

STUDENT DISCIPLINE AND BEHAVIOUR POLICY

Policy No: Reading Policy
Owner: WPSD-LLC
Document Author: Principal
Authorised to Edit/ Amend: Senior Management
Authorised to Access: All stakeholders

Date of Compilation: March 2024
Version No: 1
Policy to be reviewed again in April 2025

School Vision:

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

School Mission:

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning so that they are equipped to face the opportunities and challenges of the 21st century wherever they may be.

To Do This:

We provide the best possible learning opportunities in academic subjects, personal development, moral values, and life skills. Staff members and students work together in a spirit of cooperation and mutual harmony.

Preamble:

At Woodlem Park School Dubai, we champion the transformative power of reading in shaping students' academic success and personal growth. Our reading policy is dedicated to fostering a culture of literacy that embraces diversity, promotes collaboration, and instills a lifelong love for reading. Through this policy, we aim to provide every student with the opportunity to explore diverse literary worlds, develop critical thinking skills, and become confident, compassionate readers. We are committed to working in partnership with parents and the wider community to create a reading-rich environment where all students can thrive and reach their full potential.

Aim, Scope and Significance

Our aim is to cultivate a love for reading among students, equipping them with the literacy skills and habits necessary for academic success and lifelong learning.

Our reading policy encompasses the provision of diverse reading materials, the integration of literacy across the curriculum, collaboration with parents and the community, and the promotion of inclusive practices that celebrate cultural and linguistic diversity.

By prioritizing reading, we empower students to become confident, competent, and compassionate individuals who are prepared to thrive in a rapidly changing world. A strong foundation in literacy not only enhances academic achievement but also fosters critical thinking, empathy, and lifelong curiosity, shaping students into engaged global citizens.



ACHIEVE 3000 and LEVEL UP :

Achieve 3000 and Level up is used at WPSD as a Digital Reading Platform. Students can improve their reading skills at home with the differentiated literacy program offered by Achieve. Every student in the classroom receives the same lesson but the content is customized to match each child's own reading level. The lessons in Achieve 3000 come with a variety of activities to improve child's reading comprehension, vocabulary, and writing skills. As students perform well on activities, system will automatically adjust the difficulty of the lessons to keep them challenged and motivated towards the success. The more the students complete the articles and activities the better results are reflected with an improved LEXILE Score of every student. At WPSD we use Achieve 3000 (Gr 3 to 10) and Level Up (KG to Grade 2) is used as a baseline for Reading Literacy test which determines the standard Lexile score of each student, post which the teachers track and monitor the progress of Lexile Score

Key teaching strategies

In order 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 in order to read. The school aims to develop children's understanding of what they are reading and to be aligned with the English Asset Curriculum.

1. Identifies and recalls direct facts in the passage
2. Analyses and infers hidden ideas
3. Analyses characters and situations
4. Understands organization and context of the passage
5. Interprets the lines of a poem
6. Registers moods, tones and emotions
7. Identifies the main idea and purpose of the passage
8. Infers using contextual clues and prior knowledge
9. Knows punctuation and sentence formation
10. Understands the usage of grammar concepts 0
11. Identifies synonyms, antonyms and other words
12. Deduces word meanings from contextual clues
13. Understands idioms proverbs and figures of speech
14. Knows correct spellings and phonics in words

Objectives of Classroom Instruction in Reading

- To identify 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 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.
- 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.



Methods / Approaches to teaching reading for fluency and comprehension

- Phonics and phonemic awareness using rhymes and repetition
- Whole word- look and say 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
- Using non-text clues
- Using context clues
- Word attack skills
- Root words
- Predicting
- Summarizing
- Visualizing
- 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

Reading Comprehension Strategies that also help in other content areas:

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

Strategies for struggling leaders:

- Paired reading
- Choral reading
- Echo reading
- Reading ladders
- Reader theater.

Reading Across the Curriculum:

Reading across the Curriculum addresses students' needs, to achieve instructional goals, and to 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.

