



Reading Across the Curriculum Policy 2024-25

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Review period | Annually

Lead Reviewer | Primary Vice Principal & Secondary Vice Principal



***“Empowering today,
for a limitless tomorrow.”***



**Limitless
Learning**



**Limitless
Solutions**



**Limitless
Possibilities**

Aims and Expectations

At Wellington Academy, Al Khail, we believe that competence in reading and a healthy reading self-concept are key to independent learning and has a direct impact on student progress in learning at school and beyond.

Reading opens countless avenues of exploration and sources of knowledge to students as it is central to our ability to understand, interpret and communicate with each other and the world around us. We strive to nurture enthusiastic, independent, and reflective readers, with a love of reading and a sense of the importance of reading as a strategic tool for life-long learning and success in the world of work.

The UAE National Agenda

The vision includes aspirations for citizenship, a spirit of entrepreneurship, enhanced educational attainment, and a knowledge-based economy driven by innovation, research, science and technology.

The realisation of these aspirations requires a world-class education system, responsive to national needs and aligned to international standards.

Wellington Academy believes that our students achieve beyond limits and our reading provision supports enhanced educational attainment as part of the UAE ‘Next 50’ Vision. Our vision is aligned with the KHDA focus on Reading Across the Curriculum which is to create skilled, strategic, and successful readers.

Our

Aims for Reading:

- To develop a love of books and reading that lasts for a lifetime;
- To create a strong, embedded reading culture through a rich language environment across the Academy;



- To nurture fluent, confident and independent readers who can transfer these skills across the curriculum and beyond classrooms and the wider school environment;
- To develop *reading literacy* through strategies and skills: fluency, accuracy, understanding and response by engaging in a wide range of literary genres/ types of texts;
- To develop *reading comprehension instruction*, helping our students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers;
- To develop *digital literacy* skills that helps readers to navigate the information on the web;
- To understand and respond to literature drawn from a range of cultures, genres and literary heritage;
- To recognise the value of parents/carers as essential components in supporting and developing their child's reading skills and love of reading;
- To monitor and assess student progress in reading and identify those who require extra support and intervene at an early stage.

To achieve these aims, Wellington Academy, Al Khail, will aim to foster the following positive reading attitudes:

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

Assessment and Identification

Foundation Stage: Students are assessed against the Development Matters statements in FS1 and against the Early Learning Goals for Literacy (Word Reading and Comprehension) in FS2. Students' phonic knowledge in FS2 is assessed each half term, so that any gaps in letter recognition, and word reading skills can be identified. This information is used to support interventions that take place within the classes. Recognition of sight words (called 'Egg words') is assessed weekly and a new set of words is sent home each time a full set is read. The students' reading ability is assessed using PM benchmarking - each child completes a running record at least half termly, which is used to establish their reading age.

Primary: Rigorous assessment of individual pupils' progress, phonic knowledge and skills is vital to quickly identify the pupils who are not working at age-related expectations, those who are in danger of falling behind and to identify those who need to be challenged. Effective provision for pupils to close the gap must be put in place early, and there must be high expectations of what all pupils can achieve.

Students are assessed against the National Curriculum objectives (Comprehension and Word Reading) and students in Key Stage One are assessed half-termly against the Read Write Inc. Phonics Programme. Students in Year 1 sit the Phonics Screening Test at the end of the year. New students sit this as a baseline in Year 2.



Students in KS2 sit the GL Education New Group Reading Test (NGRT) termly. This is a computer-adaptive assessment that measures key aspects of a student's knowledge of reading and language. Questions on this test cover 46 reading skills over five domains including: analysing literary text; word skills and knowledge; analysing argument and evaluating text; comprehension strategies and constructing meaning; and understanding author's craft. From this, students are given a standardised score (in relation to sentence and passage comprehension) and a zone of proximal development which allows them to choose books from our primary library with the appropriate level of challenge.

