



Reading Literacy Policy (Whole School)

Please see [Brighton College Dubai Policies and Guidelines](#)

1. Policy Statement

Large-scale international research has demonstrated that reading for pleasure is ‘the most important indicator of the future success of a child’, (OECD, 2002). This supports the Dubai vision set out by H.E. Sheikh Mohammed bin Rashid al-Maktoum who said, ‘Our goal is to make reading a daily habit that is deeply ingrained... It is the duty of relevant institutions to make this law a reality’.

Brighton College Dubai passionately believes in the importance of nurturing a culture where a lifelong love of reading prevails in all pupils. This will empower them to go forward into twenty-first century life with the enhanced literacy skills required to engage fully with the world around them both cognitively and socially.

Reading is a vital part of a pupil’s education, but it is not a standalone part of the curriculum, and this policy should be read alongside other policies.

2. Aims

Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual. We aim for our pupils to be readers who can construct meaning from texts in a variety of forms. They will read to learn, to participate in communities of readers in school and everyday life, and for enjoyment.

‘Reading is *the* skill. Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster. If your students can read well, they can essentially do anything.’ (Lemov, 2018)

Brighton College Dubai aims to systematically cultivate in our pupils the habit of reading, to develop their confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime.

Our aim is to

- provide pupils with multiple opportunities to read a varied selection of texts whilst gaining an increased level of fluency, accuracy, independence and understanding, leading to a shared passion for literature.
- use a reading to writing model that will enable the children to become more critical readers and confident writers.



- develop pupils skills in selecting evidence based on the writer’s purposeful use of language, building inferences based on the connotations and associations of language.
- develop positive attitudes towards books so that reading is a pleasurable activity.
- use reading skills as an integral part of learning throughout the entire curriculum

The pupils will be challenged to be readers that go beyond simply improving their literacy skills but will find that reading

- shapes their critical thinking and analytical skills
- develops their cultural awareness
- increases reading speed, fluency and stamina
- motivates them to engage in independent reading and exploration of different texts
- establishes life-long reading habits that cultivate curiosity
- prepares them for future academic and professional endeavours

To enable every pupil to meet our challenging targets and high aspirations, our students must become highly proficient, fluent readers, able to read effectively and productively.

3. Responsibilities

College:

In line with the UAE’s National Agenda, the College aims to strengthen pupils’ reading comprehension skills. The College has a goal to reach the **PIRLS 2026 Target score of 621** and the academic teams will work together to complete milestones on the PIRLS action plan to achieve that target.

Coordinator:

To ensure high standards in practice a Reading Coordinator coordinate leads the vision, policies, provision and continuous improvement of reading literacy opportunities at Brighton College.

Teachers:

All staff are responsible for developing the reading literacy of pupils through both formal and informal practices daily.

Teachers make adaptations to curriculum to ensure pupils can either access the text they are reading or are challenged by it. Any gaps in learning are addressed quickly.

Pupils’ reading skills are assessed regularly and all teachers know the reading levels of the pupils in their classes and make the necessary

Families:

Strategies are put in place to engage families in promoting reading literacy, as well as establishing strong partnerships with community organisations, reading festivals and local authors to create a supportive reading environment beyond the classroom.



4. Inclusivity and early intervention

There is a systematic approach for assessing and monitoring pupils' reading proficiency across the College. Data-driven insights are used to identify improvement areas or adapt the curriculum to the pupils' different reader profiles. There is an emphasis on the importance of early intervention programmes to identify and support pupils who may be at risk of falling behind in reading skills. Resources and support for pupils of determination are provided to ensure equitable access to literacy education. At Brighton we ensure that reading materials cater to diverse backgrounds, cultures, genders, learning abilities and interests.

5. Library support for reading across the whole school.

The library underpins reading and information skills across the whole school. Pupils from FS1 to Year 9 have a library lesson each week. This enables pupils to be supported when selecting books; to discuss their private reading books with their teacher or the librarian; to be encouraged to think critically and creatively about what they are reading; to read widely and to read aloud to improve their oral reading fluency.

