

Deira Private School
Reading Action Plan 2023-2024



<p>Aims of Reading Action Plan</p> <ul style="list-style-type: none"> • To develop a love of reading • To provide daily opportunities for reading • To develop reading strategies and skills to ensure fluency, accuracy, understanding and response to different texts • To develop higher order reading skills including inference, interpretation and integration of information • To provide pupils with the opportunity to understand, use and reflect on written texts • To read and enjoy a variety of texts from a variety of sources, including the classroom, through technology and from the School libraries • To create a strong, embedded reading culture within classrooms and the wider school environment • To deliver a structured and consistent whole school approach to reading • To rigorously monitor and assess pupil’s progress in reading and identify those who require extra support and intervene at an early stage • To ensure all ELL pupils are fully supported and make equal levels of progress as native English and Arabic speakers • To be a world leader in the Progress in International Reading Study (PIRLS). 				<p>Leader: Literacy coordinator SLT In charge: Ashmee Lamba</p>		
Key Tasks/Objective	Actions	Evidence / Resources	Time Frame	Success Criteria	Monitoring and Evaluation	Impact
<ol style="list-style-type: none"> 1. Continue inspiring a habit of reading widely and often, through the provision of a meaningful reading curriculum by measuring the impact of our high quality, engaging Phonics curriculum and fostering a love of reading for pleasure across all Key Stages. 2. Achieve or surpass the average score of all private schools in Dubai in the next PIRLS. 3. Achieve or surpass the average score of all private schools following the UK curriculum in Dubai in the next PIRLS. 4. Support males to perform at the same level as females in the next PIRLS 5. Support Emirati students to perform at the same level as non-Emirati students in the next PIRLS 6. Improve students' reading purposes 7. Improve students' reading thinking skills and provide the right content 8. Improve students’ range of high tire vocabulary to boost their reading and writing ability 9. Each teacher to reach the individual targets for every student for all national agenda parameters (NGRT C 23-24, PT 23-24) and internal assessment 						

<p>1. To ensure the delivery of high quality teaching of phonics.</p>	<p>Autumn term Staff meeting</p> <ul style="list-style-type: none"> □ Share expectations of teaching and learning of English (Reading, Writing, Phonics, SPAG, Learning environment) □ Share and update staff of 'Next Steps' 	<p>Staff meeting time Cover for MLT for drop in observations of the teaching of phonics (Covered</p>	<p>Regularly</p>	<p>Teachers will have a clear understanding of expectations Support staff/teachers will have a clear focus to strengthen their teaching of English</p>	<p>Autumn term Lesson observations of Phonics- EYFS/ KS1 (October 2023) Collation of staff voice</p>	<p>We started with Phonics Streaming making sure that right kind of support can be given.</p>

	<ul style="list-style-type: none"> □ Share expectations for Letters and Sounds □ Addressing teaching misconception of skimming and scanning skills Lesson observations □ EC to observe teaching of Phonics in Reception, Year 1 and Year 2 □ Provide feedback to teaching staff □ Support staff to be trained to support the targeted group. <p>Staff Meeting CPD (August and November):</p> <ul style="list-style-type: none"> □ Reiterate expectations □ Share phonics strategies □ Staff to choose at least one strategy to implement into their teaching- Staff given time to plan and prepare a weekly cycle of phonics <p>Autumn 2 Faculty Meeting:</p> <ul style="list-style-type: none"> □ Monitor planning directly against phonics LTP □ Collate phonics progress □ Share drop in feedback, identify next steps □ Phonics teacher voice (teaching confidence, subject knowledge)- as Autumn 1 <p>Spring Term 1</p> <p>Spring 1 Faculty Meeting:</p> <ul style="list-style-type: none"> □ Discuss outstanding next steps from lesson observations □ Share staff voice re phonics strategy implemented □ Revisit phonics planning and check next steps from Autumn Term monitoring □ Outcome collected from each phonics year group/ set <p>Spring 2 Faculty Meeting - Reading monitoring</p> <ul style="list-style-type: none"> □ Monitor book choices for children reading 	internally) CPD Arrangements		There will be a consistent and innovative approach to the delivery of phonics lessons Teachers will feel enthused and confident to deliver high quality, engaging phonics lessons CPD opportunities will be provided to support all staff based on outcomes of informal observations A range of teaching strategies and resources will be evident as a result of whole staff CPD	Collation of Phonics data on entry to Year group (Rec, Yr. 1, Yr. 2) Phonics planning monitoring (Aut 1 Faculty meeting) Autumn 2 Staff voice of phonics teaching strategy implemented Autumn 2 Collate phonics progress (Rec, Collate/ compare Phonics teacher voice. Monitor phonics planning Monitoring of children's Letter and Sounds(Phonics Assessments) logs/ miscue folders Spelling: Baseline – 25.09.23 Mid-year review – (Feb) Final review – (May) Weekly log of spelling tests.	Teachers had a clear understanding of expectations. Support staff/teachers will had a clear focus to strengthen their teaching of English A consistent and innovative approach to the delivery of phonics lessons was developed. Teachers started feeling enthused and confident to deliver high quality, engaging phonics lessons CPD opportunities were provided to support all staff based on outcomes of informal observations A range of teaching strategies and resources were evident as a result of whole staff CPD
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	<p>Summer term</p> <p>Summer 1 department Meeting:</p> <ul style="list-style-type: none"> □ Create staff voice to determine confidence levels around the teaching of phonics, using a range strategies and resources <p>Collect staff voice – Summer 1</p> <p>Summer 2 Department Meeting:</p> <ul style="list-style-type: none"> □ Evidence collected of Phonics outcomes across year groups/ sets □ Collect planning to show a range of teaching strategies/resources (linked back to Autumn Term staff meeting) 				
2. To foster a love of reading for pleasure across all Key Stages	<p>Autumn Term Staff Meeting :</p> <ul style="list-style-type: none"> □ Share expectations of DEAR time (4 x week)- To be visible on class timetables □ Share expectations of reading area □ Share interactive recommended read poster for each class □ Reminder to staff of the expectations linked to setting home learning Embedding practise throughout the school will promote a continued love of reading all staff will be aware of the expectations Staff meeting time Reading Certificates area monitoring against expectations. <p>Environment monitoring Student voice – choice of texts 5 Share ‘Reading Mornings’ with staff and parents - (Dates TBC dependent on government guidance) and added to school planner/shared via Autumn 1 school calendar.</p>	<p>Reading Evidence Collection Folder</p> <p>Classroom and School Environment</p> <p>Reading Areas and Walls around School</p> <p>Continuous Feedback from Teachers</p> <p>Comprehensive Feedback Evidence in Mid-Term Reports</p>		<p>To celebrate days like World Book Day. Have a week long book fair at school</p> <p>Introducing Innovative approaches across school like-</p> <ol style="list-style-type: none"> 1. DEAR 2. BUDDY READING TIME 3. Parent Reading Program 4. Emirates Lit. Fest 	<p>Embedding practise throughout the school promoted a continued love of reading</p> <p>All staff became aware of the expectations Linked to setting home learning. Children were able to articulate how their class reading areas are and how it is used (across all key stages at an age appropriate level). Children became aware of the</p>

	<p>Faculty Meeting:</p> <ul style="list-style-type: none"> □ Environment check (word wall, grammar wall, learning wall, grammar progression pyramid, class reading areas) □ Environment check of tidy communal reading areas <p>Spring Term Introduces Class Dojo Points to encourage reading at home. Share with staff, then staff share with children during class assembly. Reading using the A to Z app used to collate the class with the 'most reads' each week. Winning class to have their class story time with the Principal. Spring Faculty meeting</p> <ul style="list-style-type: none"> □ Monitor the use of A to Z using 1:1 reading expectations 					<p>importance of reading and will feel encouraged and motivated to read for pleasure Student voice showed that children are excited about reading at home and school</p>
<p>3. Evaluating Data to identify gaps and personalise provision (English – Arabic - French)</p>	<p>To measure student progress to improve overall learning with Reading A-Z's levelled books.</p> <p>A record is maintained to assess the starting point of students' reading levels. The document is updated at the beginning of each term to evaluate data and identify gaps and provide personalise program.</p>	<p>Internal Reading Assessments Raz-Plus (English) 3asafeer (Arabic) Linguascope (French)</p>	<p>Regularly</p>	<p>To regularly assign books on Reading A-Z. To encourage reading through the DEAR program. To motivate children to read through Newsletters – 20 minute reading with parents. 1:1 Reading interventions.</p>		<p>Whole School showed progress in reading from Term 1 to Term2. Children became keener to read.</p>

