



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# POLICY

## Reading

Approved by:	Jeremy Hallum
Last reviewed on:	January 2024
Next review due by:	September 2025

### MISSION

Lead, nurture and succeed.

### VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**



## MTW Reading Policy

**This policy is implemented at GEMS Metropole School Al Waha (MTW) in alignment with our school's vision, mission, values, and the principles of effective learning.**

### Objective

At MTW, we provide a purposeful curriculum that ignites curiosity and a passion for learning. We nurture confident, independent, and inquisitive learners with strong foundations in communication, critical thinking, and a lifelong love for reading. We aim to empower students to reach their full potential and become thoughtful, responsible citizens. Through this, we develop world-class learners and leaders, prepared for opportunities beyond MTW.

### Aims

Reading is central to all learning. At MTW, we are committed to ensuring every child becomes a fluent, confident, and enthusiastic reader. Through engaging, cross-curricular experiences, students develop the ability to decode, interpret, and respond to a wide range of texts with accuracy and understanding.

Aligned with the UAE National Agenda and Vision 2021, we aim to embed reading as a daily habit and a valued part of our school culture. Our involvement in international benchmarking (PIRLS, TIMSS, PISA, NGRT, and GL assessments) supports national goals and highlights the UAE's educational achievements.

Our Reading curriculum aims to:

- Foster a lifelong love of reading
- Build a strong reading culture within a language-rich environment
- Develop fluent, independent readers with transferable comprehension skills
- Promote understanding of diverse genres and cultures
- Strengthen digital literacy for navigating online texts
- Encourage creative and innovative writing
- Ensure equitable access to learning, with appropriate challenge and support for all learners
- Develop public speaking and oral communication skills
- Promote internal and external opportunities for gifted and talented learners
- Involve parents as key partners in developing reading habits



## Legislation and Guidance

This policy reflects the requirements of the National Curriculum of England programmes of study for reading.

## Teaching and Learning

Reading is woven throughout the curriculum from FS to KS2. Students explore quality texts across subjects, developing literacy through shared, guided, and independent reading. Critical thinking is nurtured through engagement with diverse text types, in both print and digital forms.

In Primary, standalone reading lessons focus on specific reading objectives, vocabulary development, author exploration, and modelling of reading strategies using reading stems. These lessons are interactive and provide opportunities for students to work independently, with peers, or with adults.

Key features of reading provision:

- Texts reflect cross-curricular themes and UAE links where relevant
- Daily reading lessons are planned and delivered across all Primary year groups
- Weekly planning aligns with curriculum objectives outlined in medium-term plans
- Big Cat Reading planning, assessments, and resources are used to support delivery
- Daily story time is mandatory in all Primary classrooms

### Early Years Foundation Stage (FS1 & FS2)

- **FS1:** Focuses on fostering a love of books and storytelling. Children begin recognising environmental print and understanding that print conveys meaning.
- **FS2:** Builds foundational skills through the Read Write Inc. phonics programme. Daily phonics, guided reading, and storytelling sessions promote decoding and blending, while thematic stories enrich vocabulary.

Children access books at home and track their progress using reading passports. Those working below age-related expectations receive structured phonics interventions, while higher-attaining students begin responding to CVC words and early comprehension questions.

### Key Stage 1 (Years 1–2)

- Phonics is taught through Little Wandle Letters and Sounds.
- Guided reading sessions target higher-order skills such as inference and prediction.
- Home reading is supported through Collins Online Library.



- Assessment informs flexible intervention groups to close learning gaps and challenge exceeding readers.

### Key Stage 2 (Years 3–6)

- Students read from a range of high-quality texts, including Big Cat, Collins Online E-Books, and class novels.
- Instruction targets comprehension mastery, vocabulary development, and critical thinking (e.g., inference, summarising, evaluating).
- Assessments (NGRT, GL, PTE) inform planning, grouping, and differentiation.
- Students use both digital and print resources (e.g., dictionaries, thesauri) to build vocabulary and enhance comprehension.

### Book Banding System

MTW uses a colour-coded book banding system to ensure students read books appropriate to their ability. Students select texts from the Big Cat Reading Scheme based on reading age and teacher judgement, supported by NGRT assessments. Regular review of banding ensures accurate placement and progression.

