



Ambassador International Academy

Reading Policy

Our aim is:

- To support teaching and learning within the whole school;
- To encourage students, in partnership with parents, to be critical and creative users of information;
- To provide a welcoming and supportive, stimulating and structured learning environment which encourages all students to reach their individual potential;
- To encourage a love of reading so that students became lifelong readers.
- To create opportunities for students to develop their self-confidence as readers, self-respect as consumers of knowledge and a sense of responsibility regarding books and book repositories;
- To guide all types of learners in their choice of appropriate books for study and leisure;
- To support more able students to access resources that develop the skills, knowledge and understanding they need to achieve the highest possible progress in subjects;
- To provide a suitable and flexible environment to host a wide range of enrichment learning experiences for students.

Teaching Approaches and Strategies

Reading is emphasised across school as part of literacy and reading across the curriculum and contributes to students' development of language. Age appropriate shared, guided and independent reading opportunities during literacy / library lessons and other areas of the curriculum allow students not only to experience a wide range of fiction and nonfiction but also discuss, analyse and respond critically to varied texts and sources including print, media and ICT.

Reading at Lower Primary Level

In Grade 1,2 and 3 the teaching of reading is based on the Oxford Reading Tree Programme, a programme that has been successful in teaching and encouraging children to read.

Continual formative assessment will help target gaps, if any, in areas including phonic knowledge. This will be addressed in class through intervention programmes and supporting individuals or groups. Underpinned by Oxford Assessment & Levelling one can assess every child and ensure they progress to become confident readers.

Students are divided into three groups based on their reading skills and level: 'Beginners', 'Emergent' and 'Independent readers'. The division will be based on the diagnostic assessment the teachers conduct in the beginning of the academic year.

Reading Activities

Throughout the week every child will experience a range of the following activities:

- Guided reading session with the class teacher/Teacher Assistant;
- Word reading skills & strategies;
- A focused phonic / spelling session/ grammar session;
- An independent reading activity;
- Reading comprehension activity linked to their reading and other curriculum areas.

The following are some of the other ways the school promotes reading among younger students:

- Story time;
- ORT Reading Programme [Grades 1, 2 and 3];
- Parent Reading Circle;
- DEAR (Drop Everything And Read);
- Shared and guided reading;
- Library time;
- The teaching of phonics;
- Questioning about character/ story/ events/ structure/ plot;
- Awareness of punctuation;

- Making predictions;
- Developing decoding skills;
- Awareness of the reading and spelling of common exception words/ tricky words;
- Deduce meaning from context, syntax and previous experience;
- Read to the Principal and other members of the SLT;
- Reading Logs.

Having found a base at a younger age, the following strategies have proved beneficial to enhance the reading skills of grades 4 to 12 students:

- 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 about the author to make predictions about writing style, vocabulary, and content
- 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;
- Making inferences at varied difficulty level;
- Analysing texts / articles / films;
- Making connections – text to text, text to self and text to world;

Students of Determination work towards the same objectives with support. Those working well below the level of their peers work on a related objective from an earlier year group. Able gifted and talented students work to deepen or broaden their understanding of the objective which may sometimes be from a later year.

Stimulating Reading Environment

Literacy-rich environment is created through a myriad of stimulating activities to foster love for reading amongst all learners irrespective of age level.

- Reading Circle.
- Golden Reading Time.
- Reading by older students.
- Authors' Visits.
- Book Fair each term.
- Chevron Readers' Cup organized by Emirates Literature Festival.

Evaluation and Assessment

Formal assessment / External assessments: (Grades 1 to 4) – Reading test conducted by ASSET, besides in-house reading assessments conducted to gauge the reading age of lower primary students based on guidelines by BURT and ORT.

(Grades 5 to 9) – New Group Reading Test (NGRT)

IGCSE in English Language and Literature taken in Grades 9 and 10 (Public Examination)

Summative/ Internal assessments: Integrated into different subjects as a part of 'Reading Across Curriculum'.

Continuous informal assessments by English and other subject teachers.

August 2019

Review August 2020