



مدرسة ايليت الانجليزية
The Elite English School

READING POLICY

*Reading is an active,
imaginative act; it takes
work.*

- Khaled Hosseini

Reading is an activity which very quickly converts into habit and gives us life-long friends in the form of the written word. It is essential for a child's success. The barriers faced by children with difficulty **reading** far outweigh their desire to read and, without proper guidance, they can never be overcome. Reading develops the mind and one sure way of fine tuning the child's intelligence is to help, encourage and motivate a child to understand the written word. Teaching young children to read helps them develop their language skills.

Reading helps an individual develop imagination and creativity. It is the instrument which helps harness the inherent intelligence and use it to the optimum even while drawing upon the imaginative and creative faculties and capabilities of an individual.

Reading is a complex 'cognitive process' of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, communication, and of sharing information and ideas. Reading at The Elite English School means ***'To correctly decode a text to understand the inherent meaning'***.

Towards this goal we encourage a variety of teacher directed activities to independent reading. The overall Reading includes a balance of :

- 1. Reading to students**
- 2. Modelled reading**
- 3. Shared reading**
- 4. Guided reading**
- 5. Independent reading**

Reading to students

This is a teacher-led activity wherein the teacher does all the reading while ensuring that the flow of the text is uninterrupted. The text is chosen based on the age of the children. This affords the students an opportunity to :

- *enjoy books & become immersed in a story*
- *become familiar with models of writing*

As a consequence the teachers get an involuntary opportunity to demonstrate their love of reading.

Before reading the chosen text the teacher	<ul style="list-style-type: none">* tells the students why the text has been chosen/allows a student to choose a text* identifies the title, author, illustrator* allows the students to look at the cover page and predict or discuss the book
During the reading of the book, the teacher	<ul style="list-style-type: none">* enjoys the book* does not interrupt the flow of the book
During the reading of the book, the students	<ul style="list-style-type: none">* listen to the book* look at pictures/visualize it in their heads
After the reading of the book, the teacher	<ul style="list-style-type: none">* encourages students to talk, think, share, compare, substantiate, extend beyond the text* allows time for students to discuss what they have heard* makes the text available so students can enjoy them independently

Modelled reading

This is a teacher led activity for the whole class or small group using a text that can be seen by everyone (handouts/flashed on the board etc). The teacher reads but encourages thinking even as the text is being read. The text will be of a higher level of difficulty in order to challenge the students.

- provides opportunities for teachers to model the reading process and strategies readers use to make meaning
- provides students with an opportunity to see how to use and choose reading strategies
- allows students to observe new techniques as demonstrated by an expert reader

BEFORE implementing a modeled reading lesson the teacher	<ul style="list-style-type: none">* determines the focus of the lesson and pre-reads text to align focus* chooses a text that allows multiple opportunities for teacher demonstration of the focus* plans follow-up activities
DURING a modelled reading lesson the teacher	<ul style="list-style-type: none">* explains the purpose and focus of the lesson, introduces the text and links to students' prior knowledge* reads and thinks out loud, showing students how to react to a text as they read* uses explicit teaching to address the chosen focus
AFTER the modelled reading lesson the teacher	<ul style="list-style-type: none">* provides opportunities for the students to practice the skills at their own reading level.

As modeled reading does not work in isolation, it will run parallel to other instruction types. Hence it cannot be timetabled separately but is a component of shared or guided reading.

Shared reading

It is a teacher led activity where the text can be seen by the students. The students are encouraged to read along. The following parameters for selection of the text material should be followed for the optimum benefit of the students. The focus of the lesson will determine the degree of difficulty of the book.

- For lesson focusing on decoding a harder text must be used.
- For lesson focusing on comprehension, an instructional or an easy text must be used.
- For lesson focusing on fluency and expression, an easy text must be used.

This kind of reading provides opportunities for :

- * teachers to model the reading process and strategies readers use to make meaning
 - * students with an opportunity to see how reading takes place
 - * stimulates and inspires students to be actively involved in reading
 - * students to practise being readers in an environment that is non-threatening, positive and interactive.