<p>4. Accountability for outcomes in reading</p>	<p>Teachers are encouraging the students by establishing the right learning environment.</p> <p>Students are given reading tasks and know their reading levels.</p> <p>They are encouraged to access the next level by reading books and completing the quizzes online.</p> <p>Follow the school wide programme of observations organised by HOD and supported by literacy coordinator and SLT.</p> <p>Focus on constructive feedback.</p> <p>Members of the department are given time to observe across the department.</p>	<p>Use Reading A-Z Rubrics for consistent scoring and awarding stars to students to encourage engagement.</p> <p>Teacher Accountability Encouraging students Providing regular feedback Parent communication.</p>	<p>Weekly</p>	<p>Increase the frequency of assessments.</p> <p>More regular follow ups.</p> <p>Data analysis of and discussions about progress take place more frequently.</p> <p>Provide targeted support to the students of concern.</p>	<p>Teacher feedback after the book is assigned according to the genre taught in class.</p>	<p>Teachers were able to identify the reading gaps and more innovative approaches to enhance whole school reading could be implemented.</p>
<p>5. Curriculum review of reading.</p>	<p>Reading is the foundation of all other learning.</p> <p>Termly Curriculum Review to establish clear understanding of data (Internal and External) And working closely with targeted groups.</p> <p>See Intervention Section(3.1)</p> <p>Modifying strategies after identifying Gaps and working towards it to minimise it.</p>	<p>Minutes of the Meeting</p> <p>Co- Relation Document (Good Read)</p>	<p>Termly</p>	<p>To modify curriculum as per the needs of the students looking at the whole school reading data.</p>		

6. Creating a Reading Culture at school	<p>At DePS reading is championed, valued, respected and encouraged.</p> <p>To create curiosity sparks in the school's Learning environment.</p> <p>Magical Library Setup focusing on Areas like- Arabic Reading Area Boys Reading Area</p> <p>Students Achievements depicted all around to enhance interest for reading in students and motivate them.</p>	<p>School and Class Learning Environment.</p> <p>Library Books</p> <p>Issue Logs</p>	On- Going	To promote reading culture at school.		Students showed more interest in reading and felt motivated.
7. Identification of Students - ELL, target group children.	<p>Reading Assessment is conducted 6 Weekly.</p> <p>Using the data, the targeted group is identified.</p> <p>Teachers Work closely with the Gifted and Talented, ELL, and SEND department to support the individual needs of the students.</p> <p>Individualised plan for the identified students is created.</p> <p>Interaction with parents to share clear ideas in regards to children's attainment and progress.</p>					

<p>8. Increased opportunities for reading for ELL & target group children (English and Arabic)</p>	<p>Targeted strategies for specific groups of students to ensure their progress, particularly when students are learning through English as an additional language.</p> <p>Word Walls Labelling school/ classroom objects. Buddy support in the classrooms.</p>					
<p>9. -Achieve or surpass the average score of all private schools in Dubai in the next PIRLS.</p> <p>-Achieve or surpass the average score of all private schools following the UK curriculum in Dubai in the next PIRLS.</p> <p>-Support males to perform at the same level as females in the next PIRLS</p> <p>-Support Emirati students to perform at the same level as non-Emirati students in the next PIRLS</p>	<ul style="list-style-type: none"> • Implement Reading PBLs to enhance critical thinking and comprehension skills. • Utilize Rising Readers for low-achieving readers using physical books of ORT. • Implement Shining Readers for high-achieving readers with interventions like role play, courtrooms, crime scenes, and ORT high-level books. • Use bilingual dictionaries to support all language speakers. • Involve English teachers in implementing reading strategies. • Implement EIPPs and involve parents for Emirati students. • Dedicate leaders for Emirati students' support. • 	<ul style="list-style-type: none"> • Diagnostic assessment tools. • Intervention materials and resources. • PIRLS-style practice tests. 	<ul style="list-style-type: none"> • Conduct diagnostic assessment within the first month. • Implement interventions throughout the semester. • Conduct practice tests periodically leading up to the PIRLS assessment. 	<ul style="list-style-type: none"> • 80% of students demonstrate improvement in identified weak areas. • Achieve a PIRLS score equal to or higher than the average of all private schools in Dubai. 	<ul style="list-style-type: none"> • Regular assessment of individual progress. • Review of practice test results. 	<ul style="list-style-type: none"> • Improved overall reading performance among students. •

<p>10. Improve students' reading purposes.</p>	<ul style="list-style-type: none"> • Conduct assessments to identify individual reading purposes. • Integrate purposeful reading activities into the curriculum. • Evidence/Resources: Purpose assessment tools, curriculum modifications. • Time Frame: Throughout the academic year. • Success Criteria: Increased clarity and understanding of reading purposes among students. • Monitoring and Evaluation: Regular assessments, student feedback, and classroom observations. • Impact: Enhanced reading engagement and comprehension. 	<ul style="list-style-type: none"> • Purpose assessment tools. • Curriculum modifications for purposeful reading. • Individualized reading goals. 	<ul style="list-style-type: none"> • Conduct assessments within the first month. • Integrate purposeful activities throughout the semester. • Establish individual reading goals continuously. 	<ul style="list-style-type: none"> • Increased clarity and understanding of reading purposes among students. 	<ul style="list-style-type: none"> • Regular assessments of individual progress. • Review of personalized reading goals. 	<ul style="list-style-type: none"> • Enhanced reading engagement and comprehension.
<p>11. Improve students' reading thinking skills and provide the right content.</p>	<ul style="list-style-type: none"> • Integrate critical thinking activities into Reading PBLs. • Utilize Rising Readers and Shining Readers to enhance thinking skills. • Evaluate and update reading materials for relevance. • Provide differentiated content based on students' interests and reading levels. • Use bilingual dictionaries to support all language speakers. • Identify SOD and ELL students for targeted interventions. • Engage English teachers in strategies to improve thinking skills. • Implement EIPPs and involve parents for Emirati students. • Dedicate leaders for Emirati students' support. 	<ul style="list-style-type: none"> • Critical thinking resources. • Updated reading materials. • Differentiated content based on student profiles. 	<ul style="list-style-type: none"> • Integrate critical thinking activities throughout the academic year. • Update materials within the first semester. • Provide differentiated content continuously. 	<ul style="list-style-type: none"> • Enhanced critical thinking skills demonstrated in reading activities. 	<ul style="list-style-type: none"> • Classroom observations of critical thinking integration. • Student performance assessments on differentiated content. 	<ul style="list-style-type: none"> • Improved analytical and comprehension skills.

<p>12. Improve vocabulary.</p>	<ul style="list-style-type: none"> • Implement daily vocabulary-building exercises within Reading PBLs. • Integrate enriched vocabulary in Rising Readers and Shining Readers. • Foster a culture of using new words in discussions and assignments. • Utilize bilingual dictionaries to support all language speakers. • Identify SOD and ELL students for targeted interventions. • Engage English teachers in vocabulary-building strategies. • Implement EIPPs and involve parents for Emirati students. • Dedicate leaders for Emirati students' support. 	<ul style="list-style-type: none"> • Vocabulary exercises. • Enriched reading materials. • Records of word usage in discussions and assignments. 	<ul style="list-style-type: none"> • Implement exercises throughout the academic year. • Integrate enriched materials within the first semester. • Foster a culture continuously. 	<ul style="list-style-type: none"> • Increased depth and breadth of vocabulary among students. 	<ul style="list-style-type: none"> • Vocabulary assessments. • Review of word usage records. 	<ul style="list-style-type: none"> • Vocabulary assessments. • Review of word usage records.

NGRT Intervention Plan (In development Sample)

Year 5A (NGRT A) Data Report Analysis

NGRT A

All Students: 23

Male: 15

Female: 8

Emirati: 1

ELL: 2

SOD: 2

- The mean standard age score for this group is significantly higher than the national average.
- The spread of standard age scores for this group is significantly higher than the standardisation average.
- The mean standard age score for males is not significantly different from that of the females.

Students with stanine 4 and below

Names of students and implications for teaching and learning *as per DSIB 3.1 and PS 1 (1.3)*

[Morvarid](#)

[Yousef](#)


[Daniel](#)

[Milhan](#)

[Taissiya](#)

Click on the name to view the individual report and the implications for teaching and learning

Reading Support Pathway

Reader's profile and student story	Key questions and next steps	Names of students
<div style="background-color: red; color: black; padding: 5px; border: 1px solid black;"> <p>Reader profile A (SC 1/ PC-)</p>  </div> <p><u>Profile description:</u> NGRT reveals potential phonics gaps</p> <p><u>Student story:</u> This is Anna, she needs to secure her phonic knowledge. Her performance in the sentence completion section of the assessment meant it was more appropriate for her to complete the phonics section of the NGRT.</p>	<p>Key questions</p> <ul style="list-style-type: none"> ○ What evidence is there to support your judgements about Anna's needs? ○ Has she missed schooling? ○ Do you have a detailed picture of her phonological awareness? ○ Could she have a specific learning difficulty? <p>Next steps</p> <p>You need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to understand her receptive language and phonological knowledge <input type="checkbox"/> Is there a difference between her reading and cognitive abilities that may suggest indications of dyslexia? <p>Anna may need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A high-quality phonics programme <input type="checkbox"/> One to one reading support 	

Outcome

**Reader profile B
(SC and PC 1-3)**



Profile description:

Word reading and comprehension below age expectation

Student's story:

This is Dhanesh, he has scored in the below average stanines for PC and SC. He has an even profile – SC and PC stanines are aligned.

