understand, interpret and communicate with each other and the world around.

**1.1 Definition:** In keeping with the vision of His Highness Sheikh Khalifa Bin Zayed Al Nahyan's for Reading, we aim to build highly- proficient thinkers' who will contribute to the betterment of community, society and world at large through our sustained efforts.

### **National Plan for Reading:**



In line with External Benchmark assessment requirements for the Academic year 2022 – 2023 under Reading literacy all recommended domains are met including - Range of reading domains with age – appropriate age related emphases, including but not limited to phonemic awareness, word recognition and phonics, reading comprehension, fluency, vocabulary, interpretive and comparative analysis of passages, application of understanding and critique of text, comprehension of different genres, including poetry.

**1.2. Vision:** At JSS Private, we envision a community of life long readers who are skilled, passionate and critical consumers of diverse texts. Our reading policy is designed to foster a love for reading, enhance reading proficiency and empower students with the skills they need for academic success and beyond.

## **2. AIMS AND OBJECTIVES:**

The overarching goal of our Reading policy is to promote literacy and improve reading skills among students which includes:

- Promote Reading literacy
- Improve Reading skills
- Encourage a love for Reading
- Close Achievement gaps
- Enhance Academic performance
- Increase access to reading materials
- Promote Multilingualism
- Teacher professional development
- Assessment and data collection
- Parent and community engagement



- Special Education and inclusive practices

### **3. ROLES AND RESPONSIBILITIES**

This reading policy is designed keeping all stakeholders in mind. Teachers, School leadership, parents, students, special education and support staff, Librarians all contribute to the effective the progress of Reading literacy across school.

#### **3.1 - Role of teachers towards Reading includes:**

- Implement the reading curriculum effectively, using research-based strategies.
- Assess and monitor students' reading progress regularly.
- Provide differentiated instruction to meet the diverse needs of students.
- Promote a reading-friendly classroom environment and a love for reading.
- Engage in professional development related to effective reading instruction

#### **3.2 - Our School leadership team:**

- Develop, review and revise the reading policy
- Allocate resources for reading programs and materials.
- Provide leadership and support for policy implementation.
- Monitor and evaluate the impact of the policy on reading outcomes.
- Communicate policy goals and updates to stakeholders

#### **3.3.- Parents:**

The school encourages parents to take an active role in supporting their child's progress in Reading by:

- Support reading at home by providing access to reading materials.
- Communicate regularly with teachers to monitor students' reading progress.
- Participate in school and community reading initiatives or events.
- Foster a reading-friendly home environment.

#### **3.4 - Students are encouraged to:**

- Actively participate in reading activities and assignments.
- Take responsibility for their reading progress and set reading goals.
- Follow school and classroom rules related to reading.
- Develop a love for reading and a growth mindset towards literacy.

#### **3.5 Special Education and support staff:**

- Collaborate with classroom teachers to provide additional support for students with reading difficulties.
- Develop and implement individualized plans for students with special needs, aligning them with the reading policy's goals.

#### **3.6 - Librarians:**

- Ensure that the school library is well-stocked with diverse reading materials.
- Promote reading through library programs, book recommendations, and literacy initiatives.

### **4. JSS PS - READS - Promoting Reading Literacy Across School:**

**4.1. Reading for Pleasure – ‘Fly High with Daily Five’** – monthly reading activities are promoted to encourage students in various activities. Reading action plan is in place and Reading coordinators are monitors monitor this regularly. New Reading Corners have been set up to initiate children to read and explore during genres their leisure time.

Monthly reading program of the school - **“Fly High with Daily Five”** gets students excited about books, and also helps in boosting not only their reading scores (Lexile) but also enhanced habits through its monthly **reading celebrations**, such as the **Poetry in Motion, Character Parade, Book Review and Closed Reading** sessions.

Doodling, Poetry in motion, Reading challenge, Talk show host, Freeze frame, Reader's chair, Mystery Reader, Dear diary, cook booking, Book swap, Wall to Wall, are some of the activities listed to enhance Reading skills across school.

These activities will encourage:

- Independent Reading



- Improves students' **reading comprehension**,
- Enhances all the seven cognitive strategies of effective readers like
  - Activating
  - Inferring
  - **Monitoring-** clarifying
  - **Questioning,**
  - Searching- selecting
  - **Summarizing**
  - **Visualizing -** Organizing

#### **4.2. Reading for Purpose – Reading portal – ‘Level Up (KG to Grade 2) / Achieve 3000’**

**4.2.1. – Level Up** - A well-structured Level Up reading tool is being effectively used by the young readers of KG to Grade 2, along with Achieve 3000 for Grades 3 to 12.

