POLICY ON READING

"Establishment of a knowledge-based economy and changing the path of development is based on science and innovation. This requires nurturing a generation of readers that is fully aware of developments happening around them in the world as well as of the best ideas and the latest theories."

President, His Highness Shaikh Khalifa Bin Zayed Al Nahyan.

There is no frigate like a book (1263)

Emily Dickinson, 1830 - 1886

There is no Frigate like a Book

To take us Lands away,

Nor any Coursers like a Page

Of prancing Poetry –

This Traverse may the poorest take

Without oppress of Toll –

How frugal is the Chariot

That bears a Human soul

1. THE RATIONALE

"Reading maketh a full man…." This statement in a nutshell describes aptly the power of reading and its role in the process of man making.

In this millennium, with knowledge doubling at a tremendous pace, and despite the technology boom, reading remains the single most effective tool to access the vast body of information. It provides access and enables the reader to understand, assimilate, and use information meaningfully. Reading is the foundation of all the disciplines. At WPHS we give importance to our student's reading skills because we believe that competence in reading is the key to independent learning and directly impacts students' progress in learning at school and beyond. Reading aids children to explore the world and serves as a source of knowledge as it is central to our ability to understand, interpret and communicate with each other and the world around us.

2.<u>THE AIM:</u>

The WPHS Reading policy has been developed in line with the School vision and mission, the UAE National Agenda and Vision 2021, and the MOE initiatives.
It aims to serve the following purpose:

Student's academic development:
- Reading is a Skill needed for accessing information from all sources
- Reading ensures academic success by facilitating access to other areas of the curriculum
- Develop students reading through progressive phonics teaching, guided reading, and shared reading, individual reading, and library access so that children will learn to read widely, fluently, frequently, and with good understanding and pleasure.
- Giving the second language learners the best of opportunities for language learning through vocabulary enrichment, oral language skill development, and in doing so increasing their academic achievement.
- Promote a good model of reading with expression, enjoyment, and understanding, through daily shared reading and access to books in an inviting reading area.
- Perceive reading as a pleasurable and enjoyable activity, getting excited about the potential offered by books.
- Having an interest and understanding of a wide range of words, texts, and genres and reading them for meaning and information.
- Have the opportunity to listen with attention to stories regularly (read and oral) and can understand the relevance of stories within their lives at home or school.
- Develop powers of imagination, inventiveness, and critical awareness and the close links between reading and writing activities.
- Read with confidence, fluency, and understanding, orchestrating a range of independent strategies to self-monitor and correct and to use reading to support other learning.
- Use a range of reading strategies to help them with unfamiliar texts, understand the sound and spelling system and use this to read accurately Develop research skills, using library and class texts.

<u>Personal & Social development:</u>
- It exercises and therefore develops the mind
- It develops imagination by stimulating thinking
- It's a window to the world, allowing exploration of the worlds-present, past, and future
- It develops creativity
- It is fundamental to developing good self-esteem
- It is essential for fundamental functioning in the modern-day world
- It is a skill needed in the world of work

School Vision:
Reading is an essential tool to enable students to become life-long learners.

- Explicit teaching of reading
- Linking reading to other areas of the curriculum
- Make school library centers of excellence in promoting a love of books and a culture of reading
- Make schools the hubs for organized reading drives in neighborhoods and communities, and globally through virtual networks
- Design reward systems to encourage and appreciate good readers

Key teaching approaches/strategies
To achieve this, the school will use a systematic and developmental approach to teaching reading as shown on the continuum below:
Alongside teaching children to acquire the skills they need to read. The school aims to develop children's understanding of what they are reading and to be aligned with the English Asset Curriculum.

- Identifies and recalls direct facts in the passage •
Analyses and infers hidden ideas
- Analyses characters and situations
- Understands the organization and context of the passage •
Interprets the lines of a poem
- Registers moods, tones, and emotions
- Identifies the main idea and purpose of the passage •
Infers using contextual clues and prior knowledge
- Knows punctuation and sentence formation
- Understands the usage of grammar concepts 0
- Identifies synonyms, antonyms, and other words •
Deduces word meanings from contextual clues
- Understands idioms proverbs and figures of speech •
Knows correct spellings and phonics in words

3. OBJECTIVES OF CLASSROOM INSTRUCTION IN READING:
- To identify the reading abilities of all students using standard assessments
- To help struggling readers with specific strategies and or assistive technologies to enable them to overcome the barriers to academic success
- To identify potentially advanced readers and encourage them to read for pleasure.
- To guide and support advanced readers to develop an interest in literary and academic readings for pleasure and personal/professional growth.
- To enable all students to pursue a career of their choice and become independent lifelong learners
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- To enable all students to pursue a career of their choice and become independent lifelong learners

4. <u>METHODS/ APPROACHES TO TEACHING READING FOR FLUENCY AND COMPREHENSION:</u>

- Phonics and phonemic awareness using rhymes and repetition
- Whole word- look and say the method
- Spell- and say words with spelling rules
- Word families
- Vocabulary: sight words (Dolch list), frequently used words, grade level active vocabulary, grade level passive vocabulary-(orient Longman, Mcgraw Hill, Scholastic)
- Model reading for pronunciation, intonation & expression
- Choral reading/shared reading
- Close reading with explicitly taught reading strategies to decode texts:
- Phoneme grapheme connection
- Blending, Syllabification and chunking
- Making connections - between text to text, text to self and text to world • Asking questions: -who, when, where, why, what, and how?
- Character, setting, problem solution
- Identifying elements of fiction and non fiction
- Sequencing- beginning, middle, end
- Sifting Main idea & supporting detail
- Fact from opinion

5. <u>READING COMPREHENSION STRATEGIES THAT ALSO HELP IN OTHER CONTENT AREAS:</u>

- Think aloud
- Locate keyword
- Use GOs to organize information and see connections/ relationships
- Question the text
- Take notes
- Skim and scan with the purpose
- Infer

6. <u>STRATEGIES FOR USE FOR STRUGGLING READERS:</u>
- Paired reading
- Choral reading
- Echo reading
- Reading ladders
- Reader theatre.

