Reading Policy

School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

Core Values

- Citizenship
- Respect
- Leadership
- Responsibility
- Tolerance
- Commitment
- Excellence
- High Expectation

Reading Policy

1.0 Primary Value

The underlying value in this policy affirms that literacy skills are essential to shape up the future of learners.

2.0 Rationale

Reading is a foundational skill that drives learning across the curriculum. The students' ability to read is an essential tool for their communication, expression, and access to the world. As a school, we seek to provide a wide range of cross-curricular reading opportunities and experiences that enable students to become independent, reflective, and strategic readers and problem solvers. At DMES, we recognize the role which reading plays in molding the students' personal identities, academic and social abilities and skills, and in their pursuit of knowledge to become lifelong learners.

3.0 Purpose

The purpose of this policy is to ensure that we, at DMES work to promote reading in all aspects of the curriculum and to create a generation of readers who are able to enjoy, interact, evaluate and critique a variety of texts. Our reading programs shall enable students' immersion in a reading culture by providing a wide range of text types and content and by ensuring children are given opportunities to read for pleasure, for learning, and for information.

4.0 Aims

DMES supports the directives of the UAE leaders stipulated in the National Reading Law and the UAE National Agenda, to [1]"produce a reading generation and establish the UAE as the capital of cultural and knowledge content."

The school is committed to ensuring that all students develop high levels of proficiency and fluency in reading across all grade levels and disciplines. Our school's reading ethos is manifested through our reading provision which aims to:

- Instill the love of reading in students for pleasure and academic purposes.
- Train students to establish reading as a lifelong habit.

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[1]Mohammed Bin Rashid: On President's Directives, 2016 is UAE Reading Year (Ministry of Cabinet Affairs and the Future 2019)

- Encourage students to become reflective enthusiastic readers through their exposure to a wide range of texts.

- Promote a strong culture of reading through quality learning environments within the school and beyond.

- Develop students' 21st-century learning skills as they engage in reading and writing experiences through sources of information available via technology and print resources.

- Expose students to diverse literary works, periods, and world cultures to develop an understanding of a variety of text structures.

- Establish a partnership between home and school to support the development of students' literacy skills, particularly in reading

- Develop students' confidence, fluency, and independency when reading for different purposes.

- Accommodate all students with different backgrounds, abilities, and learning styles through utilizing effective progress, monitoring tools, and assessment practices.

5.0 Definitions

5.1 **Fluency**[2]: Reading fluency consists of accuracy, appropriate rate, and prosody (that us the expression, which includes rhythm, phrasing and intonation); freedom from word-identification problems that might hinder comprehension in reading

5.2 **Phonics**[3]: A system of teaching reading and spelling that stresses the systematic relationship between symbols and sounds and the application of this knowledge to decoding words.

5.3 **Phonemic Awareness**[4]: The ability to detect and manipulate the smallest units of sound (i.e., phonemes) in a spoken word

5.4 **Reading Comprehension**[5]: The ability to apprehend meaning from print and understand the text.

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[2] ELA/ ELD Framework for California Public Schools 2015, page 1065

[3] ELA/ ELD Framework for California Public Schools 2015, page 1067

[4] ELA/ ELD Framework for California Public Schools 2015, page 1067

[5] ELA/ ELD Framework for California Public Schools 2015, page 1069

6.0 Teaching Beliefs and Practices

Reading is essential to teaching in the academic content areas, for personal enjoyment and social interaction, and contributes to student success in and out of school. Our instructional strategies are aligned with the California Common Core State Standards for Reading and the CA English Language Development Standards. Reading instruction is multi-dimensional and it focuses on the key areas of reading: phonics, phonemic awareness, vocabulary, fluency and comprehension. To facilitate effective reading instruction, teachers employ differentiated teaching instruction and utilize a variety of instructional approaches which include:

- Eliciting student's prior knowledge and connecting texts to students' personal experiences and interests to increase student engagement.
- Interactive and systematic vocabulary instruction across content areas to help students in comprehending complex texts.
- Note-taking/annotating texts to foster student involvement in reading and to help them respond to the text.
- Building knowledge of text structures by using graphic organizers.
- Close reading (in pairs or small groups), reading aloud, guided reading, independent reading, and teacher/student-selected reading activities.
- Integrating 21st-century learning experiences in developing their knowledge, skills, and understanding.

Reading in ELA subjects and across all subject areas is supported through students' exposure to a wide variety of fiction and non-fiction texts available in print, media and other digital sources. Incorporating these resources with relevant and authentic literacy experiences, students are enabled to reflect, discuss, analyze, question and respond to texts critically.

7.0 Reading Intervention and Inclusion

Students' progress and development in reading against standards and expectations are monitored through formative and summative assessments. The assessment information guides teachers in identifying students who need additional support in developing their foundational skills and reading strategies. Identified students with limited reading skills will attend intervention classes and will be referred to join the

school's academic support program timetabled throughout the week. Students of determination will have specific learning targets related to reading outlined in their IEPs which shall be monitored closely by the Inclusion Team.

8.0 Home Reading and Parental Engagement

DMES recognizes the role of parents and carers in supporting the students' language development and acquisition of reading skills. We believe that a strong home-school connection directly impacts student achievement in literacy. As partners in the learning process, parents and guardians are encouraged to read with their children, guide them with homework, and attend school meetings. Reading assignments in Arabic and English are assigned daily via online platforms (e.g. iReadArabic, Think Central, etc.) and supplementary reading resources are accessed at home through the school's various online learning platforms.

9.0 Provision for Reading & Literacy Development

- Timetables for literacy classes and library sessions are implemented as part of the school's literacy champion progam; this allows for personalized focus on literacy building depending upon students' literacy levels.

- The school-wide program, Drop Everything and Read/Write is conducted for all phases. During the last 20 minutes of the first period every Thursday, teachers encourage their students to drop everything and read a book of their interest.

- The school librarian, in collaboration with the ELA teachers, has implemented the Adventur Readers program where students are encouraged to read at home and provide a weekly course summary or write a book report of their favorite book for that week.

- As a means to reinforce reading and literacy development, teachers assign enrichment activities, and homework and home reading assignments using digital platforms such as G Suite, MAP Skills, Think Central, etc.

10.0 Roles and Responsibilities

10.1 Students

A student is expected to:

- Contribute actively to group discussions.
- Invest time and effort to complete successfully all reading tasks.
- Employ different reading strategies and demonstrate knowledge of different text types and structures.
- Read a wide range of books and digital texts according to their interests and levels.
- Read, analyze and interpret different genres and reading content confidently and independently.

10.2 Parents

The parent/guardian is expected to:

- Motivate and encourage their children to develop a habit of reading
- Assist in developing their children's reading skills and share relevant information by attending parent-teacher meetings, conferences, and drop-in sessions
- Provide a conducive environment at home to help their children complete reading assignments
- Support the instructional reading programs by accessing digital platforms at home which provide supplementary learning resources

11.0 Related Policies

The Reading Policy is linked to the following school policies:

- Language Policy
- Teaching and Learning Policy
- Curriculum Policy