This online tool offers:

1. Differentiated instruction and practice to each learner at their own Lexile and level of competency.
2. Assesses the student's Lexile level.

**Level Up, EXPERT READING** is Initiated to intensify children's Reading skills with emphasis on Intonations and expressions to set specified / targeted approach towards reading comprehension –Reading corners have been created to ensure a Reading is encouraged at all levels. Guided reading, read aloud, Model reading, Shared reading, Role play etc., are conducted regularly

**4.2.2. Achieve 3000** is a digital tool 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.

This online resource aid in the reading and comprehension skills which systematically works as follows:

- Online instruction automatically adapted to the specific learning needs of every student.
- Teaches nonreaders and early readers critical reading fundamentals, including Phonemic Awareness, Phonics, Fluency and Vocabulary.
- Teaches the readers the four main components of comprehension: Identifying facts, making inferences, finding themes and learning vocabulary in context.
- Multiple levels of error correction embedded within the sequence ensure student mastery before moving on.
- Embedded progress assessments ensure students understand core reading concepts and provide practice for future high-stakes tests.
- Automated reports make it easy for teachers and parents to quickly track student progress through the program.
- Built-in motivational sequences and rewards encourage students and keep them engaged.
- Proven to help boost test scores, improve literacy rates, and enhance overall academic performance.

Both Level up and Achieve 3000 is effectively used to ensure Reading skills are enhanced, so that they have the confidence to perform well in external exams like – NGRT, Pirls, TIMSS, PISA ASSET etc.,

Level up and Achieve 3000 has be an effective reading resource for ELL students and students with special needs.

#### **4.3. Reading Across Curriculum -**

- **RVBAS – (Reading for Vocabulary Building Across Subjects) Vocabopedia**
  - **KG 1 and 2 – Vocabulary word wall in each classroom enable learners to learn new words across different subjects**
  - **Grades 1 to 8 – Vocabopedia / Vocabulary wall – Learners' list down words across all subjects**
  - **VCOP Pyramid - To enable learners to use appropriate Grade level VCOP in writing**

Across all these grades, pupils' vocabulary, awareness of grammar and punctuation is enhanced by providing students extensive experience to listen, share and discuss a wide range of high-quality texts with their teacher /

peers through **RVBAS**. This is a systematic approach to **vocabulary** and punctuation practice where children are encouraged to learning new **vocabulary** on daily basis in short spurts. Children are encouraged to **Read for meaning**, Teach **vocabulary** in context to the text, Teach **vocabulary** specific to content, Word association and Summary. Learners add in new words from other subjects too into their Vocabopedia These skills are conceptualized and conceived through:

- Daily reading of Fiction / Non-Fiction texts to the students by the teacher.
- Listening to children read
- Guided Reading
- Independent reading
- Fusion flow classes where multi-age learners come together to take part in collegial discussions held on various topics throughout the school.

#### **4.4. RAS - (KG to Grade 12) - Promoting Reading Across Subjects**

**RAS - Reading Across Subjects:** At JSS Private School, we recognise 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. We believe that tackling the literacy demands in all our subjects will increase the students' chance of success. RAS board is being put in all classrooms, where articles, passages, content across subject is put to ensure Reading across subjects. We recognise that literacy skills are both general and subject specific and is therefore sole responsibility of all teachers across school.

- Prioritise '**R**eading' across the curriculum
- Provide targeted vocabulary instruction in every subject
- Develop students' ability to read complex academic texts
- Combine writing instruction with reading in every subject
- Provide opportunities for structured talk
- Provide high quality literacy interventions for struggling students

**KG to Grade 12 - RAS board** has been put up to enable words / articles / passages are displayed across subjects, so that learners can read and explore more on different materials pertaining to on going topics.

**4. CBSE Reading - To enable children to read using the CBSE reading APP for Grades 1 to 8.**

**5. NGRT - Conduct of NGRT (3 times a year) for Grades 1 to 11. Rigorous data analysis is done and intervention and lesson planning planned accordingly.**

##### **5.1.1. Reading activities**

###### **KG 1 to Grade 2**

Reading in Kindergarten is aimed to develop secure phonic skills through the use of '**Letters and Sounds**' which is a phonics-first approach to teaching Reading, Writing and Spelling. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents up to date on the progress being made in school. Rhyme Time and Story Time ensures development of reading literacy and healthy reading self-concept in Early Kindergarten Grades through extensive shared and guided reading sessions too. Phonics Sessions part of the Timetable ORT Sessions (Guided Reading), ORT Assessment Sheets, Use of LEVEL UP, Fly high Reading -Reading Café / Reading corner as part of pleasure Reading.