Key questions

- What is his reading fluency like?
- Does he understand all he reads?
- Does he need an extension of tier 2 and 3 vocabulary?
- How often does Dhanesh read aloud to an adult?
- Is this low score about lack of practice or another need, such as a specific learning difficulty?
- Is he reading age-appropriate material?

Next steps

You need:

- To listen to him read to observe his reading **fluency** and use of **decoding** strategies
- You need to understand his level of **comprehension**
- Gain insight into his **well being**
- Is there a difference between his reading and **cognitive abilities** that may suggest **indications of dyslexia**?

Dhanesh may need:

- A small group/one to one
- reading support intervention
- Regular opportunities to read

- Yousef
- Daniel
- Morvarid

Outcome

Reader profile C (SC 1-3 / PC 4)



Profile description:

Reading is limited by poor vocabulary, syntax and grammar knowledge

Student story:

This is Michel, he is just within age related expectations for his reading comprehension, scoring a stanine 4 for his Passage Comprehension. But his knowledge of vocabulary, syntax and grammar is sitting below age related expectations within stanines 1- 3

Key questions

- What is his reading fluency like?
- How can you extend his vocabulary knowledge?
- Does he need support in subject-specific vocabulary?
- How often does Michel read age-appropriate texts?
- Can Michel spot patterns in language?
- What is his spelling like?
- Are there any signs of a specific learning difficulty?

Next steps

You need:

- To understand his **receptive language**
- To investigate wider literacy skills including **vocabulary** and **spelling**
- Understand his **cognitive ability**
- To work with colleagues so that support is aligned and further investigation is considered -

Michel may need:

- A **vocabulary** intervention
- Regular opportunities to read

- **Milhan**
- **Taissyia**

Outcome

Reader profile D
(PC 1-3 / SC 4+)



Profile description:

Reading is limited by poor comprehension and / or fluency

Student story:

This is Charlotte. She is able to read with accuracy but is not always able to demonstrate her understanding of the text, often needing extra time to think about her answers to questions. She struggles to read longer texts and then explain what she thinks in timed conditions.

Key questions

- Does Charlotte read often?
- Has anyone listened to her read?
- Is her cognitive load being taken up decoding a text, leaving little time to understand it?
- What is her cultural capital like?

Next steps

You need

- To explore Charlotte's capacity for **comprehension**
- To listen to her read aloud so you can observe her **reading speed** and **fluency**
- Gain insight into her **processing speed**

Charlotte may need:

- To be supported through **reading comprehension** intervention

Outcome

Reader profile E (SC 1-4 / PC 6+)



Profile description:

Reading at expected level but skill limited by weaker vocabulary

Student story:

This is Kaia. The difference between her word reading (SC) and comprehension (PC) suggests she has a ‘spikey profile’ (a discrepancy of more than 2 stanines). This discrepancy may be affecting her ability to understand and use language to her full potential.

Key questions

- Does Kaia engage in discussion in lessons?
- How can she be supported in making links between words i.e. understanding synonyms, antonyms, roots, etymology?
- Do you have concerns about decoding?
- Do you have concerns specific learning difficulties?

Next steps

You need:

- To understand her level of **vocabulary** awareness
- Explore her literacy skills versus her **cognitive abilities**
- To work with colleagues so that support is aligned, and further investigation is considered

Kaia may need:

- Vocabulary support – this could be through high quality teaching rather than an intervention
- All of her teachers should be aware of how to expose Kaia to high-quality Tier 2 and 3 vocabulary.

- Sheikha
- Rayan
- Eyad

Outcome

**Reader profile F
(SC 6+ PC 4)**



Profile description:

Reading at or above expected level but skill limited by weaker comprehension

Student story:

This is Anisha. She has a ‘spikey profile’. She has a good level of vocabulary but struggles to show understanding when she reads and can have difficulties communicating effectively.

Key questions

- How can you use reading stimulus to support Anisha’s speech and language needs?
- How can teachers engage her into conversations about texts?
- Is Anisha able to read fluently?

Next steps

You need:

- To understand her level of **reading comprehension**
- Explore her **expressive language**

Anisha may need:

- Questioning is key to support development
- Strategies to support a deeper understanding of texts will help Anisha begin to feel confident in formulating her own ideas

Outcome

**Reader profile G
(SC 4 or 5 / PC 4 or 5)**



Profile description:

Reading within the expected range. Balanced profile

Student story:

This is Rhian. She has an even profile (SC and PC stanines are aligned). She used to love reading at primary school, but now only reads in school when instructed to do so.

Although she is currently reading where she should be for her age, she is at risk of being 'invisible yet struggling' as she cannot always keep up with what she needs to read in lessons. Without regular practice she could fall behind with her reading.

Key questions

- What does Rhian like to read?
- Has anyone listened to her read?
- How can you ensure she engages with a wide choice of age-appropriate texts at school and home?
- How can text choice and discussion extend her cultural capital?

Next steps

You need:

- Understand her **decoding** and **reading comprehension** skills
- To support and monitor Rhian's progress in reading so that she remains at age-related expectations
- To engage her in a positive reading culture
- To gain insight into her **well being**

Rhian may need:

- Support to understand and use more adventurous **vocabulary**
- An intense intervention which allows her to practice key reading skills.

- Hamdan
- Sukhveer

Outcome

**Reader profile H
SC and PC 5+ but with a
discrepancy of 2+ stanines
with higher PC**



Profile description:

Reading at or above the expected range but skill limited by vocabulary range

Student story:

This is Muhammed. He is a good reader but the difference between his word reading (SC) and comprehension (PC) suggests he has a ‘spikey profile’ (a discrepancy of more than 2 stanines).

His reading is limited by significantly weaker vocabulary and syntax knowledge compared to his comprehension. He reads to learn but does not read for pleasure.

His overall performance may be limited by his ‘spikey’ profile.

Key questions

- Are teachers aware of Muhammed’s nuance of needs?
- How can you ensure he understands the value in reading beyond the curriculum?
- Would explaining the impact across all his subjects support him to form stronger reading habits?
- Can you work with him to find out what genre of text he might enjoy?
- Can you set him challenges in his more challenging stanine through AI?
- Is he supported through rich opportunities for conversation?

Next steps

You need:

- Understand his **receptive vocabulary**
- Make adaptations for his need in lessons so that he is ‘stretched’
- To work with colleagues so that support is aligned, and further investigation is considered. Are there any **indications of dyslexia**?
- To gain insight into his **well being**

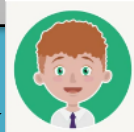
- **Asmina**

Muhammed may need:

- To understand what value reading for pleasure holds
- Exposure to high quality texts and vocabulary bank

Outcome

Reader profile I
SC and PC 5+ but with a
discrepancy of 2+ stanines
with lower PC



Profile description:

Reading at or above expected range but skill limited by comprehension

Student story:

This is Finn. He is a good reader but the difference between his word reading (SC) and comprehension (PC) suggests he has a ‘spikey profile’ (a discrepancy of more than 2 stanines). His reading is limited by significantly weaker comprehension skills compared to his vocabulary and syntax knowledge.

Key questions

- Are teachers aware of Finn’s nuance of needs?
- How can you ensure he understands the value in reading beyond the curriculum?
- Would explaining the impact across all his subjects support him to make better choices?
- Can you work with him to find out what genre of text he might enjoy?
- Does he engage in conversations about writer’s viewpoints and text interpretation?

Next steps

You need:

- Understand his **comprehension** skills fully
- Make adaptations for his need in lessons so that he is ‘stretched’
- To gain insight into his **well being**

- **Ahmed**
- **Myra**

Finn may need:

- To understand what value reading for pleasure holds
- Exposure to high quality texts
- To be confident to engage in challenging questions and discussions in class

Outcome

Reader profile J
SC/ PC 6+



Profile description:

Reading at or above expectations. Balanced profile

Student story:

This is Sam. He has a reading mindset. He is a skilled reader with an even profile (SC and PC stanines are aligned). He likes to read in his own time and will provide thoughtful interpretations of texts when questioned. Sam feels empowered by reading and so chooses to read more and more.

Key questions

- How can you ensure that Sam continues to find challenge in what he reads?
- Does Sam choose books outside of his comfort zone or does he read the same kind of texts?
- Can you ensure that Sam is exposed to extended vocabulary that he can use in his speaking and writing?

Next steps

You need:

- Provide varied opportunities to stretch and challenge
- Provide opportunities for Sam to model reading practice to others within a positive reading culture
- Foster opportunities to feed his reading mindset

Sam may need:

- Home learning opportunities to stretch and challenge.

