

The Central School Dubai

Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

<i>Title of the Policy</i>	Reading Policy	<i>Designation</i>	Principal
<i>Name of Policy Writer</i>	Mala Mehra	<i>Date of Next Revision</i>	28th March 2019
<i>Date of Policy Revision</i>	29th March 2018	<i>Department/Section</i>	Principal
<i>Policy Code</i>	TCS/PC/1819/01		

2]. Section-B

<i>Purpose</i>	To instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children’s literature and help children to recognize the value of reading as a life skill. Develop children’s confidence, fluency and independence when reading for different purposes.
<i>Approach</i>	<p>When reading to learn, students need to follow four basic steps:</p> <ul style="list-style-type: none">✓ Figure out the purpose for reading. Accumulate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.✓ Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.✓ Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.✓ Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

<p>Rationale</p>	<p>Our aims:</p> <ul style="list-style-type: none"> ✓ To develop a love of books and reading. ✓ To develop happy, healthy and curious learners who read confidently and independently ✓ To begin to understand the meaning of what is read to them and what they read ✓ To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts. ✓ To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT. ✓ To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment. ✓ To deliver a structured and consistent whole school approach to reading. ✓ To begin to understand that this experience allows us to make connections with other people. ✓ To walk through doors to the past, future and other worlds both real and imagined. ✓ To recognize the value of parents / teachers as essential components in supporting and developing children’s reading skills and love of reading. ✓ To rigorously monitor and assess children’s progress in reading and identify those who require extra support and intervene at an early stage.
<p>Teaching and Learning</p>	<p>As a community of readers we expect all adults to model and communicate their love of reading. These are just some of the ways we can share this:</p> <ul style="list-style-type: none"> ✓ Story time in KG ✓ DEAR (Drop everything and read) BEAR (Be excited about reading) ERIC (Everybody reads in class)- (From April 2018) ✓ Shared and guided reading ✓ Library time ✓ Reading with individual children ✓ Buddy reading ✓ Reading records in the Library ✓ Reading Blog ✓ Reading Journal (just started) ✓ Holiday HW – Book reviews ✓ Leveled books for primary reading ✓ Picture reading for KG ✓ Hot Seating ✓ Reading comprehension <p>Strategies</p> <ul style="list-style-type: none"> ✓ The teaching of phonic awareness. KG ✓ Questioning about character/ story/ events/ structure/ plot.

- ✓ **Awareness of layout / features.**
- ✓ **Awareness of punctuation.**
- ✓ **Prediction of the story**
- ✓ **Developing decoding skills of unfamiliar words**
- ✓ **Awareness of the reading and spelling of common exception words/ tricky words**
- ✓ **Deduce meaning from context, syntax and previous experience.**
- ✓ **Scanning text for information and to support comprehension.**
- ✓ **Discussing the effectiveness of chosen language.**
- ✓ **Encouraging talk and discussion in groups.**
- ✓ **Encouraging clear speaking and expression when reading texts aloud**

In KG, big picture books have been introduced. In Primary Grades to develop the love for reading leveled books have been introduced. Student's will be exposed to a wide variety of author's and their writing techniques during their literature period which would be read by the teacher in cooperating multiple tasks to enrich their reading and comprehension skills. This will be continued whole across Primary.

In Primary grades the children will be divided into three groups based on their reading skills and level: beginners, emergent and independent readers. The division will be based on diagnostic assessment the teachers will give in the beginning of the academic year.

Reading Activities

In line with guidance from the framework for literacy our teaching objectives cover three key strands:

- ✓ Throughout the school, all classes will be involved in focused reading activities at a set time on every Wednesday as a part of their Literature Period.
- ✓ Each week children experience a range of the following activities:
 - ❖ Guided reading session with the class teacher/TA in KG
 - ❖ Word reading skills & strategies
 - ❖ A focused phonic- KG / spelling session/ grammar session.
 - ❖ An independent reading activity.
 - ❖ Reading comprehension activity linked to their reading and other curriculum areas.