The Kindergartners also follows an extensive **Oxford Reading Tree Programme**:

- A Programme which teaches Phonics - using systematic phonics resources and training that really work.
- Practise phonics - with more decodable readers than any other reading Programme.
- It has readily available levelled books for the young learners ranging from Fiction to Non-Fiction and Poetry texts for the children to enjoy.

**5.1.2.** At this stage, Teaching of Reading is done two phases - '**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 has been widely appreciated, practiced and successfully run in KG sections and in Grade 1. As students' performance improves, leveled offerings adjust automatically.

- Inspires Practice
- Tracks Practice
- Assign and Track

### **5.1.3. Grade 3 – Grade 8**

1. Establishing independent reading is the primary focus in the middle and Upper Primary school, where the students are moved from the Oxford Reading Programme to making independent choices of reading from the school Library based on their interests.
2. In Grades 4 - 8, students are given ample opportunities to demonstrate their creative, reflective and independent side. They are involved in activities that create unique interpretations of various literary and informational texts which are explored through class roleplays / enactments, interviews, games, oral presentations and discussions.

**5.1.4. Library:** Grades 3 to 12 children get to visit Library during the scheduled Library time. Library coordinators are appointed who support and guide other students during the library periods. Week 1 and 2 TT's are scheduled to ensure that the children get extra Reading time with the teacher in the class. During this In-class library activity day includes, children along with teachers engage in Reading activities from Level Up / Achieve 3000 portals, guided reading, Read aloud etc.,

- From cozy reading corners to empowering Library coordinators to conduct simple day to day activities to Multilingual Library our Future Ready Library has taken a new shape.
- Measures such as **interactive soft boards** that encourage students to answer questions based on the books read, a **cocoon- shaped swing** offered to the Best Reader of the Month (based on the number of books issued to the child), being awarded the **Best Reader of the Month**, showing reluctant readers trailers of movies to pique their interest and encourage them to read are all measures in place to develop the love for reading in students.
- Besides the school library, every class has an **in - class** which allows the students to borrow books and read in class on days that they do not carry their library books. This encourages children to fruitfully engage themselves during their breaks and transitions periods.
- The well calibrated reading displays across the school and inside the classes clearly reflects students' reading initiatives and love of Reading.
- Students' written work samples on bulletin boards establishes the fine bond between Reading – Writing that is well embedded across the curriculum in all subjects.



**5.1.5. Reading corners:** These cozy Reading corners are set up in all Phases across school to promote Reading for pleasure. This has enabled the children to reach out to their favourite books in their blocks. Reading corners has enabled the students to reach out to subject specific / department specific books of different genres as well.

## 6. Home-School Partnership – Family Reading Time

We strongly believe that a **home-school partnership**, involves not only genuine collaboration and coordination between families and **school** but also encourages two-way systems of support that cross both **home** and **school** settings.

This strong bond and positive home – school partnership has established a continuous support system which has led to the success in Reading across the school. (**In line with Pirls 2023 recommendation**)



- Our recommendations include 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 parents reading to the child or listening to the child reading too.
- Reading and asking appropriate questions based on the text read plays an integral of the activity.
- **Questioning** is a **reading strategy** that helps them to engage with the text. It helps the **reader** to clarify what they are **reading** and to **better** understand the text. Asking good **questions** is a way for students to monitor their own **comprehension** while **reading**.
- With continuous support from the parents, we aim to develop and encourage life-long readers who will not only read confidently but also establish a sense of passion for Reading.
- Additionally, with the school's subscription to Level up / Achieve 3000, parents now play a vital role in the student's reading habits. This reading platform provides the parents with additional benefits to receive important notifications, track progress and send messages to their children by logging in with their parent login IDs too thereby allowing them to take complete control of the child's progress.
- 'Family Reading time' has become part and parcel of our daily activities where are equally participating in the reading progress of their wards. Weekly Home learning with Home reading activities, Summer Holiday Homework, In - house reading activities with parents etc., are done on a regular basis.

## 7. Equal Opportunities and managing diversity:

**7.1. Students of Determination** - Where students with difficulties in learning to read or with Special Educational needs are thoroughly gauged and prompt and interventions are accelerated to achieve progress. Progress is measured through a variety of measures that are tracked to ensure they are catching up with their peers.