Collegiate working between the English Department and the librarian is a fundamental part of the planning, teaching and learning, and assessment cycle within the College.

Intent

The library aims to

- Inspire a love of reading by providing a cultivating a positive reading environment with diverse and engaging books.
- Creating a comfortable space to encourage pupils to enjoy reading.
- Offer a variety of reading materials for different skill levels
- Provide age-appropriate texts to enhance language skills
- Empower pupils to choose books based on personal preferences
- Offer resources for independent research and learning
- Curate diverse materials to encourage critical analysis
- Align resources with the school curriculum
- Support literacy instruction through the seamless integration of library materials

Implementation

The library enables pupils to become independent learners by:

- Equipping pupils with the necessary skills to find and use information effectively
- Encouraging the use of a wide range of information sources, including books, newspapers/periodicals, online sources and IT
- Facilitating access to these resources via the online library catalogue, signs and by suitable arrangement of stock

The librarian endeavours to foster a love of reading as a life-long habit by:

- Creating a comfortable, welcoming and inclusive atmosphere and pleasant surrounding for browsing and reading



- Providing a wide range of good quality fiction and non-fiction books, attractively displayed, to encourage reading for all, including reluctant readers, learning support pupils, and more academically able pupils.
- Monitoring and share reports from the reading program with English teachers and any other staff if required.
- Promoting books and reading through attractive and meaningful displays, posters and promotions.
- Organising activities such as author visits, World Book Day, National Poetry Day, and the School's 'themed' days
- Provide opportunities for pupils to buy books through book sales from School Book Fairs and Book Swaps.
- Organising after school CCAs like reading and book clubs.
- Encouraging read aloud session by pupils, parents and visitors across the school and community.
- Offering leadership opportunities in the library via the Knowledge Guardian program for Seniors, and Library & Reading Ambassador program across Prep school.

Impact

That pupils become lifelong readers, independent learners and discerning users of information.

5. Practice and Procedure

Initially the aim will be to ensure that pupils have sound phonic awareness and use a phonic first approach to reading. Additional reading skills that will be taught include;

- Sounding out
- Fluency
- Decoding,
- Simple inference
- Complex inference
- Asking questions
- Recognising and contrasting author voice
- Summarising
- Making predictions
- Researching and applying contextual information
- Source evaluation
- Analytical reading
- Use of AI for reading specific purposes



FS1, FS2 & Year 1

Intent

Pupils learn to read following the Simple View of Reading: The College aims to teach word-reading and language comprehension.

Word reading

Pupils learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds pupils know.

Language comprehension

Pupils are encouraged to enjoy stories and poems. Teachers know and love the books they read aloud, so pupils will want to hear the same story again and again. Teachers use similar emphases and intonation on each reading, so pupils can join in the retelling.

Implementation

Word Reading

- Read Write Inc. books organised and resourced in a central area.
- Every reading-teacher keeps a box of RWI black & white/colour books that pupils have already read in lessons, for them to take home.
- Reading-teachers read Book-Bag books aloud before pupils take them home to read.

Reading and Language Comprehension

Books are chosen carefully to ensure they are

- stories that elicit a response: curiosity, anger, excitement, enjoyment, amusement
- non-fiction either connected with something being taught or something pupils might already be interested in or that they can relate to with a global perspective.

Impact

Word reading

We aim for Read Write Inc. phonics to be redundant for almost all pupils by the end of Year 2.

Reading and Language comprehension

Teachers

- know the importance of reading stories to their pupils every day
- know how to engage pupils in stories when reading aloud.

Parents

- know the importance of reading stories to their children at home
- know how to read stories to their children
- read with their children most evenings.



Pupils

- enjoy listening to stories and poems
- can join in with many stories and poems
- learn new vocabulary

Year 2 to 6

Intent

To persuade children who can read, to read widely and often for themselves.

To ensure pupils have access to high quality text, written by authors for children to read and enjoy.

To provide books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement
- Seek something: pleasure, challenge, fulfilment, comfort, escape.
- Learn something new, either connected with something we're teaching or something they might already be interested in.