Reading Assessments:

Reading assessments for primary students should be age-appropriate, engaging, and designed to assess key literacy skills at their developmental level. Here are some reading assessments suitable for primary students:

1. Letter Recognition and Letter-Sound Correspondence
2. Phonics Skills
3. Sight Word Recognition
4. Reading Fluency
5. Reading Comprehension
6. Vocabulary Knowledge
7. Listening Comprehension:
8. Word Recognition and Decoding
9. Fluency Checks
10. Reading Interest and Engagement

Each of these assessments serves a different purpose and provides valuable information for guiding instruction and supporting student learning.

For high school students, reading assessments often become more complex and may include a broader range of skills. Some types of reading assessments commonly used for high school students are:

1. Literary Analysis Assessments.
2. Critical Reading Assessments
3. Research Skills Assessments
4. Media Literacy Assessments
5. Reading Comprehension Assessments
6. Reading Tests(SAT/IELTS)
7. Advanced Placement (AP) Assessments

These assessments help us to gauge students' reading abilities, identify areas for improvement, and tailor instruction to meet individual learning needs.

Testing Procedure for Fluency:

Reading Time: Allow the student to read a passage for 60 seconds at normal speed.

Error Marking: The teacher marks errors (omissions, additions, substitutions, incorrect responses) during the second reading.

Calculation: Calculate fluency based on the number of correct words per minute.

Completion: If the student is unable to finish within the time, provide assistance by reading aloud or allowing silent reading until completion.

Comprehension Assessment:

Questions covering global understanding, main idea, supporting details, and retelling.

Aim for 60% comprehension at age-level fluency, with slower readers potentially reaching 80-90% comprehension.



Fluency Measurement and Comparison:

Fluency is measured by the number of correct words read per minute. Individual student scores can be compared with the 50th percentile scores on the Hasbrouck-Tindal chart.

Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials require a fluency-building program.

External Reading Assessment: NGRT

Expected Learning Outcomes at each phase:

Phase I- Kindergarten:

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:

- Read simple words/sentences with the help of pictures. e.g. House, colour, parts of body etc.
- Differentiates between small and capital letters in print and Braille (as per need).
- Follows main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher. e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.
- Understands through picture reading. e.g. Look at 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 II:

In this stage, children are beginning to rely less on teacher support when reading individually and silently. But they still benefit from reading texts about familiar topics with support from the teacher. They recognize common genres and their features. They are able to 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, locates details in the text (seen and unseen). Understands different literary genres such as prose, poetry, etc.
- Understands the purpose and characteristics of material other than textbooks. Understands and uses different reference sources in reading.
- Understands the form and functions of grammar in context.

Phase III & IV:

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 topic-related classroom texts. They can read known texts with fluency. They read back their own writing or sentences written by others. They use texts purposefully, and find information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts. They are able to do silent reading.



Expected outcomes at the end of this phase:

- Understand the main idea, 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.

Resources for supporting reading:

- Rhymes
- Picture books
- Grade-level readers
- Word lists
- Flashcards
- Testing material
- Technological reading support
- Digital source - Level up & Achieve 3000
- Class Library
- Reading Lounge

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
- Organize reading drives such as:
 - Readathons – DEAR time
 - Reading festival
 - Reading club – Library as the Reading Hub
 - Home reading plan – LEVEL UP / ACHIEVE 3000
 - Reader leaders: teachers, students, parents
 - Parent led reading events
- Class libraries
- Book fairs
- Literary fests
- Reader program

(The above list is suggestive and not exhaustive.)

READING – ACCESSING THE CURRICULUM :

Reading plays a fundamental role in accessing and engaging with the curriculum across various subjects in high school. Reading facilitates access to different areas of the curriculum:

- Content Acquisition: Reading is the primary way students acquire new information and content across subjects such as history, science, literature, and social studies. Textbooks, articles, primary sources, and other written materials are key sources of knowledge.



