



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 the forms of written language required by society and valued by the individual. At Brighton College Dubai, reading is recognised as a foundational skill that enables pupils to access the full curriculum, participate meaningfully in their communities, and engage with the world around them.

Reading is explicitly taught and systematically developed across the school. Pupils are taught to construct meaning from a wide range of texts and to read for learning, for participation in communities of readers, and for enjoyment. Reading is both a subject in its own right and a gateway to all other learning.

‘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 provides a structured, coherent approach to reading that builds fluency, comprehension, confidence and independence. The school fosters a culture in which reading is valued, promoted and embedded in daily school life, supporting pupils in developing lifelong reading habits.



The school aims to:

- provide pupils with frequent opportunities to read a wide and varied range of high-quality texts, developing increasing fluency, accuracy, independence and depth of understanding, and nurturing a shared passion for literature
- use a reading-to-writing approach that enables pupils to become critical readers and confident, effective writers
- develop pupils' ability to select and use evidence, recognising the writer's purposeful language choices and making informed inferences based on connotation and association
- foster positive attitudes towards reading so that books and texts are experienced as a source of pleasure, interest and personal enrichment
- embed reading skills as an integral part of learning across the curriculum
- challenge pupils to see reading as a tool for thinking deeply, not only as a means of improving literacy
- develop pupils' critical thinking and analytical skills through engagement with a range of texts
- broaden pupils' cultural awareness and understanding through exposure to diverse authors, genres and perspectives
- increase pupils' reading speed, fluency and stamina through regular, sustained reading
- motivate pupils to read independently and to explore a wide variety of texts beyond those studied in class
- establish lifelong reading habits that cultivate curiosity, reflection and a love of learning
- prepare pupils for future academic study and professional life by ensuring they can read effectively, confidently and with insight

Through these aims, the school ensures that every pupil is supported and challenged to become a highly proficient, fluent and purposeful reader.

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.

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 will be 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.

Intent

The library aims to

- Inspire a love of reading by providing a cultivating 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

The library underpins reading and information skills across the whole school. Pupils from FS1 to Year 6 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.

Implementation

The library enables pupils to become independent learners by:

- Equipping pupils with the necessary skills to find and use information effectively
- Giving pupils access to leveled books to support their development with the Accelerated Reader scheme



- 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 sharing reports from the reading program with English teachers and any other staff if required.
- Promoting reading and authors, through attractive and meaningful displays, posters and promotions.
- Coordinating 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.
- Supporting 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.

6. Practice and Procedure

Pupils are taught to develop secure phonic knowledge and to apply a systematic, phonics-first approach to early reading. Alongside this, additional reading skills are taught progressively and in a structured sequence, ensuring that pupils build fluency, comprehension and critical understanding as they move through the school. Additional reading skills that will be taught progressively including;

- 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

7. Assessment and Record Keeping

The assessment of reading is completed regularly for all pupils either through the RWI programme which is done every six weeks for Pre-Prep pupils, the termly NGRT assessments, the Phonics Screening Check in Year 1 and Accelerated Reader scheme adaptive tests or annually with the 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-populations

Assessment results are reported to pupils and parents so there is a joint understanding of next steps. The **PIRLS** report is analysed to provide data related to reading for informational purposes skills and reading for literacy enjoyment, 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 reading logs for older pupils so that pupil progress can be tracked effectively over time.

8. Monitoring and Review

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

9. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master



Chair on behalf of the Governors:

C. Lamshed

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	Updated	Sarah Brannon	September 2024
3.0	Updated including Accelerated Reader	Sarah Brannon	January 2026

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

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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.