



Reading Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		Head of Primary
Last reviewed:	September 2025	Deputy Head of Primary
To be reviewed:	September 2026	

Rationale:

The reading policy has been created with the intention of ensuring consistency in the teaching and learning of reading across the curriculum. It sets out to inform all stakeholders of how students' reading can be monitored, improved and celebrated, allowing them to access the breadth of the entire curriculum. This policy is underpinned by evidence-informed research, which emphasises fluent reading, explicit vocabulary instruction, structured comprehension teaching, high-quality discussion, and reading for pleasure. All teachers, including those who do not teach English as a subject, must demonstrate an understanding of, and take responsibility for, promoting high standards of reading skills.

Aims:

The main aim of the policy is to develop a culture of reading for pleasure that places high value on the correlation between reading and learning. Through high-quality reading instruction, students will:

- develop fluent, accurate and expressive reading
- acquire a rich and growing vocabulary through explicit instruction
- understand, interpret and evaluate texts through structured comprehension strategies
- articulate explanations using evidence from texts
- read independently for both pleasure and purpose

Through our philosophy of teaching of reading, we should foster the following attitudes:

- Curiosity and interest
- Pleasure and thoughtfulness
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection
- Citizenship

All teachers must:

- **Explicit Instruction & Modelling:** Explicitly teach reading strategies, including vocabulary, inference, explanation and summarisation, through teacher modelling and guided practice.
 - Provide opportunities for students to read for a range of different purposes as is appropriate to the lesson context e.g. for information retrieval; for inference and deduction; to support viewpoints; to establish/understand a perspective.
 - Ensure that reading skills are developed using a range of activities that are appropriately differentiated.
 - Use available data, including CAT4, NGRT and AR, to make informed choices about appropriate texts to ensure they are at the appropriate level for all students, whilst providing appropriate challenge.
 - Ensure that students are supported in recognising and understanding how to use text-signposting conventions such as: index; glossary; chapter headings; subheadings etc.
 - Demonstrate and model a range of reading strategies including fluency in reading and decoding unfamiliar texts.
 - Apply reading techniques such as skimming, scanning, summarising and text-marking effectively in order to research and appraise texts.
 - Assess the reading process in order to identify weakness and strength, which in turn is used to inform planning and intervention

- **Vocabulary Development:** Plan and teach high-value Tier 2 vocabulary deliberately, including exploration of meaning, nuance, usage and effect on the reader.
- **Structured Talk:** Provide structured opportunities for paired and group discussion to support comprehension and reasoning.
 - Provide regular and constructive feedback on the quality of reading skills used by students. Be advocates of reading, especially reading for pleasure, wellbeing and mindfulness.

Teaching Approaches and Strategies

Our approaches and strategies reflect the requirements of Dubai educational National Agenda, the EYFS, National Curriculum of England and the Edexcel and AQA programmes of study at IGCSE and A Level.

Reading is taught throughout the whole school as part of literacy and as an integral part of the school day. Learning across the curriculum contributes to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral in all lessons.

During literacy lessons and other areas of the curriculum, children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Using shared and guided reading, children will experience good models of reading and reading discussion, using a variety of quality texts including print, media and ICT. Making judgements about what is read, and the ability to respond critically to what is significant in a text, develops as readers gain experience of a wide variety of texts.

Assessment information (NGRT, CAT4, AR) is used diagnostically to inform text selection, lesson focus, and targeted intervention rather than as an endpoint measure.

