

St Meriadoc C of E Junior Academy
Reading Policy written by Alix Moore (reading lead teacher)
Adopted: 17.10.21
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Introduction

"Your word is a lamp to my feet and a light to my path." Psalm 119:105

At St Meriadoc Academy we believe that it is important that all children become fluent and confident readers who are able to appreciate the value of reading in their lives. We love reading here at SMJA. We do lots to promote the enjoyment and love of reading at our school. We believe in supporting every child to become a lifelong, confident and independent reader. Reading is a lifelong skill, which we try to develop as every child continues their journey through SMJA. Reading, at St Meriadoc Junior Academy, is a top priority. We know that the ability to read and communicate can have a profound effect on a child's life choices and ability to unlock the key to their futures allowing them to 'Shine their Light' in Cornwall, nationwide and beyond! If you're an adrenaline-chaser, a solace-seeker or an etymology-lover, we provide many opportunities to promote, encourage and develop a love of reading.

Aims and objectives of this policy:

- Establish consistent practice, progression and continuity in the teaching, learning and assessment of reading throughout the school. This is outlined below within the following sections:
- To establish a balance between the time spent on learning new reading skills, knowledge and understanding as well as the time to practise reading independently.
- To identify children who need support with reading and be diligent, consistent and persistent in the intervention process to address the influence of external factors that may hinder reading progress.

Daily Reading VIPER Sessions

Objective Specific Reading

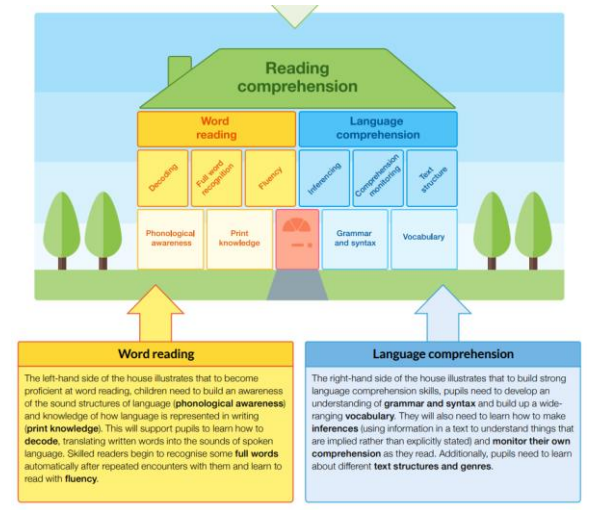
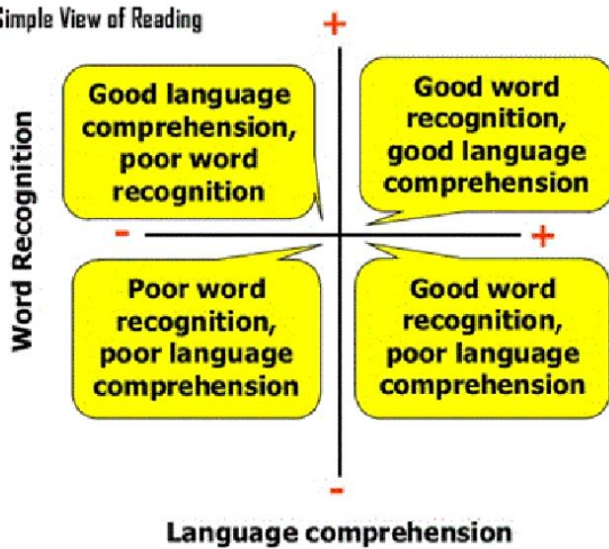
Reading at Home + Reading Karate

Parental Engagement with Reading

Assessment

SEND

The Simple View of Reading



Our reading policy and ethos is based on 'The Simple View of Reading' which suggests that children need to master both word recognition in fluency and language comprehension in understanding. This underpins our ethos and is the roots from which our reading practise grows, changes and adapts. According to new guidance from the EEF, children need phonological awareness of words as well as knowledge of grammar and syntax. This is why we place such a focus on promoting new and varied vocabulary and offering support to help children become confident phonologically with decoding as quick as possible as they enter our school.

Reading is a culture we aim to foster here at St Meriadoc. Our library is at the heart of our school. We have recently undergone a transformation of our library, allowing us to use the space as an area of understanding. Our library is a forest theme and this was selected by the children. We have our Year 6 Super Six Librarians that independently look after the library and maintain the upkeep of our gorgeous space.