- **Comprehension and Analysis:** Strong reading skills enable students to comprehend complex texts, analyze information, and extract key concepts. This is crucial for understanding and engaging with subject-specific content in depth.
- **Critical Thinking:** Reading promotes critical thinking by challenging students to evaluate arguments, assess evidence, identify biases, and form their own opinions. This skill is essential for subjects like philosophy, social sciences, and literature.
- **Research and Investigation:** Effective reading skills support students in conducting research, gathering data from diverse sources, and synthesizing information. This is vital for completing research projects, writing papers, and participating in debates and discussions.
- **Problem-Solving:** Many subjects require students to solve problems based on written instructions or case studies. Reading comprehension skills help students understand the problem, identify relevant information, and devise solutions.
- **Literary Analysis:** In English and literature courses, reading allows students to analyze literary works, explore themes, study characters, and understand the historical and cultural contexts of texts. This deepens their appreciation and understanding of literature.
- **Language Skills Development:** Reading enhances vocabulary, grammar, syntax, and writing skills, which are transferable across all subjects. Strong language skills enable students to communicate effectively, express ideas clearly, and participate actively in classroom discussions and presentations.
- **Exam Preparation:** Many exams, including standardized tests like the SAT and ACT, as well as subject-specific exams like AP tests, require strong reading abilities. Students need to comprehend passages, answer questions, and write essays based on reading prompts.

Reading is not just a standalone skill but a gateway to accessing and mastering the curriculum in high school. It underpins learning across subjects, fosters critical thinking, supports research and analysis, and prepares students for academic success.

PARENTAL ENGAGEMENT :

Parental engagement is crucial for the success of any reading program, especially in middle and high school settings where students are developing advanced reading skills and habits. Few ways parental engagement can be fostered in a reading program:

Parent-Teacher Communication: Establish regular communication channels between parents and teachers to discuss reading progress, strategies, and goals. This can include parent-teacher conferences, emails, phone calls, and newsletters

Workshops and Seminars: Organize workshops and seminars for parents to learn about the importance of reading, effective reading strategies, ways to support reading at home, and how to choose appropriate reading materials for their children.

Family Reading Nights: Host family reading nights or literacy events where parents and students can participate in reading activities together, such as read-aloud sessions, book discussions, and literacy games. This encourages a positive reading environment at home..



Home Reading Programs: Implement home reading programs where students are encouraged to read at home and parents play an active role in monitoring their reading habits, providing encouragement, and discussing books with their children.

Parental Involvement in School Libraries: Invite parents to volunteer in school libraries, participate in book selection committees, and organize reading-related events. This promotes a sense of ownership and investment in the reading culture of the school.

Technology-Based Resources: Use technology to engage parents in the reading program, such as providing access to online reading resources, virtual book clubs, and interactive reading apps that parents can use with their children at home.

Parental Literacy Workshops: Offer workshops specifically focused on improving parental literacy skills, including reading comprehension, vocabulary development, and effective reading strategies. This empowers parents to be better equipped to support their children's reading journey.

Community Partnerships: Collaborate with community organizations, libraries, and literacy initiatives to provide resources, workshops, and events that promote reading and literacy engagement for both students and parents.

Feedback and Evaluation: Seek feedback from parents on the reading program, their experiences, and suggestions for improvement. Regularly evaluate the impact of parental engagement initiatives on students' reading motivation and achievement.

By actively involving parents in the reading program and providing them with resources, support, and opportunities for engagement, we can create a collaborative reading culture that benefits students' academic success and lifelong love of reading.

READING – FUN ACTIVITIES

Reading to your PET: When reading to a pet, choose a comfortable and quiet environment where both the reader and the pet can relax. Use engaging books with captivating stories, colourful illustrations, or interactive elements to keep the pet and the reader interested. (encourages companionship, bonding time, stress relief, non-verbal communication, imagination and creativity)

Reading at your favourite place: Reading at your favorite place can enhance the reading experience and make it more enjoyable and immersive. (provides comfort, emotional connection, bonding with nature, relaxation) . It can transform reading experience into a s pleasurable and meaningful activity.

This is a controlled document. Unauthorized access, copying and replication, either in whole or part without the written permission of the owner and author, is prohibited.

The owner/ author reserves the right to review, amend and modify any part f this policy before or after the stated review date as they deem fit.