<p>BEFORE implementing a shared reading lesson the teacher</p>	<ul style="list-style-type: none"> * determines the focus of the lesson and pre-reads text to align focus * chooses a text that allows students multiple opportunities to achieve focus * plans follow-up activities
<p>DURING a shared reading lesson the teacher</p>	<ul style="list-style-type: none"> * explains the purpose and focus of the lesson, introduces the text and links to students' prior knowledge * reads and thinks out loud, showing students how to react to a text as they read * uses explicit teaching to address the chosen focus * encourages students to predict, recognise, discuss, use and reflect on the focus reading strategies
<p>AFTER the shared reading lesson the teacher:</p>	<ul style="list-style-type: none"> * sets follow-up tasks which reflect greater understanding of the teaching focus

Guided reading

A teacher guided activity for small groups it:

- * uses texts at the student's **instructional level** to provide the necessary support and challenges during the lesson
- * involves intensive teaching, with the teacher supporting students as they talk, read and think their way through the text
- * involves students practicing strategies that will enable them to read independently

<p>BEFORE implementing a guided reading lesson, the teacher</p>	<ul style="list-style-type: none"> * selects an appropriate text at the instructional level of the students which will allow them to practice the skills/strategies <ul style="list-style-type: none"> * ensures that the identified skills/strategies become the focus of the guided reading lesson * * pre-reads the text and plans questions related to the focus, determining where in the text the questions can be asked
<p>DURING a guided reading lesson the teacher</p>	<ul style="list-style-type: none"> * states the purpose of the lesson * gives an introduction to the text and makes links to the students' prior knowledge * asks students to predict what will happen next and asks why they think that (using evidence from text, pictures, prior knowledge) * poses an initial guiding question to direct the reading, and indicates the section of the text to be read silently * allows time for students to read the section independently * revisits the guiding question to prompt and encourage the students to share and discuss their responses * poses the next guiding question and repeats the process * engages students in substantive conversations about the text as well as about the strategies needed to respond to the guiding questions
<p>AFTER a guided reading lesson, the</p>	<ul style="list-style-type: none"> * encourages the students to

teacher

discuss and reflect on the text

* asks questions to see if students have understood the focus strategy

* sets an independent activity that reflects the students' understanding of the focus strategy taught during the lesson

Independent reading

Independent reading is an activity where students select an appropriate text and independently apply reading strategies to make meaning. Independent reading:

- * encourages students to engage in reading for information and enjoyment and to explore a diverse range of topics and texts*
- * reinforces the importance of reading*
- * assists students to develop as confident, competent readers able to use a range of reading strategies*
- * provides students with opportunities to experiment with and evaluate methods of reading and learn from their experiences, with access to assistance from the teacher*

The ultimate goal of independent reading is to create independent readers and thinkers.

BEFORE an independent reading lesson the teacher:	<ul style="list-style-type: none">* plans focussed lessons on book selection and reading strategies* establishes routines* builds up reading stamina- by beginning with shorter periods of time, moving into the longer desired length of time* allocates uninterrupted time for independent reading* ensures there is a diverse range of levelled texts available for students* provides groups of levelled readers suitable for the various ability groups and directs students to choose from the group that suits them
DURING an independent reading lesson the student:	<ul style="list-style-type: none">* selects appropriate texts with teacher guidance* keeps a record of books read* records words that they do not know, that they can read but don't understand or that are interesting or new words that they wish to use in their writing* reads independently and silently* reflects on reading* has the opportunity to make written or oral responses to reading

<p>DURING an independent reading lesson the teacher:</p>	<ul style="list-style-type: none"> * monitors that all students are engaged and reading * monitors text selection * chooses 1 student to read aloud- using a checklist or running record to note reading strategies and ability * asks comprehension questions (literal, inferential, evaluative) to check for understanding
<p>AFTER an independent reading lesson the teacher:</p>	<ul style="list-style-type: none"> * notes the student/s they had read to them * analyses the running record or checklist to identify teaching focus areas * considers students' needs to plan for further teaching during guided and shared lessons

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