The Structure of an Effective Reading Lesson

Across the school, no matter what Key Stage or Phase, effective reading lessons typically include:

- clear lesson focus linked to reading domains (e.g. vocabulary, inference, explanation)
- teacher modelling of fluent reading and thinking aloud
- explicit teaching of vocabulary in context
- structured discussion before written responses
- collaborative tasks that require evidence-based reasoning
- reflection and retrieval to secure learning

Early Years

- Rising 3's and FS1 follow Phase 1 'Letter and Sounds' phonics programme- Aspects 1-7 are focused throughout the year including environmental, instrumental, body percussion, rhythm and rhyme, alliteration, voice sounds and blending and segmenting in preparation for phase 2.
- FS2 follow a bespoke phonics programme underpinned by Letters and Sounds which is tailored to the context of all learners using directional language to support our large number of EAL children.
- Guided Reading takes place with every child in FS2 bi-weekly using a text in line with their phonetic knowledge and reading ability. Children are grouped at an appropriate level.
- All children take home one library book to read for pleasure weekly. In FS2 children take home two additional home reader books in line with their phonic knowledge. Parents are encouraged to communicate on the Seesaw application on how their child engaged with the texts.
- Reading is tracked and assessed against ages and stages in line with development matters. Children are exposed to a range of texts; fiction and non-fiction texts for them to enjoy for pleasure.
- Drawing Club is carried out in FS2 bi-weekly to support children to develop their vocabulary.

Key Stage 1

- In Year 1 and 2, both guided and whole class reading sessions focus on developing fluency, oral comprehension and vocabulary through shared reading, guiding reading and structured VIPERS-based questioning. The children are taught reading strategies and are given the opportunity to practice and apply these to a variety of different

texts and differentiated tasks. The children receive at least 2 sessions of Guided and/or Whole Class Reading a week.

The children record their comprehension work in a reading exercise book. In addition to this, the class teachers also record a reading comment/stamp in each child's reading diary when they have listened to them read so it can be shared with parents. The reading diary also gives the children the opportunity to record their own reading they have done at home or in school.

Key Stage 2

- In Key Stage 2, reading lessons place increasing emphasis on vocabulary depth, authorial intent, explanation and evaluation, supported by collaborative discussion and evidence-based responses.
- Students engage with rich literary content including short stories and novels, which also inform writing lessons.
- Whole class and guided reading sessions focus on children practicing and applying their reading fluency as well as their reading comprehension skills (VIPERS) when either reading to an adult or completing a variety of differentiated tasks. When listening to the children read, the class teacher/TA will record a reading comment/stamp in each child's reading diary so it can be shared with parents. The children receive at least 2 50 min sessions of whole class and/or Guided Reading a week and they record their tasks in their exercise book.
- As students progress through Key Stage 2, Whole Class Reading sessions focus on the children mastering comprehension skills (VIPERS) by applying the reading strategies taught to a variety of differentiated tasks. The reading diary also gives the children the opportunity to record their reading they do at home.
- Students read and study a variety of texts, such as: chapter books, biographies, newspapers, poetry and picture books.
- Students independently read texts to discuss, evaluate and compare.

Key Stage 3

- Students engage in literacy content throughout every subject and are exposed to different writing styles of both fiction and non-fiction. These encompass a variety of purposes, and tasks are posed in-line with reading skills.
- Students are taught to use reading strategies and apply techniques of skimming, scanning and text-marking effectively in order to research and appraise texts. This is done in tandem with selection of information from a wide range of texts and sources including print, media and digital resources.
- NGRT scores and reading ages are used within lessons across the curriculum to support planning and differentiating for students. Word banks, glossaries and differentiated resources are used to ensure understanding for all students.
- Students have a fortnightly timetabled library lesson that focuses purely on reading for pleasure. They record this reading in their reading booklets of which there are bronze, silver, gold and platinum. Students are encouraged with certificates and prizes to read more books in their own time.
- Students complete a Whole Class Reading unit in Term 2 English, with activities including comprehension, writing, and critical thinking questions designed to deepen their knowledge and understanding of the text.
- Students read texts independently throughout subjects to discuss, evaluate and compare. Students are also encouraged to complete discussions and peer assessment tasks to help their understanding of texts read. Oracy is used to establish and further inference skills from reading.

- As expert readers, teachers read excerpts and extracts to students in order to aid content understanding and model reading with fluency.
- Texts are chosen with the purpose of facilitating the transition to Key Stage 4 with each topic chosen specifically to prepare for studies at GCSE.
- All students have access to Accelerated Reader which helps to inform reading interventions. This aims to close the reading gap for students and enable more access to texts, specifically for transitioning into Key Stage 4. The English department tailor library sessions to support those with lower stanine scores.

