



RUSSIAN INTERNATIONAL SCHOOL

2026 – 2027

Reading Literacy Policy

RIS aims to ensure provision of reading across all phases for the child's successful development.

The teaching of reading is carefully planned:

- to meet all learning needs taking into account different literacy levels;
- to develop reading strategies of skimming, scanning, gist, inference, direct and indirect decoding to read easily and fluently age-appropriate texts or books of different genres;
- to develop independence, fluency and self-reliance;
- to enrich curriculum in order to develop critical thinking of students across all phases at school.

Guidelines:

A wide range of reading strategies will be taught throughout all phases in Russian, English and Arabic to reflect the vision of the Reading School.

Reading Assessment:

Reading skills in Russian are evaluated via the Russian Federal Educational Standard Tests (VPR) as well as via the internal school assessment. Reading skills in English and Arabic are evaluated via the external assessment IBT and the internal assessment school testing.

The teaching of reading includes:

- phonic awareness/learning sequences from letters to sounds (auditory skills can be developed while reading)
- poetry and rhymes by means of ICT, games, music, art (reading through cross-curricular links)

School Library and "Reading" Corners across the school are stimulating and accessible.

- questioning about the plot and characters;
- developing decoding skills of unfamiliar words;
- deducing meaning from context, syntax and previous experience;
- skimming for the general main idea;
- scanning for specific information;
- text analysis and group discussion.

To extend reading throughout the whole educational period:

1. Individual reading
2. Shared
3. Guided
4. Independent
5. Home reading
6. Reading across the curriculum
7. Summer reading list

Teaching Techniques in Reading:

- Insert;
- Cluster;
- Cinquain;
- Haiku;
- Book reviews and presentations;
- Genre and Literature Tools analysis;
- Learning tongue twisters;
- Drama based on classical Russian and foreign literature;
- Working with explanatory dictionary skills;
- Making mind maps;
- Writing an essay;
- Facilitating Socratic discussions.

More varied texts are available to support the widening interest shown as children progress; magazines, multicultural texts, plays, non-fiction, poetry, CDs, dictionaries, etc.

Home reading classes are to read adapted versions of classical English or American literature.

Furthermore, proficiency in reading allows students to confidently access the curriculum in all subjects and therefore enhance student understanding and attainment in their studies.

Teachers aim to:

- Facilitate reading development through their subject;
 - Present reading tasks at a suitable level;
 - Draw pupils' attention to structure, layout, format, print and other signposts;
 - Help pupils to skim, scan or read intensively according to the task;
 - Help pupils to question, challenge and recognize bias in a range of texts;
 - Support pupils who are at the early stages of reading.
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- Comprehension skills - Students can understand the structure of texts, ideas and arguments, know the meaning of unfamiliar words and extract information quickly.
 - Vocabulary - Students will have an increased range of vocabulary on a variety of topics.
 - Critical thinking and higher order thinking skills.
 - Imagination - Students can think and write creatively about realistic and fictitious scenarios.
 - Grammar and overall accuracy - Students can use a variety of punctuation, sentences lengths and can alter the structure and overall organization of their work.

By the end of the secondary school our students will have the opportunities to:

- Use reading to research the subject area;
- Use the library and ICT to support subject learning;
- Be as independent as possible through reading to learn;
- Read a range of non-fiction text types;

- Read texts in different media;
- To use a range of reading skills such as skimming, scanning, reading for meaning.

The school graduates are to understand:

- The content of literary works;
- Gain theory and terms of literature;
- Transfer text content in an oral and written way;
- Use different kinds of reading (skimming, scanning, inference ...etc);
- Be able to make the monologue;
- To write an essay on the topic;
- Analyze genres.

Reading Activities

The school has focused on improving attitudes to reading to enhance student progress in Russian, Arabic B and English and their literacy skills in other areas of the curriculum.