In addition to this, students have access to Accelerated Reader which allows them to take a short quiz after reading a quiz book within their ZPD. Students' reading ability is also assessed using PM benchmarking - each child completes a running record at least half termly, which is used to establish their reading age and help guide interventions.

Secondary: From the 2022-23 academic year, all students in Year 7 will be assessed using the New Group Reading Test (NGRT) to ascertain Standardised Scores and further support the identification of students who are behind an age-appropriate level of reading comprehension and spelling. This data will then be analysed in relation to Cognitive Ability Testing 4 (CAT4), National Curriculum Assessment (NCA), and subject levels alongside anecdotal information such as teacher/parent/student concerns and response to texts within lessons. This collation of information is used to inform class teachers, interventions and additional support.

Students across all year groups can be referred for additional assessment by Support for Learning (SfL) at any time through the processes outlined in the *Inclusion Policy* and *Graduated Response*. All students throughout the school who are identified with a need, whether externally identified or internally identified, are assessed and monitored throughout their academic career at Wellington Academy, Al Khail.

Standardised checkpoints using Accelerated Reader, CAT4, and Progress Tests in English, Maths and Science contribute to the identification of students with potential need.

Further information can be found in the *English as an Additional Language Policy* and *Inclusion Policy*.

Reading Intervention

Students are continually assessed in all Key Stages to monitor progress in reading. Intervention activities will be in place for those students who are not secure with the phase specific sounds to target any gaps in their reading skills. One strategy for this provision is through our Social Enterprise curriculum where our Secondary School students join Foundation Stage and Primary classes and assist with individual reading.

School Library

Students have access to a broad range of genres in the Academy library. Books from a range of genres are made available, including contemporary to classic authors: both fiction and non-fiction texts. Students are encouraged to share their favourite books and authors through feedback sessions, reading reflections and displays. Our youngest students enjoy weekly visits to the Foundation Stage library, which is resourced with texts aimed specifically at students aged 3-7 years old. In addition, many initiatives run throughout the year that link to the Wellington Academy, Al Khail, wider reading strategy, including:

- Visiting Book Fairs
- World Book Day initiatives and displays



- Reading Tea Parties (FS-KS1)
- Reading Challenge
- Author of the Term (Foundation Stage)
- Author hosting for Emirates Literature Festival
- Celebration of key literary figures across the year (including Shakespeare Day)
- Accelerated Reader Quiz celebration
- Drop Everything and Read (D.E.A.R)
- LAMDA Graded Speech and Communication examinations

Teaching and Learning for Reading Proficiency

Foundation Stage: In Foundation Stage, the aim is to develop an early love for reading and to create positive reading habits both at school and at home. We recognise that students do not just ‘become’ readers – enjoyment is a result of careful teaching and practice, and we encourage this both at school and at home. The students are exposed to a wide range of texts through shared reading experiences within the daily timetable. Key texts are linked to our half-termly themes and used to support knowledge and skills development in all areas of learning. For example, the text ‘Mr Seahorse’ by Eric Carle is used in FS2 as part of the ‘Ocean Explorers’ topic to explore camouflage.

As studies have shown that students who know eight nursery rhymes by heart by the time they are four years old, are usually among the best readers in their class by the time they are in eight years old we include daily ‘rhyme time’ within the timetable where the students learn to recite nursery rhymes and simple poems from memory.

Storytime is timetabled into the school day to allow for students to hear a range of stories read aloud. These opportunities to listen to and talk about books that include words beyond those that they can read for themselves support language and vocabulary development so that when the students are able to read by themselves they are able to take meaning from the text.

Parents are supported, through parent workshops and information sessions, to enjoy shared reading experiences with their students at home.

In Foundation Stage One, teaching is focused upon ensuring that the students have developed their pre-phonetic and wider phonological awareness skills. ‘Concepts of Print’ is also a focus, as this prepares the students with the skills needed to allow the reading process to take place.

