

# Reading Literacy Policy

Foundation Stage to Year 11 | Academic year 2026–27

## Why reading literacy matters

Reading literacy is central to all learning and lets students access the whole curriculum. At Arab Unity School (AUS), it develops students' ability to read fluently, understand, interpret and evaluate texts and use written information in every subject, supported by writing, speaking, listening, vocabulary and digital communication. The policy covers the Foundation Stage (FS2), Primary (Years 1 to 6) and Secondary (Years 7 to 11), and aligns with the National Curriculum of England, the UAE National Agenda and AUS priorities.

## What we aim for

We want every child to become a confident, fluent and motivated reader and writer, with a rich vocabulary, strong comprehension and the ability to communicate clearly in speech and writing in every subject. We aim to foster a lifelong love of reading, build a language-rich environment, develop discussion and presentation skills, strengthen digital reading and research skills, ensure equity through appropriate challenge and targeted support, offer opportunities for Gifted and Talented students and engage parents as partners. Reading is a daily habit and a visible part of school culture, and participation in international benchmarking (PIRLS, TIMSS, PISA, NGRT and GL) helps keep standards high.

## Primary: how reading is taught

Reading literacy is woven through every subject. Students meet high-quality texts, purposeful writing and structured discussion each day, and the Drop Everything and Read (D.E.A.R.) programme sits alongside a broader approach to writing, speaking, listening and vocabulary. Writing is taught through structured sequences linked to quality texts, with explicit teaching of composition, grammar, spelling, punctuation and academic language.

| Year group           | Weekly reading literacy teaching                                                                |
|----------------------|-------------------------------------------------------------------------------------------------|
| <b>FS2</b>           | Five phonics sessions a week, including guided reading and structured writing activities.       |
| <b>Year 1</b>        | Four phonics lessons, plus four reading literacy sessions covering reading and writing.         |
| <b>Year 2</b>        | Two phonics sessions, plus four reading literacy sessions including guided reading and writing. |
| <b>Years 3 and 4</b> | Four reading literacy lessons a week, bringing together reading, writing and oracy.             |
| <b>Years 5 and 6</b> | Four reading literacy lessons a week, with extended application across subjects.                |

- **FS2:** a love of books, storytelling, rhyme, mark-making and early print awareness, with daily systematic phonics, decodable reading practice and progress tracked closely, with targeted help for any gaps.
- **Years 1 and 2:** phonics, Oxford Reading Buddy and guided reading, text-led writing units and structured partner talk, with home reading supported through Oxford Reading Buddy.
- **Years 3 to 6:** a wide range of high-quality texts and class novels, writing across genres, comprehension, vocabulary and research skills, debates and presentations, and digital reading. NGRT results show where students need support or more challenge.

## Guided reading and book banding

Guided reading matches students' independent reading levels. Teachers introduce a text and model fluent reading, students enjoy 20 minutes of sustained quiet independent reading (SQUIRT), then complete differentiated tasks on vocabulary, inference and comprehension. Books are colour-banded to each student's reading and phonics level, based on teacher judgement and assessment.

## **Reading literacy in every subject**

In science and STEM, students write explanations and interpret diagrams and technical texts. In history and geography they analyse sources and build structured arguments. In the arts they evaluate and reflect, and in languages they develop vocabulary, grammar and comprehension. Subject teachers plan reading literacy into their lessons and teach it explicitly, including how to evaluate online information.

## **Secondary: Key Stages 3 and 4**

In Years 7 to 9, the focus is a strong transition from primary, secure reading and writing skills and the academic language needed for the secondary curriculum. Termly NGRT assessments identify students who need extra help, including English language learners and Students of Determination. All students take part in structured reading such as ERIC (Everyone Reads in Class), use the online programme Reading Wise every day, and follow a whole-school Word of the Week to learn key vocabulary. In Years 10 and 11, the focus moves to examination reading and academic precision, with reading strategies applied to exam texts and questions, modelled high-quality responses, and attention to subject vocabulary, command words and accuracy. All teachers are teachers of reading literacy, teaching the vocabulary, texts and writing conventions of their subject.

## **Library, classrooms and home reading**

Classrooms are language-rich, with print and digital texts and regular opportunities for talk. The library offers fiction, non-fiction, poetry and digital texts, with timetabled sessions and recommendations, and Arabic Story Times in the Early Years. Students are expected to read, write and talk at home. Parents are encouraged to listen to their child read, discuss texts and record reading in the communication diary, and reading targets are shared and reviewed three times a year.

## **Assessment and support**

Assessment is ongoing and covers reading, writing, speaking, listening and vocabulary. Summative measures include NGRT, GL assessments and Progress Tests. Results shape planning and support, including one-to-one and small-group help in reading, writing, phonics and comprehension, and support for higher-attaining, English language learner, Gifted and Talented and Students of Determination. Provision is monitored through assessment data, work scrutiny, learning walks, student voice and review of intervention outcomes, and the policy is reviewed annually.