7. <u>Reading Across the Curriculum:</u>
- Reading across the Curriculum addresses students' needs, to achieve instructional goals, and prepare them for their future professions. These goals can be achieved through four specific strategies that can make faster, better reading possible for all students:
- An understanding of the nature of the reading process;
- A consistent focus on direct classroom teaching of critical reading skills that go beyond comprehension; · Opportunities for modeling and practice of these critical reading skills;
- The development of an understanding of the conventions of disciplines and the genres used in an array of academic areas.

8. <u>READING ASSESSMENTS:</u>
Internal Reading assessments will be done every week in the library period. Assessment will include assessing both:

- Fluency: Atomicity(fast and easy word recognition) and accuracy.
- Comprehension

Testing Procedure:
Select a grade-level text, and make two copies.

Fluency- While the student reads the text for 60 secs at normal speed, the teacher marks all (errors may include omissions, additions, substitutions, or incorrect responses) on the second one. Calculate the fluency based on number of correct words per minute. If unfinished, the teacher could read out the passage for the student or let her read it silently till finished.

Comprehension questions will include questions on:

- Global understanding: what was the text about?
- Main idea and supporting detail
- Retelling

60% comprehension at age level fluency is the norm (60th percentile). Slower readers may show up to 80-90% comprehension.
Fluency = several correct words read/min. Individual student scores can be compared with the 50th percentile scores on the Hasbrouck-Tindal chart.

9. <u>EXPECTED OUTCOMES AT THE END OF EACH PHASE:</u>

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In this phase, they recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read.

Expected outcomes at the end of this phase:

- Reads simple words/sentences with the help of pictures. e.g. House, color, parts of the body, etc.
- Differentiates between small and capital letters in print and Braille (as per need).
- Follows the main idea, details, and the sequence of ideas and events and draws conclusions based on reading with the teacher. e.g. After reading a story about balloons, can narrate her experience of buying and playing with a balloon.
- Understands through picture reading. e.g. Look at the picture below and tell how a plant grows. Relates ideas with her personal experiences and raises questions. e.g. How do you make bubbles?

PHASE 2

In this stage, children are beginning to rely less on teacher support when reading individually and silently. But they still benefit from reading seen texts about familiar topics with support from the teacher. They recognize common genres and their features. They can identify key information in a text and comprehend it. They begin to recognize that information can be represented in visual forms. They are beginning to apply their developing reading skills with more confidence and independence.

Expected outcomes at the end of this phase:
Understands the main idea, and locates details in the text (seen and unseen).Understands different literary genres such as prose, poetry, etc.
Understands the purpose and characteristics of the material other than textbooks.
Understands and uses different reference sources in reading.
Understands the form and functions of grammar in context.

PHASE 3 & 4

In this phase, children read and respond to a wide range of familiar and unfamiliar texts. They predict, ask questions, retell, and talk about texts read in the class. They read a range of topics-
related classroom texts. They can read known texts with fluency. They read back their writing or sentences written by others. They use texts purposefully and find information in texts.
They discuss the events in texts and the characters' feelings and actions. They identify the purposes of familiar texts, including catalogs, guides, simple stories, and factual texts. They can read seen and unseen texts. They can do the silent reading.

Expected outcomes at the end of this phase:

Understand the main idea, and locate details in the text (seen and unseen).

Understand and appreciate the language of different literary genres such as prose, poetry, etc. Understand the purpose and characteristics of materials other than textbooks.

Understand the form and functions of grammar in context. Understand and use different reference sources in reading.

10. RESOURCES FOR SUPPORTING READING:

- Rhymes
- Picture books
- Grade-level
  readers • Word lists
- Flashcards
- Testing material
- Technological reading support
- Digital sources (Lightsail, Reading rockets, E-library) • Class Libraryand Reading Lounge

11. SUSTAINING THE READING PROGRAMME:

- Professional training for teachers who are teaching 'Reading' • Special educators for Dyslexia
- Guest speakers for reading clubs
- Develop and enrich library as a reading resource(Append lib dev plan) • Organize reading drives such as:
- Readathons
- Reading
  festival •
  Reading Club
- Home reading plan
- Reader leaders: teachers, students, parents • Parent-led reading events
- Mobile libraries/ class libraries
- Book fairs
- Literary fests
- Reader program
- Reading awards- interclass- school -
- Readers recommend- book review contests • Reading Raffle

(The above list is suggestive and not exhaustive.)

12. LEADERSHIP & MANAGEMENT

The Department of English will review the progress of students every six weeks and report to senior leaders for support and guidance on reaching targets.

They will suggest improvisation/ expansion of classroom and library resources, design programs, and propose training staff for strengthening the reading programs.

he BOG will be presented with reports twice a year. They will allocate and approve budgets for procuring resources.

Regards,

Davison

Principal