- Annual Reading Week to share love of literature in a variety of focused and creative activities.
- Literary Club “Northern Flowers” for gifted and talented students who are keen on literature.
- Drama (In the English/Russian language) based on classical Russian and Foreign literature.
- Annual Literary salon (Gr 11).
- Readers recitation contests (KG – 11).
- School Newsletter.
- Literary readings.
- Workshops/Creative meetings with writers/poets, actors/actresses, illustrators, journalists, librarians.
- Book fairs.
- Themed holidays (which require lots of reading) devoted to historical or cultural events.
- The School library provides a wide range of books: textbooks, classical Russian and Foreign literature works, dictionaries, encyclopedias both in the Russian and English languages.
- E-library.

Low achievers in Reading

These children need special instructional pacing, frequent feedback and corrective instructions, modified materials.

Students of determination (SoD) are offered Individual Educational Plans (if needed) including the development of reading skills.

Teachers use different techniques:

- Compensatory teaching (transmitting through alternative modalities (pictures versus words) + visual representation of content; listening to teachers or peers reading, using pictures or short films, investigating;
- Remedial (use of activities and practices to eliminate weaknesses or deficiencies);
- Developing special worksheets and reading exercises, peer tutoring, developing lessons that incorporate children’s interests, needs and experiences, involving slow readers in drama, teaching them to set goals, change the text length, choice reading (reading for pleasure), additional time to read during the lesson/the day;
- Daily teacher support outside the reading time.

Gifted and Talented Students have opportunities to develop their reading skills by taking part in Literature Lovers Club “Northern Flowers”. The best recitation-reader contests, editing the school newsletter, getting differentiated tasks to develop critical thinking and texts analysis abilities.

School Reading Literacy English Language Assessment

Enhanced KHDA-Aligned Action Plan and Monitoring Impact Plan (Reading Focus)

1. Whole-School Approach to Reading Literacy

The school adopts a whole-school, cross-curricular approach to reading literacy, ensuring that reading skills are developed consistently, purposefully, and progressively across all year groups and subject areas.

Reading is treated not only as a discrete skill within English lessons, but as a core learning competency underpinning student achievement across the curriculum.

2. What the School Does to Promote Reading Literacy

2.1 Cross-Curricular Reading Integration

- Reading literacy is embedded in all subjects and in every class.
- Teachers explicitly teach and reinforce:
 - comprehension strategies
 - subject-specific vocabulary
 - interpretation of informational texts

Students engage with:

- non-fiction texts
- instructions
- short academic passages
- Consistent reading strategies are used across subjects to ensure transfer of skills.

2.2 Reading Corners in English Classrooms

- English classrooms are equipped with a dedicated Reading Corner.

Reading Corners are used:

- daily or weekly for independent reading
- during guided reading sessions
- for differentiated reading activities

Texts are:

- age-appropriate
- levelled to meet diverse reading abilities
- regularly updated and rotated
- Teachers monitor student engagement and progress through reading logs and informal

assessment.

2.3 English Language Week (Reading-Driven Activities)

During English Language Week, reading literacy was promoted through a range of creative, performance-based, and analytical activities, including:

Reading and recitation of:

- poems
- verses
- short literary extracts

Performance of poems and narrative texts to develop:

- fluency
- intonation
- expression
- comprehension of meaning
- Engagement with age-appropriate literary texts to build confidence and reading

stamina.

2.4 Reading-to-Writing Connections

- Students participated in letter writing activities linked to reading comprehension tasks.

Reading model texts supported students in:

- understanding text structure
- identifying tone and purpose
- extracting key language features

Writing activities reinforced reading skills by requiring students to:

- interpret information
- respond to texts
- apply vocabulary and language patterns

Effective integration of reading and writing to deepen comprehension.

2.5 Speaking and Listening Linked to Reading

- Students retold stories, poems, and texts they had read.

Oral presentations and performances demonstrated:

- comprehension of content
- understanding of themes and meaning
- confidence in using language from texts
- Reading supported vocabulary development and oral fluency.