Implementation

Within lessons, class teachers use a range of strategies to develop pupil's enthusiasm for reading across a variety of genres, including:

- Reading for pleasure opportunities in inspiring environments (corridors and classrooms).
- Shared reading, including use of high-quality texts on the interactive whiteboard
- Whole class guided reading of the same text
- Focused reading sessions in smaller groups where high-quality discussion is facilitated by a teacher or another adult
- Reading of texts and comprehension activities linked to cross-curricular themes
- A reading area in each classroom
- Reading skills are taught weekly, through VIPERs specific comprehension skills practice.
- These are bespoke skills-based sessions focusing on reading objectives in line with curriculum expectations and ensuring acquisition and application of higher order reading skills
- Working closely with different subjects to introduce quality reading at appropriate levels across the curriculum
- Reading aloud and talking about a range of texts, favourite stories, our own and others work in a range of curriculum subjects

Impact

Teachers

- know the importance of reading stories/ poems/ powerful extracts to their pupils every day
- know how to engage pupils in stories when reading aloud.
- drive improvement in reading



- understand and utilise strategies to develop pupils reading capabilities
- through regular assessments are able to identify reading levels, and tailor instruction to meet each pupil's specific needs through intervention, challenge or personalised reading plans.

Parents

- know the importance of their children reading at home
- continue to read stories to their children most evenings

Pupils

- make good progress in their reading
- choose to read most evenings at home
- talk about the books they've enjoy reading
- develop their confidence and independence when reading for different purposes
- enjoy listening to stories and poems
- are stretched to be able to use a wide range of reading strategies when exposed to a new text, no matter where they come across it or in which subject
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Secondary

Intent

To:

- Instill pupils with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help pupils to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop pupils' understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop pupils' confidence, fluency, and independence when reading for different purposes.
- Develop pupils' abilities to reflect on and have an interest in what they have read including the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure pupils have sound phonic awareness and use a phonics first approach to reading.
- Use ICT systems to access and locate texts.

Implementation

Pupils reading data forms the basis of tailored reading programs, challenges and reading recommendations by the librarian.



Pupils are exposed to various competitions and events, both internal and external, which promote and foster a love of reading. Examples include but are not limited to: the Emirates Festival of Literature, author visits, annual participation in the Chevron Readers' Cup, World Book Week events.

As part of the more able and gifted and talented programme, each teacher is asked to challenge these pupils by regularly setting reading tasks to promote a breadth and depth of subject knowledge.

All pupils are challenged to read widely and to experiment by reading a range of genres.

Impact

The KS3 English curriculum pupils are exposed to a wide range of literature in their English lessons and further reading and suggestions for similar texts are always shared to promote supplementary engagement at home with the texts studied in class.

Pupils experience engaging reading in English lessons.

Reading is seen as a key skill by all teachers, therefore developed in all subject areas.

6. Assessment and Record Keeping

The assessment of reading is completed regularly for all pupils either through the RWI programme or the termly NGRT assessments and the annual PTE assessments.

Data is analysed by the Assessment Coordinator, Reading Coordinator, Curriculum leads and all teachers. Data is used to identify gaps in learning and to construct plans for relevant interventions to address those gaps. The assessment analysis provides information across different areas within the college which allows targeted actions and interventions to be put in place to personalise the learning for our pupils these include

- Whole College
- Yearly cohort
- Individual
- Micro-pollutions

Assessment results are reported to pupils and parents so there is a joint understanding of next steps. The **PIRLS** report is analysed to provide reading for informational purposes skills and reading for literacy enjoyment data and this informs College wide actions for development.

Overall Data is kept on Go4Schools. Also, reading records are kept for our younger readers who read at home with parents and logs for older pupils so that pupil progress can be tracked effectively over time.



7. Monitoring and Review

- This policy is to be reviewed and checked annually by the Head Master.

8. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Craig Lamshed, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Updated in light of KHDA Reading and Literacy focus	Sarah Brannon	June 2023
2.0			

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Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.