Key Stage 4

- Reading resources focus on a range of texts from different genres that equip students with the necessary vocabulary, expression and organisational control to cope with the cognitive demands of the array of subjects being studied. This includes specific vocabulary lists and Tier 2 vocabulary displayed around every English classroom.
- NGRT scores and reading ages are used within lessons across the curriculum to support planning and differentiating for students. Word banks, differentiated resources and scaffolding are used to ensure understanding for all students.
- Students are encouraged to read fluently and with accurate understanding to enhance knowledge within each subject. Students use reading strategies and apply techniques of skimming, scanning and text-marking effectively in order to research and appraise texts. This is done in tandem with selection of information from a wide range of texts and sources including print, media and digital resources.
- Students are encouraged to use the library in their own time to enhance their understanding on a range of subjects. Reading lists are available within each subject area for extended reading.
- Students' skills of analysis, interpretation and critique are further developed in lessons across all subject areas by using a range of texts, critical thinking questions, and marking/feedback in all subjects.
- Students' skills of reconstructing texts based on their reading proficiency are assessed through response writing. Feedback is used in a constructive way to deepen understanding and direct further learning based on ability.
- Wider reading is selected for high ability and Gifted and Talented learners within subjects to push understanding and thinking beyond GCSE knowledge.

Key Stage 5

- Reading skills are developed in Key Stage 5 with a greater focus on independent reading and wider reading around chosen subjects to enhance knowledge and critical thinking.
- A wider reading library is stocked in the sixth-form centre to encourage University level reading and research of different topics to promote independent study.
- Reading resources focus on a range of texts from different genres that equip students with the necessary vocabulary, expression and organisational control to cope with the cognitive demands of the array of subjects being studied.
- Teachers develop students' ability to read complex academic texts to help them through strategies such as activating prior knowledge, prediction, question, critical thinking, to improve the students' comprehension and their ability to read metacognitively.
- Students' skills of analysis, interpretation and critique shall be further developed in lessons across all subject areas to meet the A Level/BTEC criteria for the given subject.

- By the end of Key Stage 5, students to be empowered to face the challenge of navigating countless avenues of exploration and sources of knowledge for developing a wider perspective of study for further education courses.

Reading across Arabic and Islamic Studies

Primary:

- Students are encouraged to take weekly **Arabic and Islamic stories** from the class library especially if they are native Arabic speakers.
- Use of **VIPERS** in primary school to increase the students understanding of Arabic texts and stories.
- Employing **reading aloud** daily to increase the number of words read per minute as per the MOE expectations, to help the students-built confidence when they are reading aloud. The reading aloud happens in both Arabic and Islamic A and B.
- Weekly use of I-read Arabic **Platform** that helps students in Arabic A to be exposed to wider range of texts and stories that will enhance their reading vocabulary and increase their progress in creative writing.
- Library visits fortnightly are arranged in Arabic A classes in Primary.

Secondary:

- Students in Arabic A are reading novels assigned to every year group from the MOE, tracked by weekly questions given by each teacher to improve the use of the vocabulary in speaking and Writing Task.
- Employing **reading aloud** daily to increase the number of words read per minute as per the MOE expectations, to help the students-built confidence when they are reading aloud. The reading aloud happens in Both A and B.
- Reading aloud daily is done in both Arabic A and Arabic B classes.
- Encouraging students in Arabic B to take weekly **Arabic story** from the class reading selection.

Teaching and Learning of Reading

Primary

- The teaching mainly focuses on building upon and solidifying the skills the students have previously obtained. By making continuous reading assessments, any gaps or issues in pronunciation of words can be highlighted and improved upon using intervention programs and more reading practice.
- Encouraging the students to read a variety of books, genres and topics to therefore expose them to different words and styles of writing.
- Employing different reading strategies like group reading, class reading and individual reading to improve reading confidence and comprehensive skills of different texts.
- Students discuss different books of different genres with their peers to compare and contrast the contents and events of the books – improving their analysis.
- Students are encouraged to independently choose their books and change them whenever they please so that they have the freedom, making reading more fun.

