



POLICY ON READING

Implemented : April 2014

Reviewed : May 2020

Next Review : May 2021

Compiled by : SLT & SMT

Approved by : Ms. Asma Gilani, Principal & CEO



Active and effective participation in reading depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts.

The study of English and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learn how language works and how to use it well.

Learning about texts and language is important to the social and personal development of the individual. Students need to control and understand the English language to develop the confidence and competence to meet the demands of society, school, further education and employment.

Students need to read, explore and engage in a wide range of literature, everyday and media texts from their own and different cultures, to take pleasure in using texts to explore ideas and to think critically about their world and the global community.

Knowledge about how language functions and how it both reflects and shapes social attitudes, assists students to achieve a better understanding of themselves, their culture and the contemporary world. They are then able to use the texts they read and listen to as resources for shaping their own.

BELIEF STATEMENTS

We believe that:

- Reading is a necessary life skill.
- Learning to read is part of the process of learning language and learning about the use of language.
- The central purpose of reading is to gain meaning from print.
- Reading is an active process of constructing meaning.
- Reading involves the integration of the cuing systems of language.
- Reading strategies are important for the construction of meaning.
- Readers bring a range of experiences, background knowledge and feelings to the text.
- Reading development is a continuous process throughout life.
- Children learn to read by being active in the process of controlling language.
- All children can and have the right to learn to read.
- Reading should be enjoyable.
- Reading should have significance for all children; they should understand the purpose for reading.
- Reading requires knowledge of the linguistic system.
- Reading requires children to become responsible for applying skills and strategies.

- Children learn through immersion when they are exposed to demonstrations of how language is used in many, varied situations.
- Explicit teaching of skills and strategies is necessary and should be taught in the context of a whole language approach.
- Children need to have the opportunity to read every day.
- Children’s attitudes to reading largely depend on what has happened to them during previous reading encounters and on the attitude to reading of important people in their lives.

AIMS

We aim to assist children to:

- Construct meaning from text.
- Read widely, selecting texts from a range of sources and genres.
- Read every day.
- Become confident users of reading’s three cuing systems- visual, meaning, structure.
- Understand the links between reading and writing.
- Identify and use important information from text.
- Become confident users of language in a variety of forms / genres / contexts appropriate to their level of development.
- Develop knowledge of the ways in which language varies according to the context, purpose, audience and content, and the capacity to apply this knowledge.
- Develop a range of skills and strategies to assist them to derive meaning from text.
- Select and use appropriate strategies when reading for different purposes, i.e. for pleasure, for information, for research etc.
- Develop a knowledge of the linguistic patterns, structures and features which are used to construct different texts
- Develop knowledge of the ways that textual understanding and interpretation may vary according to cultural, social and personal differences.
- Respond critically to the texts they have read.
- Assess the effect of a text on his/her own thinking.
- Develop optimism in their potential as readers.
- Develop a love of reading.

STRATEGIES

In accord with our beliefs about how children best learn to read, our School use a combination of the following strategies:

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| <u>Daily Reading</u> | Providing frequent opportunities to read across all Key Learning Areas. This includes the Home Reading Program, availability of 8 Newspapers and more than 12 magazines in the school library. Learning Centers in the primary and kindergarten departments |
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| <u>Reading to Children</u> | Teachers are encouraged to set aside time in which they read literature pieces to the class. In terms of language skills, reading to children leads to vocabulary acquisition. Before reading the excerpt the teacher helps the students activate prior knowledge so that they are able to make the links between what they know and the new information they are receiving. The questioning and discussion before and after reading the piece helps students understand the structure, setting, plot, sequence, characterisation, and values of the story. This is a key strategy for those students needing the most assistance. |
| <u>Shared Reading</u> | <p>Shared Reading involves the children participating in the reading of a text. Children are seen as co-readers of the text with the teacher. They observe what a teacher 'appears' to do as they read and listen for the signals in the story, chant, rhyme, song, poem or other shared texts being presented. These signals may include the text form the teacher has used, the structure of the text, or specific features incorporated in the text. The aim of shared reading is for children to become familiar with different text types. Through this familiarity, the children are able to anticipate and predict the shape and form of a rhyme, poem, chant, recipe etc., if and when they experience it in the future.</p> <p>Focuses of a <i>Shared Reading</i> session may include opportunities for the teacher to:</p> <ul style="list-style-type: none"> • Demonstrate the roles of authors, illustrator and reader. • Model strategies the children may soon need in 'Guided' and independent reading sessions. • Provide students with a supported reading environment. • Introduce new or more complex and varied language. This is particularly relevant when teachers are introducing new writing forms. • Model fluent and expressive reading. • Identify particular features of words. |
| <u>Guided Reading</u> | 'Guided Reading' is an approach that enables the teacher and a group of students to talk, read, and think their way purposefully through a text, making possible an early introduction to silent reading. This is the central teaching strategy during the small group focus section of the daily reading workshop for those students who are already under way with reading. The text is |