Strategies that can help students read more quickly and effectively include:

- ✓ **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- ✓ **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge

	<p>about the author to make predictions about writing style, vocabulary, and content</p> <ul style="list-style-type: none"> ✓ Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions ✓ Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up ✓ Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text <p>SWD, and/or learning difficulties and disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective from an earlier year group.</p> <p>Children who are gifted and talented will be working to deepen or broaden their understanding of the objective which may sometimes be from a later year.</p> <p><u>Reading at home</u></p> <p>We recognize that children make better progress when they are supported at home and when there is a good communication between child-school-home. For this, parents will be kept abreast of their child’s progress.</p>
Implementation	<p>Word reading skills and strategies</p> <p>Every child will be engaged in –Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently</p> <ul style="list-style-type: none"> ▪ An interactive multisensory phonics session- KG ▪ Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way ▪ A rich and regular ‘Read aloud’ programme (story time) ▪ Buddy Reading <p>Read Aloud</p> <p>Children can benefit tremendously from being read to aloud. Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is all about creating a positive reading experience to engage the students, so you will want to model your enthusiasm for books and reading for them. Being familiar with the book you are going to read is crucial to reading aloud well. When you are not prepared, you will stumble over words and phrases and the experience will not be as pleasant. Don’t just read to your class; interact with them. Ask questions about what you have just read or the pictures they have been shown. This will help improve students’ comprehension of the story. When choosing books to read aloud, strike a balance between following the students’ preferences and inviting them to try new types of books to expand their horizons and spark new interests. Say, “this looks like a good story. Let’s give it a try!”</p>

- ✓ **Do the voices** Try to make sure each character talks differently –this makes the story come to life for the listeners. You could try making them talk higher or deeper, faster or slower, or even in different accents. If you have trouble thinking up voices, ask your audience to give you ideas for how a certain character might talk – they could even read one character’s lines for you...
- ✓ **Get with the programme** Make sure you have a regular slot in which to read every day. This makes sure you don’t forget about it, and stops everyone forgetting the plot
- ✓ **Go for a journey** If you have a regular reading time every day, choose a longer chapter book. It’ll be more of an experience for you and your listeners, and helps build their memory and understanding.
- ✓ **Keep them guessing** Ask questions every so often to find out what everyone thinks might happen next. This can help to build the suspense and make it more interesting for your listeners.
- ✓ **Make sure they’re still with you** **Recap** what’s happened every few pages to make sure your listeners know what’s going on (especially important if they are younger).

Shared reading sessions.

The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterized by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher’s role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text – as single readers or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

Guided reading sessions led by a member of staff.

The responsibility for reading shifts to the learner. The teacher structures all reading tasks with children, who are grouped by ability. They are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables the child to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies or objectives already taught in shared reading.

Independent reading.

During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from library books, games, activities, book tapes, talking books, webpages, print and text around the school, etc. The

	<p>child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.</p> <p>Buddy Reading The teachers plan for the reading to happen either in pairs or one grade students go and read to another grade students. Each pair checks on the interest of his buddy and ensures they have a good reading experience together.</p> <p>Story time, including poetry. Library time Reading with individual children.</p>
Reading Programme	<p>Reading Eggs</p> <p>The student of TCS follow “Reading Eggs” an online reading programme from KG to Grade 7 for home and school. This exciting reading programme is designed to motivate and excite children to improve their reading skills.</p> <p>Children are able to access Reading Eggs at home, they are able to practice what they have learned in class, and enjoy the experience whilst viewing their progress online.</p>
Policy Committee Members	<p>Policy Incharge: Mala Mehra</p>
Date:	<p>Approved by: Mala Mehra</p> <div style="text-align: right;">  <p><i>Mehra</i> 30/3/18 Signature of Principal</p> </div>