7.1.1. In **KG 1 - Grade 1** for example, additional teaching and support is provided –

- Through 1:1 reading with an adult,
- Additional guided reading in small groups
- Routine phonics sessions
- Differentiated texts and resources catering to their ability and need.
- Exclusive intervention classes by the teacher from the Inclusion and Pastoral Care Department.
- Immersive reader

7.1.2. From **Grades 2 - 4** additional teaching is provided

- Through consistent 1:1 reading with an adult
- Differentiated texts and resources catering to their ability and need.
- Pre-teaching of key vocabulary to support children's understanding
- Additional support rendered by the Inclusion and Pastoral Care Department based on the individual need of the student.
- Immersive reader

7.1.3. At the **Middle School and Senior school** level, the Inclusion and Pastoral Care Department intervene by offering the Students of Determination, extra support through special sessions conducted in the resource room and through consolidation of the concepts taught in class. The special education teachers also assist the teachers in sharing of the IEP's embedded with recommended strategies for in-class accommodation as well along with immersive reader support.

## 8. National Agenda Focus

8.1. In our constant endeavor and working in line with UAE's Vision of 2021 to be the best in the world in Reading. For Math and Science, we lay much emphasis on exceeding the targets set for us, as notified in the past two cycles. Students' skills that are tested at these assessments are skillfully practiced and are well embedded into our school system. The same is seen as evidence in whole school curriculum and lesson plans too.

### 8.1.1. Reading Assessment Scores at the Various National Agenda Parameter

Assessment Name	JSS School's Target	Private 2015	JSS School's Scores (2015)	JSS School's Targets	Private 2018	JSS School's Scores (2018)	Private Scores	JSS School's Scores (2023)
PISA	508	531		545		549		-
PIRLS	-	533		553		-		582
E-PIRLS	-	540		560		-		-
PBTS	-	-		-		547		-

### 8.1.2 – ASSET

ASSET Trends	2019-20	2020-21	2021 – 22	2022 – 2023
Percentage of Students Performing above Stanine 6 in English	Outstanding (82.4%)	Outstanding (77.9%)	Outstanding (84.13%)	Outstanding (91.86%)

### 9 – Reading Literacy and Wider learning skills:

It is imperative that Reading literacy is linked to wider learning skills including all 21<sup>st</sup> century skills. Under the annexure on '**Excellence in Reading Literacy and Wider learning skills**' are explained in detail along with rubric for all 4 focal points including:

1. 21<sup>st</sup> century learner's skills
2. Reading Literacy
3. PSED (Personal, Social and Emotional Development)
4. Subject Specific skills

Orientation was given to all stakeholders involved regarding the new development. Phase 4 report card will feature 1,2,3 focal points where students will be assessed based on both formative and Summative performances. Focal point (4) Subject specific skills will be discussed and target setting will be done during the SLC.

All stakeholders are oriented with these parameters in detail.

### 10. Assessments:

**10.1** - Reading is assessed on a regular basis in classes as a part of ongoing formative and summative assessments. Based on NGRT scores, our readers are categorised under 4 proficiency levels to ensure maximum intervention.

**Rising Readers** -SAS Scores at and < 88 (Stanine 1, 2, 3)



**Progressive Readers** -SAS score between 89 – 111 (Stanine 4, 5, 6)

**Proficient Readers** – SAS score between 112 – 126 (Stanine 7,8)

**Star Readers** – SAS score > 127

Regular intervention, Weekly home learnings, use of Level up and Achieve 3000 ensure performance in external assessments.

**10.2** – Apart from NGRT scores, internal and CAT 4, Asset Verbal SAS data are considered to triangulate the data of the child. Teacher Assessment plays a vital role in assigning of roles and responsibilities during a lesson. Verbal deficit students are identified based on CAT 4 and personalised support is provided across subjects.

**10.3 – Reading Intervention:**

Based on data triangulation, reading intervention is done through Level up, Achieve 3000 reading portal. **Usage report, skill wise reports are derived monthly and plan of action is regularly monitored through ongoing Department meetings.**

**11 – Reading Survey:**

Reading surveys are conducted on a termly basis to understand the implications of Reading programs. Voice of all stakeholder / suggestions and opinions are considered. Survey conducted support us to understand the involvement of each stakeholders in Reading and ensure maximum Reading progress by each child.



## 12. SUMMARY

This policy should be read in conjunction with the following policies:

- ❖ JSSPS Learning and Teaching Policy
- ❖ JSSPS Transition Policy
- ❖ JSS PS Inclusion Policy
- ❖ JSSPS Cyber Safety Policy
- ❖ JSSPS Whole School Curriculum Policy

Agreed at the governing body meeting on

Date.....

CEO: .....

Principal: .....

Vice Principal: .....

Head of Learning: .....

Approved by the Governing Body: \_\_\_\_\_

*Chair of Governors*

## Review of Policy

The Reading policy is monitored by SLT and reviewed on an annual basis.

Policy Details	
Version date	April 2023
Last review	March 2022
Next review	January 2024
Responsible SLT and MLT	Head of Learning and HoD- English