- Aiden
- Mohamed Ali
- Inaya
- Mustafa
- Yassin
- Abdul
- Mohammed Rayan
- Judy
- Santiago

- | | | |
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| | <ul style="list-style-type: none"><input type="checkbox"/> Fun activities linked to a strong reading culture in school will support a lifelong love of reading | |
|--|--|--|

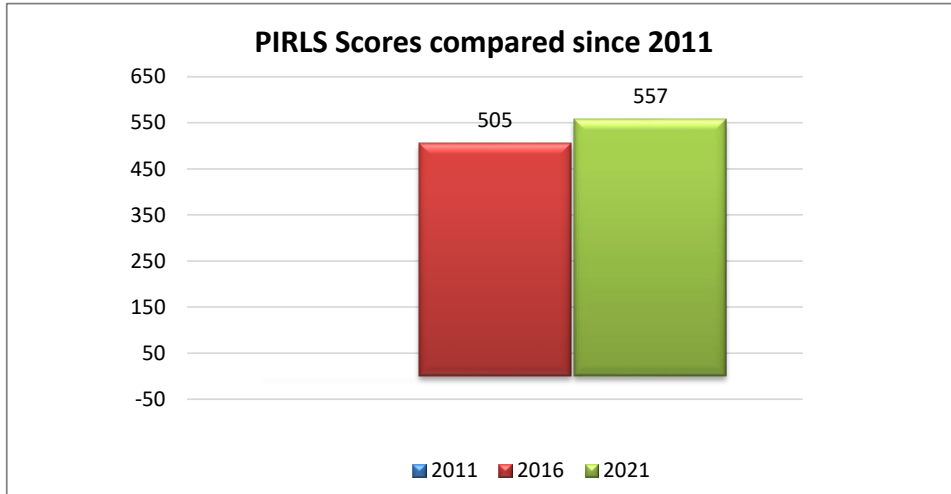
Outcome

Deira Private School
Year Group Action Plan 2022-23
New Group Reading Test (NGRT)

Problem (Why?)	<u>PRIORITISE OBJECTIVES</u> Intervention Description (What?)	Implementation Activities/Actions (How?)	Time Frame	Success Criteria	Lead (Who will do?)
<p>Improve English Attainment in NGRT C and ensure the targets are achieved.</p>	<ul style="list-style-type: none"> -To systematically evaluate NGRT A and NGRT B assessments data and its effective use in personalisation of Teaching and Learning strategies to maximise student’s potential. - To analyse the correlation between CAT4, GL Progress Test, NGRT and school internal assessments through triangulation which should lead to appropriate intervention. - To share analysis and reports with all stakeholders. (Parents, Students, Governors) to bridge the gap by sending an email and for the students to improve. - To support the students and to develop personalised strategies. -Focused support and intervention to target students to raise their attainment. 	<ol style="list-style-type: none"> 1. Target group of students based on NGRT A and NGRT B analysis to bridge the gaps. 2. Continue providing focused support and interventions to identified groups of students across all year levels and monitor their attainment and progress at regular interval. 3. Create intervention group called “Rising Readers” to provide focused support to target students based on NGRT data and reading levels. 4. Departmental and class teachers training in analysing the internal and external assessment results to identify the gaps. 5. Regular meeting with school leaders to share best practices and expertise to ensure all team awareness levels are secured. 	<p>Ongoing</p> <p>NGRT C assessment date: 22nd May</p>	<ul style="list-style-type: none"> - Majority of the students will achieve within the curriculum standards and make better than expected progress in NGRT C. - Majority of the students will be able to derive and infer information independently and accurately from the text. <p style="text-align: center;">SUBJECT FOCUS</p> <ul style="list-style-type: none"> - Students will be able to identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning. - Students will be able to retrieve information from the given text. - Large majority of students interpret and integrate story events and character actions and traits from different parts of the text. - Most Students will be able to read and comprehend a wide range of fictional and non-fictional texts to be deep and wide readers. 	<p>HoDs</p> <p>Subject Teachers</p> <p>Class Teachers</p>

Change Over Time PIRLS

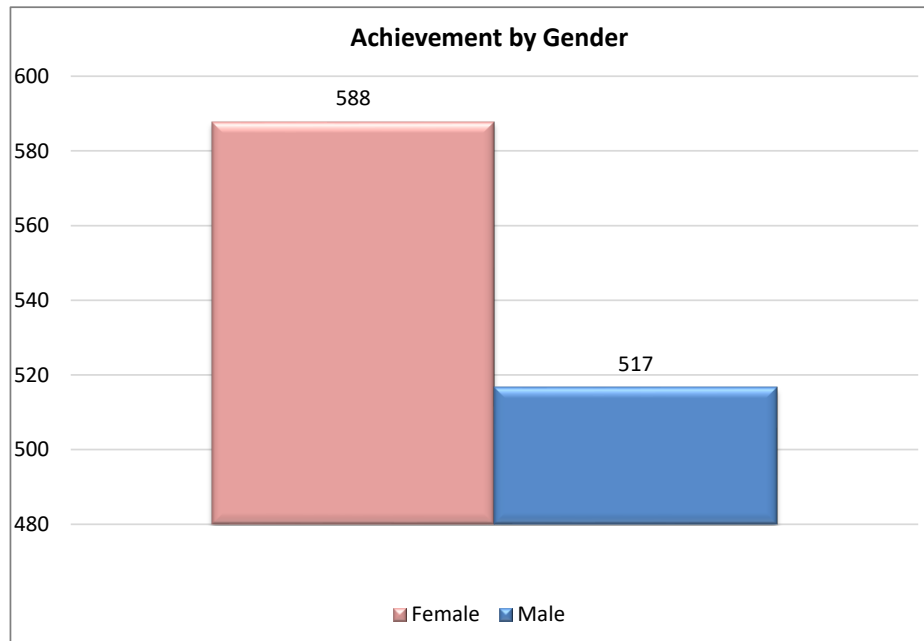
The chart below compares your students' scores in the last three cycles of PIRLS



How does achievement at your school vary by gender?

This bar chart indicates the performance of female and male in your school

Gender	Female students	Male students
Number of students in PIRLS	13	10



****Not Applicable if students with one gender in sample and schools with single gender**

The performance of Emirati students in your school

The standards of achievement of Emirati students is a very high priority for KHDA and across Dubai there are new, aspirational targets for the performance of the Emirati student cohort in international assessments.

The table below outlines the difference in achievement between Emiratis and expatriate students in your school.

As KHDA continues to prioritise improving the knowledge acquisition and skills development of Emirati students, it is important for schools to work towards improving their reading skills which will underpin the overall academic performance of this cohort.

Through strategic evaluation and planning and subsequent adaptations to the curriculum and pedagogy, schools must make provision to ensure that Emirati and expatriate students alike go on to make the highest levels of progress in reading.

Nationality	Overall Score in PIRLS
Emirati students in your school	494
Expatriate students in your school	590
Emirati students in private Schools	508
Expatriate students in private Schools	578
2026 PIRLS Dubai Target Scores for Emirati Students	538
2026 PIRLS Dubai Target Scores for Expatriate Students	598

***** Note : there is no comparison of Emirati students against Expatriate student if less than 5 Emirati students for comparison in sample tested because of data restriction**

NGRT Intervention Plan (In development Sample)

Year 5A (NGRT A) Data Report Analysis

NGRT A

All Students: 23

Male: 15

Female: 8

Emirati: 1

ELL: 2

SOD: 2

- The mean standard age score for this group is significantly higher than the national average.
- The spread of standard age scores for this group is significantly higher than the standardisation average.
- The mean standard age score for males is not significantly different from that of the females.

Students with stanine 4 and below

Names of students and implications for teaching and learning *as per DSIB 3.1 and PS 1 (1.3)*

[Morvarid](#)

[Yousef](#)


[Daniel](#)

[Milhan](#)

[Taissiya](#)

Click on the name to view the individual report and the implications for teaching and learning

Reading Support Pathway

Reader's profile and student story	Key questions and next steps	Names of students
<div style="background-color: red; color: black; padding: 5px; border: 1px solid black;"> <p>Reader profile A (SC 1/ PC-)</p>  </div> <p><u>Profile description:</u> NGRT reveals potential phonics gaps</p> <p><u>Student story:</u> This is Anna, she needs to secure her phonic knowledge. Her performance in the sentence completion section of the assessment meant it was more appropriate for her to complete the phonics section of the NGRT.</p>	<p>Key questions</p> <ul style="list-style-type: none"> ○ What evidence is there to support your judgements about Anna's needs? ○ Has she missed schooling? ○ Do you have a detailed picture of her phonological awareness? ○ Could she have a specific learning difficulty? <p>Next steps</p> <p>You need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to understand her receptive language and phonological knowledge <input type="checkbox"/> Is there a difference between her reading and cognitive abilities that may suggest indications of dyslexia? <p>Anna may need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A high-quality phonics programme <input type="checkbox"/> One to one reading support 	

Outcome

**Reader profile B
(SC and PC 1-3)**



Profile description:

Word reading and comprehension below age expectation

Student's story:

This is Dhanesh, he has scored in the below average stanines for PC and SC. He has an even profile – SC and PC stanines are aligned.