3. Action Plan – Strengthening Reading Literacy Further

Curriculum Enhancement

Increase structured exposure to:

- poetry
- narrative texts
- informational reading
- Develop deeper inferential and evaluative reading skills across cohorts.

Differentiation and Inclusion

- Continue targeted support for **Low Achievers and SoD**.
- Increase challenge for **High Achievers and G&T** through analytical reading tasks.

Assessment and Monitoring

- Use reading assessments, observations, and student work to measure impact.
- Track progress at both cohort and individual levels.

4. Monitoring Impact Plan (Reading)

Monitoring Tools

- Termly reading assessments.
- Reading logs and student reflections.
- Lesson observations and learning walks.
- Work scrutiny (reading responses, letters, poetry work).
- Student voice.

Impact Indicators

- Improved fluency and confidence in reading aloud.
- Stronger comprehension and interpretation skills.
- Increased engagement with reading across subjects.
- Clear evidence of progress in student outcomes.

School Arabic Language Reading Policy

This policy has been developed based on the UAE's directions, the policies of the Dubai Knowledge and Human Development Authority (KHDA), and the National Reading Policy 2026, with the aim of enhancing students' reading skills at all levels of school, and building a generation of readers, thinkers and linguistically proficient.

Early Childhood Arabic Language Teaching Policy

(From birth to 6 years including kindergarten)

- **KHDA has launched a mandatory policy for teaching Arabic to children in early childhood as part of the Education 2033 Strategy.**
- The policy focuses on developing basic speaking, reading, and writing skills through active, play-based learning.
- It will be applied to early childhood centres and private schools in Dubai, and will be evaluated before being further generalized at a later stage.
- Family integration in supporting the Arabic language learning at home is an essential part of the policy.
- It requires the provision of Arabic-speaking teachers and the incorporation of fun and engaging reading activities for children.

Requirements for the Arabic Language Curriculum in the Basic Stages

KHDA requires equal and effective opportunities to learn Arabic:

- Increasing and regulating quotas.
- Ensure that the curriculum is applied in a way that balances national and international requirements.
- Ensuring language instruction is integrated with Emirati identity and values

Vision

Instilling a love of reading and making it a way of life, and supporting the development of language, comprehension and critical thinking skills in all students from early childhood to high school.

Objectives

- Enhancing reading skills in Arabic at all school levels.
- Supporting national identity and cultural values through reading.
- Developing reading comprehension and critical thinking.
- Involving the family and community in supporting the culture of reading.
- Adhering to the directives of the approved educational authorities in the UAE.

Scope of Application

This policy applies to all students in the following stages:

- Kindergarten
- Primary Stage
- Middle School
- Secondary School

Reading Policy by Stage

Secondary School	Middle School	Primary Stage	Kindergarten
Developing critical and analytical reading.	Developing analytical and inference skills.	Allocating daily or weekly time for free reading.	Developing phonics awareness and love of books.
Linking reading with scientific research.	Reading various texts (literary, scientific, informative).	Developing reading comprehension skills.	Daily reading by the teacher.
Preparing students for academic and life reading.	Encouraging independent reading and reading projects.	Using the classroom and school library.	Using storyboards and interactive activities.
		Encouraging summary and oral discussion of texts.	Integrating reading into play-based learning.
			Involving parents in home reading

The Role of the Teacher

- Providing a stimulating classroom environment for reading.
- Diversifying reading teaching strategies.
- Monitoring students' progress and providing individual support.

The Role of Parents

- Encouraging daily reading at home.
- Monitoring the home reading history.
- Collaborating with the school in supporting reading skills.

Evaluation and Follow-up

- Periodically assess reading skills.
- Use of various tools (notes, tests, records).
- Review and develop the policy annually.

A wide range of reading strategies are taught throughout all phases in Russian, English and Arabic to reflect the vision of the Reading School at RIS.

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Russian International School