Secondary

- Students are encouraged to infer different meanings and connotations from events and quotes in their selected books, building upon their analytical skills.
- Students must be independent and take books from the library that will suit their level and age, whenever they feel they have made the best use of their previous book.

- Students must challenge themselves by reading books that are advanced with multiple different meanings and interpretations so as to see multiple perspectives and gain multiple morals from the story.
- Students should work on and improve their summarization skills to prove they can derive and spot key points of information in extensive sums of text, improving the ability of understanding the purpose of the text and the audience its written for
- A variety of text styles of different genres are encouraged to be read and explored to improve technical vocabulary, general knowledge and to also know multiple styles of writing that could be later employed in writing short stories or articles etc.

The Reading Environment and Enrichment

Our literacy -rich environments are maintained to immerse all students in highly stimulating activities that foster a reading culture across all phases. These areas include:

- Indoor and outdoor library spaces
- Student librarians
- Reading buddies
- Teachers Love Reading role-modelling posters
- Subject specific recommendation displays
- Reading Rivers in the department area to promote reading and showcase eclectic reading habits
- Timetabled library access sessions
- Library awards
- Use of drama and role-play in classes (where appropriate) to immerse children in texts
- ICT in the classroom through iPads and interactive whiteboards to access digitally written materials.
- Reading competitions/challenges
- Book Swaps
- Community Engagement through Chevron Readers' Cup hosted by the Emirates Literature Festival.
- Author/poet visits
- World Book Day activities
- Engagement with UAE initiatives such as the Emirates Literature Festival
- Visits to local libraries

School Library

Students have access to a broad range of genres in the library. Books from a broad range of genres are made available from contemporary to classic authors and fiction and non-fiction texts. Students are encouraged to share their favourite books and authors through feedback sessions, reading reflections and displays in the library. Staff are knowledgeable and available to ensure that age and content appropriate books are recommended to students, regardless of their age, ability or interests.

Home-School Reading Programme

Students will be given opportunities for independent reading using their reading scheme/ Accelerated Reader/ library books during the school week across all phases. In Key Stages 3, 4 and 5, the English department share reading lists containing age-appropriate recommended reading for all students.

Reading Intervention

Children in Year 2 and above are assessed using NGRT each term to track, monitor and develop progress and attainment in reading. As a result, strategic intervention strategies are put into place for those children who are either not progressing or not meeting age-related expectations. These sessions focus on reading skills such as comprehension, inference and word reading.

Students with identified or suspected reading, language and/or literacy difficulties that require support beyond the scope of quality-first classroom teaching are referred to the Student Support

Team, with parental consent for further assessment. A wide variety of reading intervention programmes are used across the school and are led by both inclusion and class/homeroom teachers and assistants. The effectiveness of such interventions is monitored to ensure progress is being made at an appropriate rate for the individual.

Roles and Responsibilities:

- SLT will create a reading and literacy vision and ensure that this is shared with all staff; they will strive to create and maintain a high profile to this vision.
- Teachers and assistants across the school will take every opportunity to provide students with the knowledge, skills and understanding they need to read effectively. They will assess students' progress and set reading targets.
- The Student Support Team will provide additional scaffolding for students with identified reading needs including EAL and SEND students. Support may include in-class or separate class intervention and/or differentiation.
- The English Leads will support teachers in the implementation of strategies and encourage staff to share good practice. The Leads will regularly monitor students' progress in reading and the impact of reading interventions and review provision accordingly.
- Parents should encourage their children to develop their reading skills through encouraging reading for pleasure at home.
- Students will take increasing responsibility for recognising their own reading needs and making appropriate improvements.

This policy reflects DBSJP's commitment to evidence-informed practice, ensuring that all students develop the reading skills, knowledge and habits required to access the full curriculum and thrive as confident, critical readers.

Applicable to:

All teachers and assistants

Policy reviewed

by: RSM, PRU ,
VB, ND