Key questions

- What is his reading fluency like?
- Does he understand all he reads?
- Does he need an extension of tier 2 and 3 vocabulary?
- How often does Dhanesh read aloud to an adult?
- Is this low score about lack of practice or another need, such as a specific learning difficulty?
- Is he reading age-appropriate material?

Next steps

You need:

- To listen to him read to observe his reading **fluency** and use of **decoding** strategies
- You need to understand his level of **comprehension**
- Gain insight into his **well being**
- Is there a difference between his reading and **cognitive abilities** that may suggest **indications of dyslexia**?

Dhanesh may need:

- A small group/one to one
- reading support intervention
- Regular opportunities to read

- Yousef
- Daniel
- Morvarid

Outcome

Reader profile C (SC 1-3 / PC 4)



Profile description:

Reading is limited by poor vocabulary, syntax and grammar knowledge

Student story:

This is Michel, he is just within age related expectations for his reading comprehension, scoring a stanine 4 for his Passage Comprehension. But his knowledge of vocabulary, syntax and grammar is sitting below age related expectations within stanines 1- 3

Key questions

- What is his reading fluency like?
- How can you extend his vocabulary knowledge?
- Does he need support in subject-specific vocabulary?
- How often does Michel read age-appropriate texts?
- Can Michel spot patterns in language?
- What is his spelling like?
- Are there any signs of a specific learning difficulty?

Next steps

You need:

- To understand his **receptive language**
- To investigate wider literacy skills including **vocabulary** and **spelling**
- Understand his **cognitive ability**
- To work with colleagues so that support is aligned and further investigation is considered -

Michel may need:

- A **vocabulary** intervention
- Regular opportunities to read

- **Milhan**
- **Taissyia**

Outcome

Reader profile D
(PC 1-3 / SC 4+)



Profile description:

Reading is limited by poor comprehension and / or fluency

Student story:

This is Charlotte. She is able to read with accuracy but is not always able to demonstrate her understanding of the text, often needing extra time to think about her answers to questions. She struggles to read longer texts and then explain what she thinks in timed conditions.

Key questions

- Does Charlotte read often?
- Has anyone listened to her read?
- Is her cognitive load being taken up decoding a text, leaving little time to understand it?
- What is her cultural capital like?

Next steps

You need

- To explore Charlotte's capacity for **comprehension**
- To listen to her read aloud so you can observe her **reading speed** and **fluency**
- Gain insight into her **processing speed**

Charlotte may need:

- To be supported through **reading comprehension** intervention

Outcome

Reader profile E (SC 1-4 / PC 6+)



Profile description:

Reading at expected level but skill limited by weaker vocabulary

Student story:

This is Kaia. The difference between her word reading (SC) and comprehension (PC) suggests she has a ‘spikey profile’ (a discrepancy of more than 2 stanines). This discrepancy may be affecting her ability to understand and use language to her full potential.

Key questions

- Does Kaia engage in discussion in lessons?
- How can she be supported in making links between words i.e. understanding synonyms, antonyms, roots, etymology?
- Do you have concerns about decoding?
- Do you have concerns specific learning difficulties?

Next steps

You need:

- To understand her level of **vocabulary** awareness
- Explore her literacy skills versus her **cognitive abilities**
- To work with colleagues so that support is aligned, and further investigation is considered

Kaia may need:

- Vocabulary support – this could be through high quality teaching rather than an intervention
- All of her teachers should be aware of how to expose Kaia to high-quality Tier 2 and 3 vocabulary.

- Sheikha
- Rayan
- Eyad

Outcome

Reader profile F (SC 6+ PC 4)



Profile description:

Reading at or above expected level but skill limited by weaker comprehension

Student story:

This is Anisha. She has a 'spikey profile'. She has a good level of vocabulary but struggles to show understanding when she reads and can have difficulties communicating effectively.

Key questions

- How can you use reading stimulus to support Anisha's speech and language needs?
- How can teachers engage her into conversations about texts?
- Is Anisha able to read fluently?

Next steps

You need:

- To understand her level of **reading comprehension**
- Explore her **expressive language**

Anisha may need:

- Questioning is key to support development
- Strategies to support a deeper understanding of texts will help Anisha begin to feel confident in formulating her own ideas

Outcome

**Reader profile G
(SC 4 or 5 / PC 4 or 5)**



Profile description:

Reading within the expected range. Balanced profile

Student story:

This is Rhian. She has an even profile (SC and PC stanines are aligned). She used to love reading at primary school, but now only reads in school when instructed to do so.

Although she is currently reading where she should be for her age, she is at risk of being ‘invisible yet struggling’ as she cannot always keep up with what she needs to read in lessons. Without regular practice she could fall behind with her reading.

Key questions

- What does Rhian like to read?
- Has anyone listened to her read?
- How can you ensure she engages with a wide choice of age-appropriate texts at school and home?
- How can text choice and discussion extend her cultural capital?

Next steps

You need:

- Understand her **decoding** and **reading comprehension** skills
- To support and monitor Rhian’s progress in reading so that she remains at age-related expectations
- To engage her in a positive reading culture
- To gain insight into her **well being**

Rhian may need:

- Support to understand and use more adventurous **vocabulary**
- An intense intervention which allows her to practice key reading skills.

- Hamdan
- Sukhveer

Outcome

**Reader profile H
SC and PC 5+ but with a
discrepancy of 2+ stanines
with higher PC**



Profile description:

Reading at or above the expected range but skill limited by vocabulary range

Student story:

This is Muhammed. He is a good reader but the difference between his word reading (SC) and comprehension (PC) suggests he has a ‘spikey profile’ (a discrepancy of more than 2 stanines).

His reading is limited by significantly weaker vocabulary and syntax knowledge compared to his comprehension. He reads to learn but does not read for pleasure.

His overall performance may be limited by his ‘spikey’ profile.

Key questions

- Are teachers aware of Muhammed’s nuance of needs?
- How can you ensure he understands the value in reading beyond the curriculum?
- Would explaining the impact across all his subjects support him to form stronger reading habits?
- Can you work with him to find out what genre of text he might enjoy?
- Can you set him challenges in his more challenging stanine through AI?
- Is he supported through rich opportunities for conversation?

Next steps

You need:

- Understand his **receptive vocabulary**
- Make adaptations for his need in lessons so that he is ‘stretched’
- To work with colleagues so that support is aligned, and further investigation is considered. Are there any **indications of dyslexia**?
- To gain insight into his **well being**

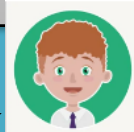
- **Asmina**

Muhammed may need:

- To understand what value reading for pleasure holds
- Exposure to high quality texts and vocabulary bank

Outcome

Reader profile I
SC and PC 5+ but with a
discrepancy of 2+ stanines
with lower PC



Profile description:

Reading at or above expected range but skill limited by comprehension

Student story:

This is Finn. He is a good reader but the difference between his word reading (SC) and comprehension (PC) suggests he has a 'spikey profile' (a discrepancy of more than 2 stanines). His reading is limited by significantly weaker comprehension skills compared to his vocabulary and syntax knowledge.

Key questions

- Are teachers aware of Finn's nuance of needs?
- How can you ensure he understands the value in reading beyond the curriculum?
- Would explaining the impact across all his subjects support him to make better choices?
- Can you work with him to find out what genre of text he might enjoy?
- Does he engage in conversations about writer's viewpoints and text interpretation?

Next steps

You need:

- Understand his **comprehension** skills fully
- Make adaptations for his need in lessons so that he is 'stretched'
- To gain insight into his **well being**

- **Ahmed**
- **Myra**

Finn may need:

- To understand what value reading for pleasure holds
- Exposure to high quality texts
- To be confident to engage in challenging questions and discussions in class

Outcome

Reader profile J
SC/ PC 6+



Profile description:

Reading at or above expectations. Balanced profile

Student story:

This is Sam. He has a reading mindset. He is a skilled reader with an even profile (SC and PC stanines are aligned). He likes to read in his own time and will provide thoughtful interpretations of texts when questioned. Sam feels empowered by reading and so chooses to read more and more.

Key questions

- How can you ensure that Sam continues to find challenge in what he reads?
- Does Sam choose books outside of his comfort zone or does he read the same kind of texts?
- Can you ensure that Sam is exposed to extended vocabulary that he can use in his speaking and writing?

Next steps

You need:

- Provide varied opportunities to stretch and challenge
- Provide opportunities for Sam to model reading practice to others within a positive reading culture
- Foster opportunities to feed his reading mindset

Sam may need:

- Home learning opportunities to stretch and challenge.

