



LITTLE FLOWER ENGLISH SCHOOL DUBAI

READING POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. MERAJ
Role	ENGLISH HOD
Date of review	25-03-2026
Date of next review	25-03-2027
Signature	



READING POLICY

Rationale

The ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at Little Flower English School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and type of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Aims

At Little Flower English School, we aim to:

- Become fluent, confident and expressive readers.
- Read with enjoyment across a range of genres.
- Read for pleasure as well as for information.
- Read and respond to a wide range of different types of literature.
- Understand the layout and how to use different genres and text types.
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy.
- Build their bank of sight words to enable fluent reading.
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Develop inferential skills in reading.
- Use skimming and scanning techniques in reading wherever necessary.

We aim to develop, through our teaching of reading, the following attitudes:

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

Action and Implementation

Reading is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the teacher of English, class teacher or by the SENDCO in cases of students with reading process disorders, or voluntary readers such as students from other schools and volunteers from corporates.

Kindergarten Stage

- Shared Reading, using a big book or text on the smart TV screens, with small groups or the whole class.
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension.
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age.
- Daily sight words, phonics lessons using various strategies
- Story time in which the class teacher reads to the class.
- Reader's workshop is provided for 55 minutes a week to promote fluency Reading of texts linked to topic work and to provide time to nurture the love of reading and to learn about texts in a variety of ways.

Primary & Middle School

- Modelled reading (teacher reading to the students- this can occur in multiple contexts).
- Shared reading (whole class with access to the text)
- Guided Reading (teacher instructing small groups, with students matched to text – focus is on individual instruction).
- USSR (uninterrupted, silent, sustained reading – focus is on independent reading)
- Dedicated 135 minutes a week are provided for students of grades 1 & 2 and 90 minutes for grade 3 to grade 6 students. Additional 50 minutes are provided for reluctant readers.
- Outside reading is encouraged through library and English Week activities.
- **Readtheory** reading portal is made use of to provide levelled reading and varied reading experiences. Students get to read materials as per their levels and digitalised, detailed reports can be made available for use in analysis and to ensure progress.

Role of Parents

Parents are strongly encouraged to be actively involved in their children’s reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. The school provides books to parents to build a home library. Links to various websites and portals are sent regularly to help parents guide the students to read and grow.

<https://readtheory.org/>

Assessment and Record Keeping

Kindergarten

Kindergarten follow the Oxford Reading tree schemes and Kindergarten Step by Step guided reading level books. Assessment procedure includes

- Reading engagement, oral reading fluency and comprehension
- Identify reading strength and weaknesses using running record
- Determines students' reading levels
- Informs reading instruction
- Monitors progress in reading
- Aids in planning reading interventions.

Primary & Middle School

Readtheory is used for assessment of reading, analysis of reading attainment and to check progress. Lexile scores and grade averages are recorded and used to inform planning and modification in reading strategies, reading materials and in curriculum.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy once every year.