### Home Reading

Students are encouraged to read at home daily. Parents and carers are asked to:

- Listen to their child read
- Record reading sessions in the reading diary
- Read and respond to teacher comments

Reading targets are shared with families three times per year via school reports. These targets guide students in setting personal reading goals and identifying next steps.

### Classroom Reading

Reading is an integral part of the school day. Students read independently, in pairs, and in small groups. Classrooms feature well-stocked reading corners with a range of age-appropriate texts, including books, magazines, and digital resources. Teachers strive to hear students read aloud, in small groups or 1-1, at least three times per week in Foundation Stages and Key Stage 1 classes and twice per week across Key Stage 2.



## Library

The school library is central to MTW's reading culture. It houses a broad selection of fiction, non-fiction, and poetry catering to a wide range of reading levels and interests. Our librarian offers personalised support, recommending books that match students' interests and abilities to foster a genuine love for reading.

## Assessment

Assessment of reading is both formative and summative. Teachers use:

- Running records
- Comprehension checks
- Book reviews
- Observations of fluency and engagement

Assessment tools include NGRT, GL, and PTE. Progress is tracked on Go for Schools and used diagnostically to identify needs and inform planning. Teachers also receive CPD on effective strategies to support student progress. Formative assessments occur regularly during guided reading sessions.

## Interventions

Targeted interventions ensure all students receive the support they need. These include:

- 1:1 reading sessions to boost fluency and comprehension
- Structured use of comprehension kits
- Data-informed small group or individualised intervention programmes

## Inclusion

Teachers maintain high expectations for all learners. Lessons are adapted to meet the needs of:

- Higher-attaining students
- Pupils with low prior attainment
- Students with SEND
- English Language Learners (ELL)
- Emirati students
- Gifted and Talented pupils

Every effort is made to ensure access to the full curriculum for all students.



## Roles and Responsibilities

### *English Leads*

- Track student progress through NGRT and internal data
- Lead the strategic development of reading across Primary
- Monitor impact through data, observations, moderation, and pupil voice
- Ensure curriculum coverage
- Provide high-quality reading resources
- Maintain motivational reading target displays
- Promote internal and external G&T opportunities
- Deliver staff CPD on reading strategies
- Organise parent workshops on home reading expectations
- Coordinate school-wide events to promote reading and oracy
- Coach and support teachers to share and embed best practice

### *Class Teachers*

- Plan and deliver high-quality reading lessons
- Model fluent, expressive reading
- Share termly reading progress with parents
- Monitor and track home reading, providing feedback in reading diaries
- Ensure daily home reading is completed and followed up where needed
- Use assessment data to inform planning and differentiation
- Provide timely interventions for students not meeting expectations
- Refer students needing further support to appropriate leaders

### *Students*

- Take ownership of their reading progress through reading passports and personal targets
- Choose books that interest and challenge them from a range of genres and levels
- Read daily at home and in school
- Reflect on their reading preferences and discuss books with peers and adults
- Participate in class discussions, book reviews, and reading challenges
- Engage with digital platforms to support fluency and comprehension
- Respect and care for books and reading resources in the classroom and library

We believe empowering students with responsibility over their reading fosters confidence, independence, and enjoyment.

## Monitoring Arrangements

The impact and consistency of reading provision is monitored through a range of strategies:



- **Lesson observations** and **learning walks** focusing on reading instruction and classroom environments
- **Pupil voice activities**, including surveys and reading interviews, to understand student experiences and preferences
- **Data analysis** of NGRT, PTE, phonics screening, and internal assessments to track attainment and progress
- **Work scrutiny** of reading journals, comprehension responses, and assessment tasks
- **Reading passport checks** to monitor home reading and ensure parental engagement
- **Regular planning reviews** to ensure alignment with curriculum expectations

These monitoring activities are led by the English Leads and Senior Leadership Team, with outcomes used to inform staff training and curriculum development.

### Monitor and Review

This policy is reviewed annually to ensure it reflects best practices and remains aligned with the school's strategic aims, national benchmarks, and curriculum updates.

The next review will consider:

- Updates to curriculum guidance or assessment frameworks
- Feedback from staff, pupils, and parents
- Analysis of internal and external data
- Developments in educational research around reading and literacy

**Reviewed by:** English Leads, Head of Primary, SLT

**Next review due:** September 2025