- Aiden
- Mohamed Ali
- Inaya
- Mustafa
- Yassin
- Abdul
- Mohammed Rayan
- Judy
- Santiago

- | | | |
|--|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> Fun activities linked to a strong reading culture in school will support a lifelong love of reading | |
|--|--|--|

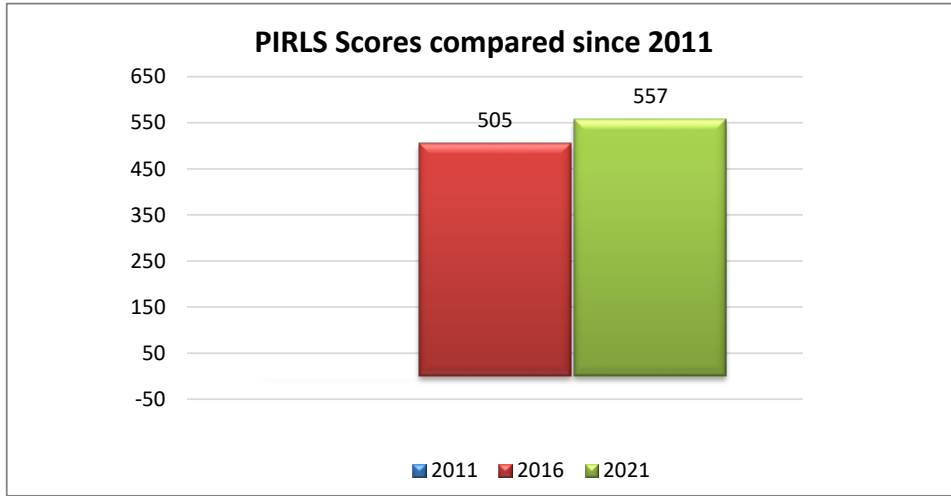
Outcome

Deira Private School
Year Group Action Plan 2022-23
New Group Reading Test (NGRT)

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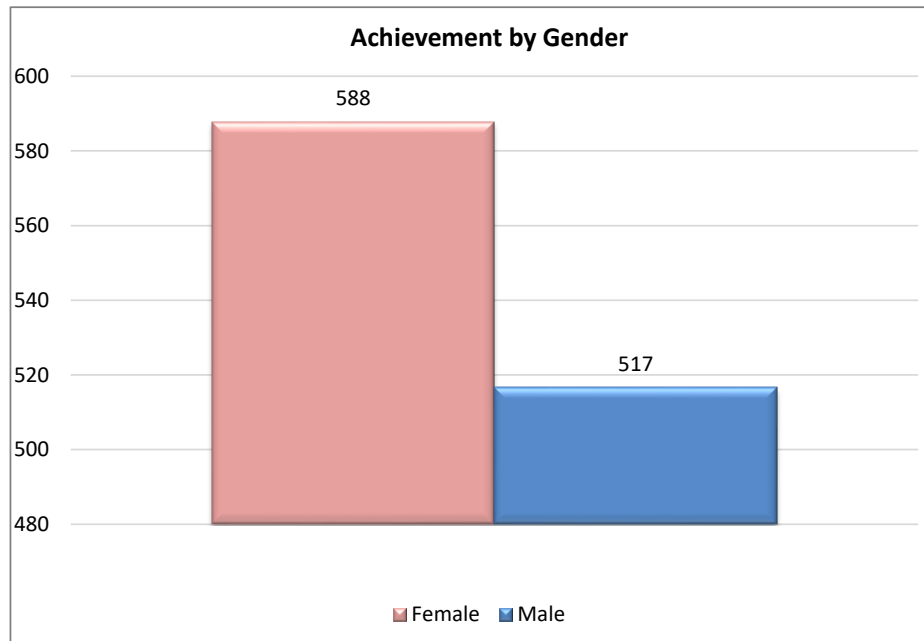
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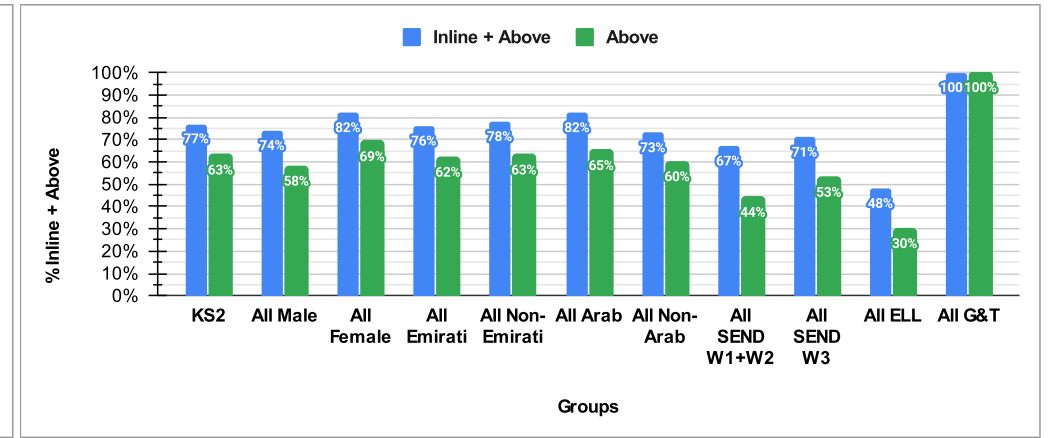
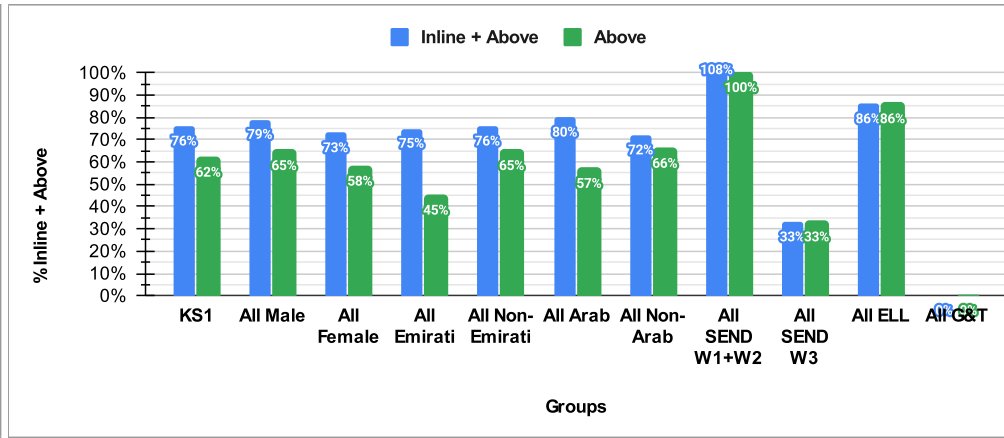
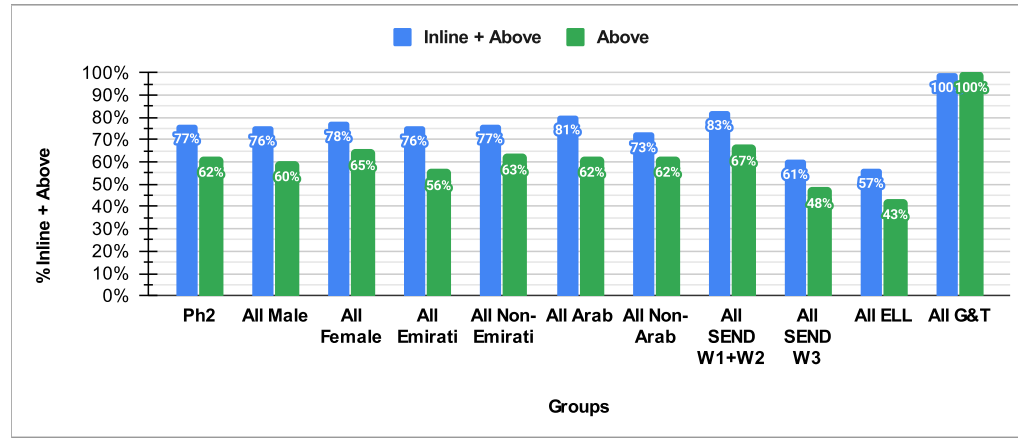
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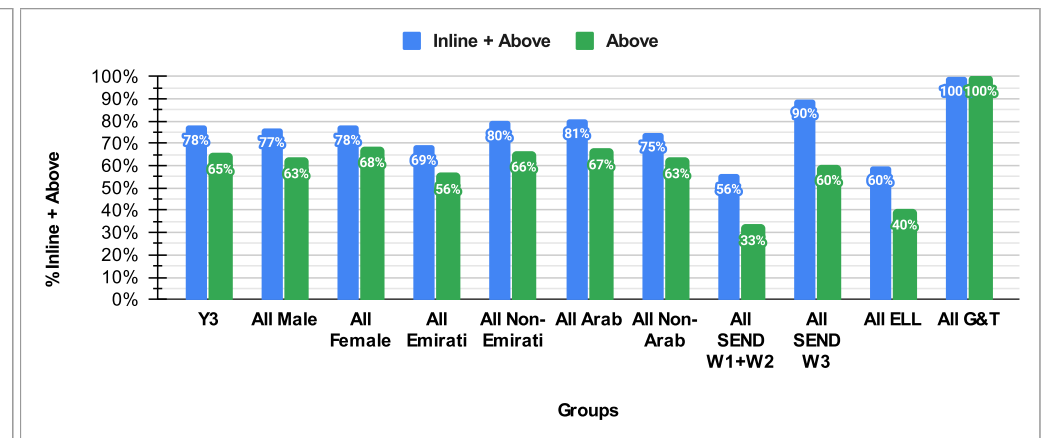
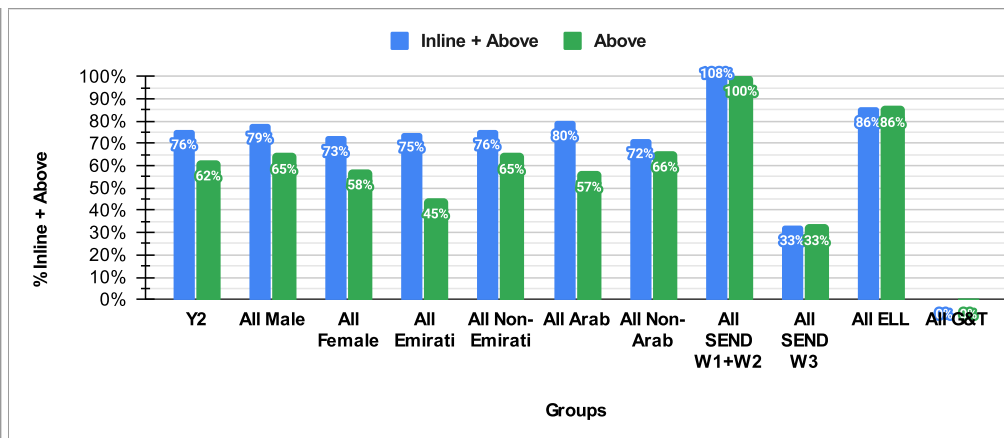
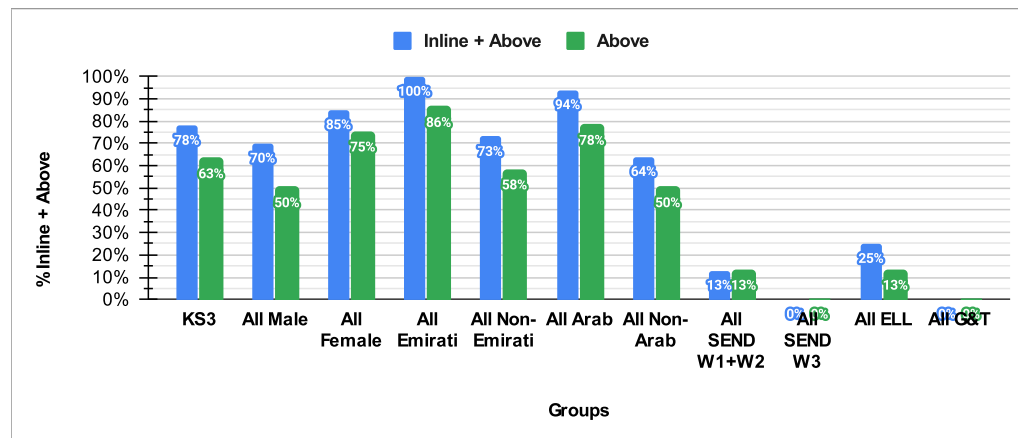
NGRT C 22-23 Attainment



