



Russian International School

2025 – 2026 academic year

Reading Policy

School Aim: 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.

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.
- 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 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.

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.

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