



The Winchester School, Jebel Ali

Reading Action Plan 2023-24

To continuously raise the quality of reading in English and Arabic, fostering a deeper love for reading, embedding critical thinking and lifelong literacy skills						Leader In charge: Director of English and Head of Professional Development -Ms Elizabeth Jacob
Focus area	Actions	Time Frame	Monitoring / Evaluation By Whom	Resources	Success criteria	Monitoring / Evaluation Impact
1.1 Evaluating Data to identify gaps and personalise provision To raise the attainment in PIRLS assessment and ensure the target set are exceeded.	<p>Data from benchmark assessments for English and Arabic to be analysed within two weeks of availability of reports and next steps planned on identified gaps.</p> <p>Providing appropriate intervention and support to the identified group of students ensuring measurable positive impact for all group of learners.</p> <p>Adjusting the complexity of the reading texts in lessons across subjects to suitably challenge and engage students as per their reading age and reading skills.</p> <p>Dedicated lessons in Phonics in Key Stage 1 to further enhance word reading and comprehension skills through interactive games and word cards.</p>	<p>November 2022 onwards</p> <p>Termly evaluated</p>	<p>Director of English, Senior leaders, HODs and teachers</p>	<p>NGRT & ABT data reports + analysis, SOW, Daily lesson plans, work samples</p> <p>Assafeer and Kutubee</p>	<p>Most students across phases achieved above curriculum standards in NGRT and ABT.</p> <p>Almost all students across phases make progress in line with the expectations.</p> <p>Most students are above their respective mean reading age.</p>	<p>Remarkable improvement in the reading age of students from Form A to C across phase 2 and 3.</p> <p>Increased attainment (NGRT) in Phase 2 by 20% and 6% in Phase 3 from Form A to C</p> <p>84% students in Phase 2 and 75% students in Phase 3 made progress in reading (NGRT) which is in line with expectations</p> <p>79% of students in phase 2 and 82% in phase 3 achieved above curriculum standards in Arabic reading (ABT).</p> <p>Lesson observation, work samples and learning walks clearly evidence the enhancement of these skills.</p>



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	Specific focus to enhance retrieval, inferential, interpreting, integrating and evaluating skills through narrative, non-narrative, expository and persuasive texts					
1.2 Accountability for outcomes in reading	<p>Promote reading across the school as a whole school focus involving all stakeholders</p> <p>Bespoke focused PD to ensure consistency in effective use of reading literacy data by all teachers to inform planning.</p> <p>Bespoke training for parents of students on ELL provision, reading for meaning for Primary and Phonics for Early years and KS1.</p> <p>Training for students leading reading.</p> <p>All subject teachers to incorporate reading and inference in their lessons to further strengthen the reading outcomes..</p> <p>Focused training sessions in Phonics and reading for</p>	November 2022 onwards Termly evaluated	SLT/ HOD/SID + MLS, Teachers, parents and senior students support reading in primary	<p>PD sessions</p> <p>Peer Observations</p> <p>Lesson Observations</p> <p>Reading time and zones</p> <p>Parent and student volunteers</p>	<p>Most students are engaged in meaningful reading. Most teachers and learning partners deliver effective reading sessions. A large majority of students make better than expected progress in reading. Almost all teachers in FS are confident and consistent in delivering high quality of teaching in phonics. Improved performance of most ELL students</p>	Comparison of Form A and Form C NGRT assessments shows advancement in sentence construction and passage comprehension for identified students



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	<p>teachers, teaching assistants and reading and phonics workshop for parents.</p> <p>All ELL learners in Phase 2 and 3 receive dedicated ELL support during their English lessons as well as focused intervention lessons to ensure that they make rapid and sustained progress in developing their reading skills.</p>					
1.3 Target group meetings for reading	<p>Conduct termly target group meetings with parents and teachers, and evaluate the impact of on-going Reading provisions and interventions leading to prompt actions.</p>	<p>Termly evaluated</p>	<p>HOD/SID + MLS Teachers</p>	<p>Minutes of Meetings Tracker sheets Intervention lists</p>	<p>Most students reading outcomes are improved and progress exceeds expectations.</p>	