In Foundation Stage Two, daily systematic phonics teaching is used to teach the students letter-sound relationships, how to blend phonemes into spoken words and to segment spoken words into phonemes. ‘Decodable books’ linked to the students’s phonic abilities are used to develop the students’s word reading skills. PM Readers are also used to track early reading skills, including wider reading cues and comprehension, and to encourage whole-word reading.

Key Stage 1: It is a child’s right to be literate and enjoy literature, regardless of the social and economic circumstances of their neighbourhoods, their ethnicity, the language spoken at home and any special educational needs or disabilities. The teaching and learning of reading should be a positive and enjoyable experience that should be taught systematically and consistently across the whole school, with a shared



technical reading vocabulary, which will allow students and adults to have discussions around reading. Students should be taught the full range of reading strategies including: phonic knowledge (visual information); grammatical knowledge (structural information); word recognition and graphic knowledge (visual information); contextual knowledge (meaning), with a focus on self-monitoring and self-correction leading to independence.

In Year 1 and 2, students are taught phonics and reading through the Read, Write Inc. Programme. They are homogeneously grouped based on their phonetic knowledge and read books selected to match their reading ability. The students are taught to read and spell words, through blending and segmenting phonemes. They are also taught to read and spell high frequency words and tricky words which cannot be segmented phonetically. In Year 1, planning of phonics allows students to use and apply new learning. Whereas in Year 2 planning is based on an initial assessment of the phonemes, and lessons are used to close gaps and allow students to practise and apply the phonemes within a context. Dedicated Guided Reading sessions allow teachers to hear groups of students read and are centred around the PM reading scheme. Reading interventions, such as daily readers, take place in both year groups to develop fluency as well as consolidate understanding and application of phonemes. In addition to this, all English lessons are centred around high-quality texts which promote a love of reading and support students' ability to understand more complex texts and build up background knowledge

Key Stage 2: In school, all students will be heard to read regularly according to their needs. Students will read to and with a variety of adults in school, in group and individual settings. As part of these dedicated reading sessions, students will be questioned using the 'Bloom's Taxonomy' questions, to develop their skills in remembering, understanding, applying, analysing, evaluating and creating. Students are given opportunities to read a wide variety of texts across all areas of the curriculum and English lessons are centred around a high-quality text. Dedicated Shared Reading lessons allow teachers to hear groups of students read and teach explicit and progressive reading skills. Shared Reading lessons are centred around the Ready Steady Comprehension scheme. Ready Steady Comprehension empowers teachers to teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts. Weekly library slots allow students to select a quiz book – within their Zone of Proximal Development and a free choice book which they can enjoy.

Key Stage 3: Students in Key Stage 3 (KS3) read a range of fiction and non-fiction genres for varying purposes. Teachers' facilitation of reading for meaning, using a range of teaching methods and approaches, is integral to developing students' wider reading and reading for enjoyment.

Students in KS3 have an explicit timetabled lesson for *Accelerated Reader* in the curriculum. Reading lessons are also embedded in the English curriculum to train students to search and observe beyond their immediate experiences to help them to appreciate, evaluate and respond to texts in a critical and reflective manner. During these sessions, for skills of active reading, inference, deduction and prediction to be developed across the ability range, teachers and teaching assistants frequently work with smaller groups of students, each with a different 'role' within the group, to partake in reciprocal reading. Students are selected using a combination of factors, including assessment scores and teacher observation. The books read in these sessions offer students the opportunity to read more ambitiously for their level in a supported setting.

Reading strategies are instrumental in stimulating gains in literacy across the curriculum. Applying reading strategies, students derive meaning from conceptually dense texts and can search, select and retrieve information, represent literal information, integrate and generate information, evaluate and reflect upon



texts read. All KS3 pupils take part in D.E.A.R. (Drop Everything and Read) which is built into the pastoral provision. This is a whole school initiative as we believe that reading is relevant across all subjects. This encourages students to read for pleasure as opposed to a chore.