Ph2 NGRT C 22-23 - Attainment											
	Ph2	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T
No. of Students	433	237	194	70	363	203	228	36	41	37	396
No. of Examinees	400	219	181	62	338	189	211	30	23	30	2
Inline + Above	308 77%	166 76%	142 78%	47 76%	261 77%	154 81%	154 73%	25 83%	14 61%	17 57%	2 100%
Above	249 62%	131 60%	118 65%	35 56%	214 63%	118 62%	131 62%	20 67%	11 48%	13 43%	2 100%
Judgement	VGood	Good	VGood	Good	VGood	VGood	Weak	VGood	Weak	Weak	Out

KS1 NGRT C 22-23 - Attainment											
	KS1	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T
No. of Students	146	76	68	22	124	65	79	15	19	12	134
No. of Examinees	125	63	62	20	105	60	65	12	6	7	0
Inline + Above	95 76%	50 79%	45 73%	15 75%	80 76%	48 80%	47 72%	13 108%	2 33%	6 86%	0 0%
Above	77 62%	41 65%	36 58%	9 45%	68 65%	34 57%	43 66%	12 100%	2 33%	6 86%	0 0%
Judgement	VGood	VGood	Weak	Acc	VGood	Good	Weak	Out	Weak	Out	-

KS2 NGRT C 22-23 - Attainment											
	KS2	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T
No. of Students	287	161	126	48	239	138	149	21	22	25	262
No. of Examinees	275	156	119	42	233	129	146	18	17	23	2
Inline + Above	213 77%	116 74%	97 82%	32 76%	181 78%	106 82%	107 73%	12 67%	12 71%	11 48%	2 100%
Above	172 63%	90 58%	82 69%	26 62%	146 63%	84 65%	88 60%	8 44%	9 53%	7 30%	2 100%
Judgement	VGood	Weak	VGood	VGood	VGood	VGood	Weak	Weak	Weak	Weak	Out

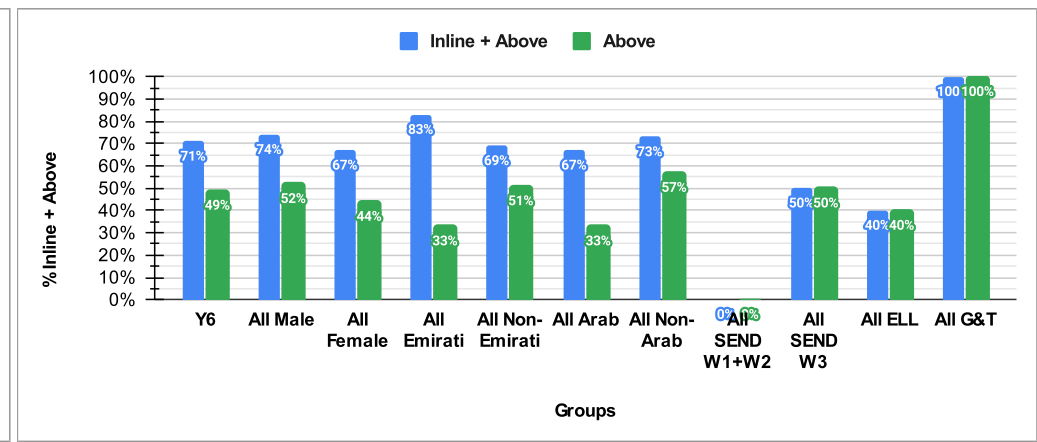
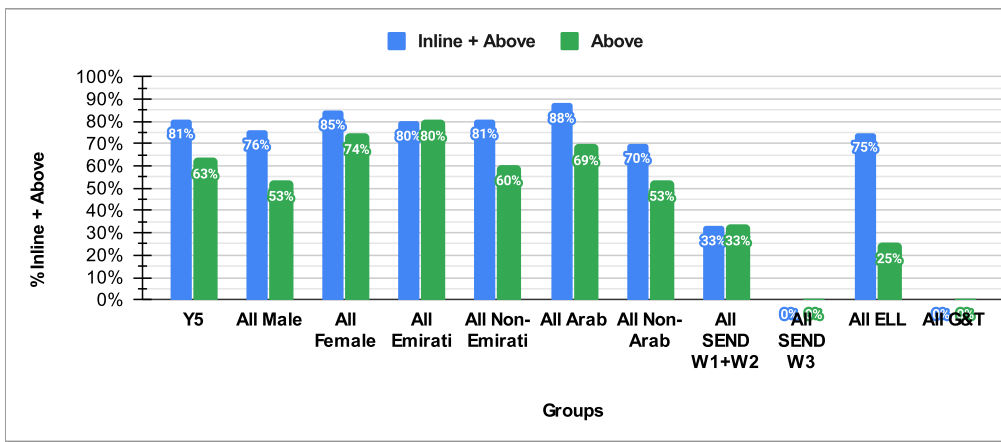
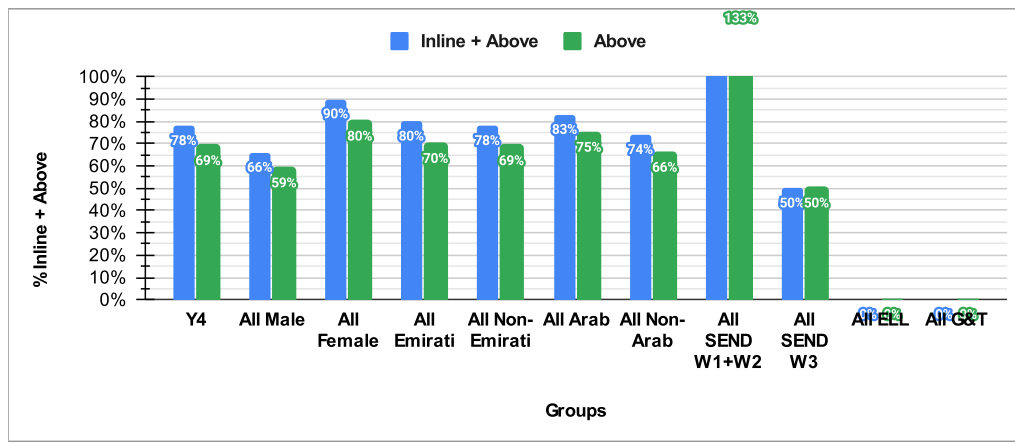