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2. Teaching of reading						Leader In charge: Director of English and Head of Professional Development - Ms Elizabeth Jacob
Focus area	Actions	Time Frame	Monitoring / Evaluation By Whom	Resources	Success criteria	Monitoring / Evaluation Impact
2.1 Curriculum review of reading	<p>Audit the quality of texts students' access termly in English, Arabic, French and other subjects.</p> <p>Age-appropriate books assigned to the students termly across school for English and Arabic and annually for French</p> <p>Introduction of Assafeer and Kutubee for Arabic</p> <p>Ensure more digital resources are available</p>	Every Term	HOD + SID	<p>Revised Book order</p> <p>Books for different abilities/interests and genres.</p> <p>Creative Reading zones</p>	<p>A range of high-quality texts of different genres in English and Arabic are available to all students.</p> <p>Most students confidently define their reading goals with the guidance of teacher/ librarian. Reading zones are set up to promote and enthuse reading</p>	Reading awards has motivated students to read more
2.2 Whole-class teaching of reading	In lessons, include strategies to develop and hone expression, intonation and comprehension when students read aloud.	Ongoing	All teachers	Reading resources	Most students meet the curriculum expectations and large majority exceeding them.	All these are evidenced in lesson observation, learning walks and work samples of students.



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	<p>Strategic Library lessons catering to reading comprehension with complex inferences; simple inference skills with non-fictional texts.</p> <p>Students to be encouraged to extend the range of their reading, to include poetry and plays; texts that are more challenging across different genres and historical periods.</p> <p>Students have teaching of reading and analysing texts in English and Arabic.</p> <p>In science, maths, humanities, Business lesson, identification of key words or subject related vocabulary is taught to better access the curriculum.</p>				<p>Reading Ambassadors ensure that students are enthusiastic and enjoy reading a wide range of genres.</p> <p>Students will be able to draw on their inferential and contextual understanding.</p> <p>Students will be able to identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning.</p>	<p>Students are challenged in through opportunities such as: advanced text followed by open ended and extrapolatory questions</p>
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2.3 Phonics knowledge	<p>Rigorous phonics development is a key focus in FS and KS1 curriculum.</p> <p>Reading skills such as grapheme phoneme correspondence, diagraph, trigraph, oral blending and oral segmenting are taught effectively in phonics-based groups in lessons.</p> <p>Students read aloud every day during lessons/ registration time and practice high frequency words.</p> <p>Early intervention classes provided to students whose phonic skills are under developed.</p>	Ongoing	HODs/HOKs/ HOYs and all teachers	<p>Observation sheets</p> <p>Phonics screening tests</p> <p>PD for teachers and teaching assistants and workshops for parents.</p>	Most students confidently use their phonics skills to blend sounds and read.	Reading outcomes/ phonics knowledge of students continuously improve in FS and Key Stage 1.
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3. Reading Intervention						Leader In charge: Director of English and Head of Professional Development - Ms Elizabeth Jacob
Focus area	Actions	Time Frame	Monitoring / Evaluation By Whom	Resources	Success criteria	Monitoring / Evaluation Impact
3.1 Increased opportunities for reading for ELL & target group children	Initiative to encourage reading like <ul style="list-style-type: none"> • Reading lists • Reading by different people to keep high levels of engagement.: by senior students, parent reps, different leaders, • Reading in outdoors, reading in trips • Pyjama party (Enacting stories in FS) After identification following provisions are put in place <ul style="list-style-type: none"> • lesson plans are further personalised • 1-1 support is given by the teachers • buddy is assigned in class to support reading skills 	Support and monitoring ongoing.	Class teachers, students parents	Differentiated texts, Reading Buddies, Reading Mums and Dads	Most students in intervention groups make better than expected progress Large majority of students have improved outcomes in reading and meet their individual reading goals.	Effective practices for sustained reading is identified through work samples and lesson observations



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	<ul style="list-style-type: none">• strategies shared with parents to support at home• break time support session• pull out sessions with the ELL coordinator and learning partners in the primary school.					
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