The English and Drama department, in collaboration with the *'Emirates Literature Festival'*, arrange trips or visiting authors to enrich students' love of reading; this also allows them to hear from professional writers to broaden their understanding surrounding the world of literature. LAMDA Drama examinations are offered to further enrich the types of reading and presentation of key skills related to reading. This is offered as an Extra Curricular opportunity to all students at the Academy from year three to year thirteen.

Each year group explores at least one set text in drama per year. This allows students opportunities to be able to sight read confidently and explore deeper meanings within the text in terms of understanding subtext and extended metaphors by practically exploring these elements within a text.

Additionally, students create drama from a range of stimuli including poems, extracts from novels and non-fiction media. By using such a broad range of material, students find literature that excites and relates to them, fostering a love of learning and love of reading.

Key Stage 4: Development in reading literacy is of prime importance for students in Key Stage 4 (KS4) as literacy and learning goals are found to have a positive impact on their self-esteem, motivation and attitude towards learning. 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.

Students' skills of analysis, interpretation and literary critique shall be further developed in lessons where the author's choice of language and use of thematic and dramatic techniques are discussed in detail. Their ability to reconstruct texts based on their reading proficiency is assessed through response writing based on genre transformation. Moreover, the aptitude for application of inference, deduction and analysis leading to discernment of authentic information is developed and assessed through research reports or projects.

By the end of KS4, students will be empowered to face the challenge of navigating countless avenues of exploration and sources of knowledge for developing a wider perspective of language study at Post 16 across all subject areas of the Academy curriculum.

In Drama at KS4, students are exposed to a range of literature. As part of the course they must read, study and practically explore two full plays from contrasting eras and genres. They use the language within the text to gain a deepened understanding of character, context, themes and issues. Additionally, students are presented with poetry, prose and non-fiction texts as stimuli for creating drama.

All KS4 pupils take part in D.E.A.R. (Drop Everything and Read) which is built into the pastoral provision.

Key Stage 5: At Key Stage 5 (KS5), students' skills of analysis, interpretation and literary critique shall be embedded and a wider perspective of language developed in lessons where language and use of thematic and dramatic techniques are analysed and perceptive alternative reasoning offered. Students' skills of critical analysis and reconstructing of texts based on their reading proficiency are assessed through response writing based on genre transformation.

Moreover, the aptitude for application of inference, deduction and analysis leading to discernment of



authentic information is developed and assessed through research reports or projects.

By the end of Key Stage 5, students shall be empowered by their understanding and appreciation of a variety of texts that have allowed them to embed their practice and perspective of language study. Wider reading also prepares students for further study and/or the world of work.

Opportunities for enrichment in reading across the curriculum:

- Literacy-rich environment is maintained to immerse all students in highly stimulating teaching and learning strategies that foster a reading culture across all key stages
- All Foundation Stage classrooms have 'reading nooks' where students can choose to access reading material during their "explore time", and other reading material will be available in the classroom linking to all areas of learning (e.g. non-fiction books about vehicles displayed with construction materials, stories about sea creatures displayed with the small world resources).
- Students in the Foundation Stage and Key Stage 1 are rewarded with a 'tea party' each time they share 50 books at home (library book, home reading material, home reader etc.)
- Use of drama, role-play and speaking & listening, where appropriate, to immerse students in the text
- ICT in the classroom through iPads and interactive whiteboards to access digitally written materials
- D.E.A.R (drop everything and read)
- Author Visits
- World Book Day activities
- World Scholars Cup - literacy activities
- MUN - Junior and Senior programmes run as an ECA in school
- ECA programme includes library wellbeing sessions and reading clubs
- LAMDA Examinations in Public Speaking & Acting from a Text (from Year 3)
- Use of peer mentors as 'buddy readers' to support those identified as needing further reading intervention during tutor time for KS2 and Years 7, 8 and 9. Year 8 'reading friends' share stories with FS2 students who do not read regularly at home
- Junior librarians in KS2

Other policies related to this policy: *English as an Additional Language, Inclusion Policy.*