KS3 NGRT C 22-23 - Attainment											
	KS3	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T
No. of Students	44	22	21	8	36	19	24	3	0	8	44
No. of Examinees	40	20	20	7	33	18	22	8	0	8	0
Inline + Above	31 78%	14 70%	17 85%	7 100%	24 73%	17 94%	14 64%	1 13%	0 0%	2 25%	0 0%
Above	25 63%	10 50%	15 75%	6 86%	19 58%	14 78%	11 50%	1 13%	0 0%	1 13%	0 0%
Judgement	VGood	Weak	Out	Out	Weak	Out	Weak	VWeak	-	Weak	-

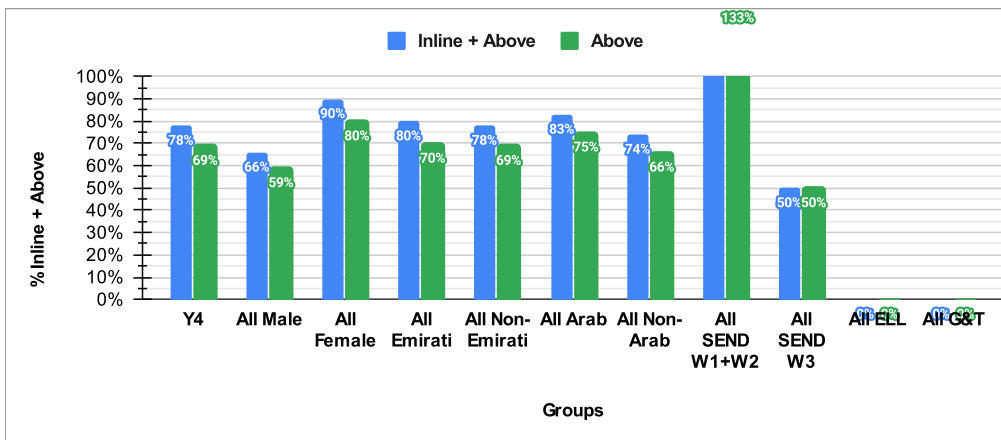
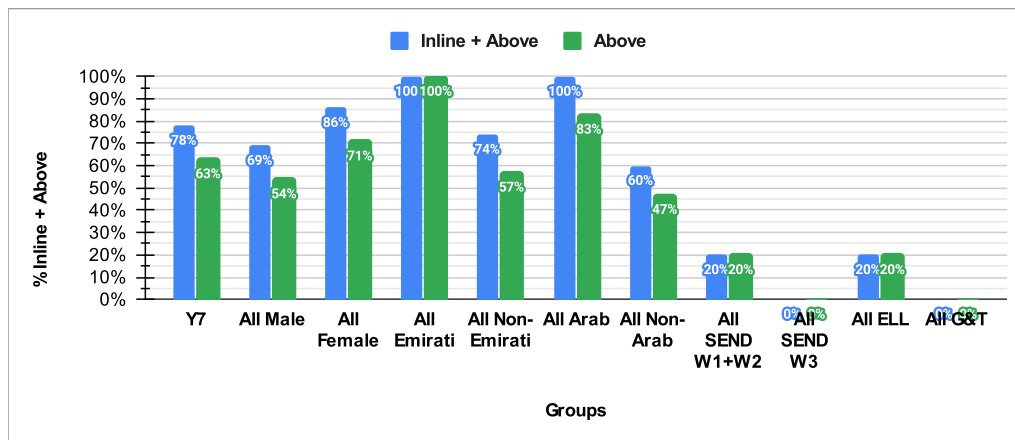
Y2 NGRT C 22-23 - Attainment											
	Y2	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T
No. of Students	146	76	68	22	124	65	79	15	19	12	134
No. of Examinees	125	63	62	20	105	60	65	12	6	7	0
Inline + Above	95 76%	50 79%	45 73%	15 75%	80 76%	48 80%	47 72%	13 108%	2 33%	6 86%	0 0%
Above	77 62%	41 65%	36 58%	9 45%	68 65%	34 57%	43 66%	12 100%	2 33%	6 86%	0 0%
Judgement	VGood	VGood	Weak	Acc	VGood	Good	Weak	Out	Weak	Out	-

Y3 NGRT C 22-23 - Attainment											
	Y3	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T
No. of Students	101	62	39	18	83	50	51	10	11	10	94
No. of Examinees	99	62	37	16	83	48	51	9	10	10	1
Inline + Above	77 78%	48 77%	29 78%	11 69%	66 80%	39 81%	38 75%	5 56%	9 90%	6 60%	1 100%
Above	64 65%	39 63%	25 68%	9 56%	55 66%	32 67%	32 63%	3 33%	6 60%	4 40%	1 100%
Judgement	VGood	VGood	VGood	Weak	VGood	VGood	VGood	Weak	Good	Weak	Out

NGRT C 22-23
Attainment



Y4 NGRT C 22-23 - Attainment												Y5 NGRT C 22-23 - Attainment												Y6 NGRT C 22-23 - Attainment												
	Y4	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T	No. of Students	Y5	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T	No. of Students	Y6	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T	No. of Students
No. of Students	61	30	31	12	49	26	35	7	3	4	54	No. of Students	80	42	38	12	68	47	33	3	4	6	73	No. of Students	45	27	18	6	39	15	30	1	4	5	41	
No. of Examinees	59	29	30	10	49	24	35	3	2	4	0	No. of Examinees	72	38	34	10	62	42	30	3	1	4	0	No. of Examinees	45	27	18	6	39	15	30	3	4	5	1	
Inline + Above	46	19	27	8	38	20	26	6	1	0	0	78%	66%	90%	80%	78%	83%	74%	200%	50%	0%	0%	0	32	20	12	5	27	10	22	0	2	2	1		
Above	41	17	24	7	34	18	23	4	1	0	0	69%	59%	80%	70%	69%	75%	66%	133%	50%	0%	0%	0	22	14	8	2	20	5	17	0	2	2	1		
Judgement	VGood	Weak	Out	VGood	VGood	Out	Weak	Out	Weak	VWeak	-	Judgement	VGood	Good	VGood	Out	Good	VGood	Weak	Weak	VWeak	Acc	-	Judgement	Weak	Weak	Weak	Acc	Weak	Weak	Weak	VWeak	Weak	Weak	Out	



Y7 NGRT C 22-23 - Attainment												Y8 NGRT C 22-23 - Attainment																						
	Y7	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T	No. of Students	Y8	All Male	All Female	All Emirati	All Non-Emirati	All Arab	All Non-Arab	All SEND W1+W2	All SEND W3	All ELL	All G&T	No. of Students										
No. of Students	31	15	15	5	26	13	17	3	0	5	31	No. of Students	13	7	6	3	10	6	7	0	0	3	13											
No. of Examinees	27	13	14	4	23	12	15	5	0	5	0	No. of Examinees	13	7	6	3	10	6	7	3	0	3	0											
Inline + Above	21	9	12	4	17	12	9	1	0	1	0	78%	69%	86%	100%	74%	100%	60%	20%	0%	20%	0%	10	5	5	3	7	5	5	0	0	1	0	
Above	17	7	10	4	13	10	7	1	0	1	0	62%	43%	83%	67%	60%	67%	57%	0%	0%	0%	0%	0	8	3	5	2	6	4	4	0	0	0	0
Judgement	VGood	Weak	VGood	Out	Weak	Out	Weak	Weak	-	Weak	-	Judgement	VGood	Weak	Out	VGood	Weak	VGood	Weak	VWeak	-	Weak	-											