



Rationale

At TWA we believe that reading is one of the most important skills we teach our students. Reading opens countless avenues of exploration and sources of knowledge to children as it is central to our ability to understand, interpret and communicate with each other and the world around us.

We are determined that every student will learn to read at TWA.

Aims and objectives

We aim to enable our students to read confidently, fluently, accurately and with understanding. 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.

Throughout our literacy programmes at TWA we aim:

- 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 within classrooms and the wider school environment
- To nurture fluent, confident and independent readers who can transfer these skills across the curriculum and beyond
- To develop reading literacy through strategies and skills: fluency, accuracy, understanding and response by engaging in wide ranges of literary genres/ types of texts
- To recognise the value of parents/guardians as essential components in supporting and developing children's reading skills and love of reading
- To regularly monitor and assess student progress in reading and identify those who require extra support and intervene at an early stage

Teaching Approaches and Strategies

Early reading

We teach students how to decode using a single systematic synthetic phonics programme called Read Write Inc. Phonics. Fidelity to one scheme ensures that the teaching of reading in our school is consistent, effective and that irregular words are fully learnt. All staff, Nursery – Year 3, including Student Services, are trained to teach Read Write Inc. Phonics.

In Early Years there is a focus on supporting children to acquire a wide vocabulary, secure a knowledge of phonics and communicate effectively. By the end of Reception most children will read words and simple sentences accurately. Children are taught phonics in highly differentiated groupings so that the content of phonics lessons closely matches the ability of children in the group. Assessment is used frequently to diagnose anything that may be hindering progress in reading and so that children can move between groups at an appropriate pace. Where children do not, targeted support is put in place through daily 1:2:1 sessions to help them keep up rather than catch up.

Reading books are consistent with each student's developing phonic knowledge and are taken home daily. This means that students can practice their reading outside of the school day using a fully decodable text (Read Write Inc. book) so that they experience success in reading. Students also take home a second reading book that is colour coded according to their reading ability. They can also select a third book for themselves from the school's library or their classroom library. This might be a favourite book, one of the 100 books to read in their year group or be of particular interest to them.



Some children in Year 3 may continue to access the Read Write Inc. groups in Key Stage 1 for a short time. Children who have not yet successfully completed the Read Write Inc. programme will take part in 1:2:1 and keep up sessions with staff trained in delivering Read write Inc. Phonics.

Home – School Reading

Parents / guardians are expected to share books with their children and hear their children reading daily at home. Once the reading log has been signed, the child will be able to select a new book from the appropriate place. The children in FS, key stage 1 and key stage 2 are expected to bring their reading logs to school every day. Parents / guardians are invited to attend workshops throughout the year explaining how we teach reading at TWA and how they can support their child at home.

Reading for Pleasure

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to books and authors and activities associated with World Book Day and celebrated throughout the month of March. All children are encouraged to read every day at home with an adult. Reading achievements are recognised at assemblies through reading certificates and recognition awards.

School Library

Students have access to a broad range of genres in the TWA library. Books from a broad range of genres are made available; contemporary to classic authors; fiction and non-fiction texts. Students are encouraged to share their favourite books and authors through weekly feedback sessions, reading reflections and displays in the library.

Every week, each child will have the opportunity to visit the school library to select either a fiction, poetry or non-fiction book which they can take home and read in addition to the individual reading book which has been allocated by the class teacher. The children will be given the opportunity to change these on a regular basis.

If a book is lost or damaged, a letter will be sent home requesting that the child's parents / guardians to pay the cost of replacing the book. School reading books are placed inside a plastic zip wallet which is then placed inside a book bag. All teaching staff will encourage children to treat books with care and respect.

The cultural setting of Saudi Arabia is Arab and Islam, and is deeply religious, conservative, traditional, and family oriented. Many attitudes and traditions are centuries-old, derived from Arab civilization. Therefore, all texts are selected and displayed in line with **MOE guidelines** our **Book Censorship Guidelines** document.

Reading Areas in the Classroom

Each class is expected to have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- Scholastic class book tubs (supplied to all classes and checked out to class teachers for the entirety of the academic year)
- non-fiction books linked to the class topic
- newspapers, comics and magazines
- books/writing produced by the children
- books which link to the genre being covered in literacy



- picture books
- recommended reads – recommendations to be made by teachers, learning assistants and pupils.

Children should be actively involved in the management of the reading corner.

Opportunities for Reading

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Guided Reading:

Guided Reading takes place in a small group, with a teacher or learning assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The students are grouped by ability and read individual copies of the same text, which matches the reading level of the group.

Independent Reading:

Students read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During this time, students will read either their school reading book, a book which they have chosen from the school library or a magazine or newspaper.

Whole Class Story Time:

Regular whole class story time takes place in Foundation Stage and, Key Stages 1 and 2. Texts appropriate to topic work or objectives covered in the literacy lesson are read aloud by the teacher. These sessions also allow the teacher to check comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Assessment and Monitoring of Progress

The PM Benchmark Kit is used to assess and to monitor the impact of intervention programmes and to assess the reading ability of students. In Foundation Stage, Key Stage 1 and Key Stage 2 the teacher, teaching assistant or Learning Support teacher will need to carry out a running reading record with the students in the class each term.