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| | <p>selected by the teacher so that it is at the group's instructional level of reading; that is, most students in the group will be able to read the text with a minimum 90 percent accuracy level with the help of the teacher. In guided reading, each child is responsible for gaining and maintaining meaning, controlling the choice of strategies and the ways and degree to which accuracy is achieved. The teacher observes, anticipates (offering prompts), questions strategies, or suggests alternatives only when it is obvious that the reader is in danger of losing meaning, becoming frustrated, or likely to meet failure. Guided Reading is a small group focus on reading. With our students it allows the teacher in the book introduction stage, to focus on concepts and understandings that may be beyond our children's experiences and language. The steps of guided reading are:</p> <ul style="list-style-type: none"> • Selection of an appropriate text by the teacher • 'Tuning in' to reading • Book introduction • Independent reading • Discussion |
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| <p><u>Independent Reading</u></p> | <p>Across all grade levels, every child requires time to read suitable materials independently. In the early years, as part of the class model, this is built into the daily reading workshops. Independent reading is a daily requirement for English. It is important that all students are able to access a range of reading materials in order to give them the chance to practise their reading strategies on familiar and unfamiliar materials as a way of consolidating and facilitating the learning of reading and writing. In the Middle and Senior schools, students are required to read at home independently on a daily basis.</p> |
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INTERVENTION STRATEGIES

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| <p><u>Reading Recovery</u></p> | <p>In Kindergarten 2, dedicated reading time period, 4 times a week, helps teachers guide and develop reading skills in students. Reading sheets and presentations are used to help students read unit based sight words. Reading blends are revised every day. 'Read to Succeed' is a reading programme where children are guided to read simple sentences based</p> |
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| | <p>on words learnt in class. It is also shared with the parents to help reinforce reading at home.</p> <p>Out of class assistance is given to students who have difficulty in reading, to help them reach the level of the class.</p> <p>Every class has a reading corner where children are exposed to reading material with varying levels of difficulty. These corners are used as an extended activity for students who finish their work. A variety of story books and related activity material, like flash cards and letter tiles, are placed in the reading corner.</p> <p>Checklists and anecdotal records are maintained by teachers to monitor the progress of the students.</p> <p>The '15 week reading challenge' is a home reading programme, designed to help children enhance their reading skills under the guidance of their parents. Details of links to various sites with age appropriate stories are sent to the parents. Children read the stories at home, draw and write on an A4 sheet to express their understanding of the story and narrate the story in class again.</p> <p>In Grades 1 and 2 after reading a book, students comprehend their understanding through a book review worksheet. Read aloud activity is carried out. Teacher records and tracks progress based on rubrics. Students read levelled books in the library period. Students with lower ability of reading skills are assisted by the teachers.</p> <p>Reading corners has been setup in Grade 2 where children can read books on different topics and levels.</p> <p>Different strategies like word cards, sight words, group read aloud and repeated reading are used to access the child's level after each session.</p> |
| <p><u>Corrective Reading</u></p> | <p>In grades 3 to 6 children are tested on grade level reading materials at the starting of the academic year and a reading track record sheet is maintained for each student in the class as well as in the library. Different levelled books are given to the child as per the difficulty level. Record sheets are maintained in each class based on their progress and books of next level are offered to them. Students are rewarded at the completion of their expected level. In the secondary section children maintain scrap books where they are motivated to write their review on the books they read. Different strategies like high frequency word list, speed drills, modelling fluent reading and repeated reading are used to enhance reading amongst all students. Teachers use reading rubrics to assess the child's level after each session.</p> |

THE ROLE OF THE TEACHER

At OOS we expect teachers to:

- Establish a language-rich environment in the classroom where print is presented in natural and meaningful contexts.
- Read to children every day from a range of literature that extends children's literary experiences.
- Foster an enjoyment and love for reading.
- Present children with a wide range of reading materials.
- Use appropriate assessment strategies and monitor reading development.
- Use appropriate means of recording information about students.
- Plan and implement programs and activities based on student needs.
- Provide intervention strategies for 'at risk' students.
- Ensure that children have the opportunity to read independently every day.
- Provide opportunities for individual conferences where children discuss aspects of their reading.
- Model, discuss and teach reading strategies which will assist children to decode and make meaning of text.
- Teach children how to monitor the effectiveness of various reading strategies.
- Encourage children to respond to and reflect on texts critically.
- Encourage children to take risks while making meaning.
- Emphasize on strengths rather than weaknesses.
- Inform parents of student's progress.
- Participate in a range of professional development activities to ensure a good understanding of the theory and strategies associated with teaching children to read.

ROLE OF THE STUDENTS

We encourage students to:

- Read at home.
- Engage in reading activities.
- Enjoy reading (or to appreciate that reading should be enjoyable and meaningful)
- Borrow books from the classroom and the school library.
- Share new found knowledge.
- Practice and consolidate reading skills in learning centers and reading corners.
- Be self-motivated to read for pleasure or for a purpose.
- See books as a major source of information.
- Select, monitor, use and reflect on appropriate strategies for different reading purposes.
- Use reading to enter worlds beyond personal experience.
- Respond sensitively and perceptively to literature.
- Identify likes and dislikes about different texts and authors and justify opinions.
- Reflect on and respond to texts critically, providing different levels of interpretation and points of view.

- Recognise and describe the purpose and structure of different genres.
- Read a text to find the main idea and key information.
- Formulate and apply research skills using different texts.

ROLE OF PARENTS

We encourage parents to:

- Support classroom practice by listening to children read at home and borrow from a local library.
- Support the learning process by guiding and advising.
- Join our Classroom Helpers Program and assist in the classroom.
- Read to their children (in their first language if preferred) to encourage a love of reading.
- Assist teachers by providing insights into their children's reading behaviours at home.
- Recognise and be proud of their children's successes in reading.
- Provide a quiet, well-lit study area.
- Maintain regular contact with the school.