Our all new Reading Karate Scheme encourages independent reading for pleasure as children work their way through the belts, dans and reading MASTER badges in order to become the **READING STAR SENSEI!** We encourage our parents to be on board via regularly signing the children's diaries to ensure they regularly read with their child to aid fluency and word recognition.

Class Readers and Modelled Reading

Our class reads are the basis of enjoyment, focus and attention in the classroom. The class teacher will read and model high-quality texts on a daily basis: focusing on their pitch, intonation, expression and this time will encourage the children to be passionate about reading whatever their ability. Each year group reads high-quality text coming from a range of genres. Each year group will read the same fiction or non-fiction text for consistency for the experiences of our children. All texts will expose the children to high-quality literature and a range of different genres.

Oracy

We promote high quality modelled language at our school; our teachers speak standard English and promote and encourage the children to do the same. Our English units, whilst also using high quality texts, begin with oracy at the heart of our teaching sequence. This is accompanied by a Story Telling Competition for most year groups or some opting for drama activities such as hot seating, conscience alleys and acting. We understand that oracy is one of the most influencing factors on a child's speech but also their ability to experience empathy and characterisation **in order to read as a writer**.

Daily Reading VIPER Sessions

We believe reading skills need to be specifically taught, which is why we use Literacy Shed's Reading VIPERS skills to promote children's awareness of the skills they require to read, understand and communicate.

Vocabulary
Find and explain the meaning of words in context.

Infer
Make and justify inferences using evidence from the text.

Predict
Predict what might happen from the details given and implied.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Retrieve
Retrieve and record information and identify key details from fiction and non-fiction.

Summarise
Summarise the main ideas from more than one paragraph.

Sequence
Sequence the key events in the text.

Our reading curriculum is based on 3x VIPERS sessions every week.

1x Independent Reading Session (where children read on their own to practise - this will have a generalised VIPERS focus)

1x Reading Focus Lesson where we use Cracking Comprehension Reading Texts in order to familiarise the children with different genres of text: fiction, non-fiction, poetry and images.

Accelerated Reader

20 min reading sessions should take place in school 5 times a week. AR or non-AR books may be chosen either from home or school - we encourage reading for enjoyment. Pupils should read at an appropriate level within their ZPD and this is shared with both the children and their parents. Pupils may read independently, with adult support or alongside a peer.

Quizzing

If an AR book has been chosen, pupils quiz when they have read the book. Pupils are allowed to refer to their book as they quiz. An adult or peer may read quiz questions to quiz-taker. Children are encouraged to write the title of the book and what they achieved in their quiz at the back of their reading diary. This will build a picture of what the child likes to read, whether it be on Accelerated Reader or not. Teachers have access to this data and the quizzes taken via 'Record Books and Targets Section' on Accelerated Reader.

With teacher support, pupil then chooses new book.

Teachers may choose to reward children verbally or with a sticker/ Dojo / other class reward for successful scores.

Word counts of each class are shared each week via our Super Six Librarians. This encourages a competitiveness between classes as we reach our yearly goal set by Mrs Anderson.

Children who are Word Millionaires on Accelerated Reader (children who have read one million words) will be given a book voucher to spend and be celebrated accordingly.

Monitoring and Assessment

Pupils should be closely monitored during sessions to ensure that they are choosing appropriate books and reading successfully.

Quiz scores should be monitored on a regular basis (at least weekly) to ensure that children are 'on track' and reading successfully.

Targets should be set, celebrated and reviewed when children achieve them.

If a pupil does not choose to read an AR book, a discussion with the teacher should take place to ensure the pupil is understanding their reading.

ZPD levels should be passed on at the end of each academic year and then reviewed after each STAR TEST.

STAR reader tests happen at least termly (but most apt for half termly). These scores are shared with the children and any access arrangements e.g. children with dyslexia are offered coloured overlays for their monitor screens.

Objective Specific Reading

The teaching of reading will take place during daily English sessions.

Reading objectives based on the 2014 curriculum should be identified using Babcock Assessment grids and these should be highlighted half termly.

In addition to this, teachers should focus on a specific objective on a weekly basis e.g. "WAL: how to understand how words enhance meaning". In Year 6, VIPERS skills are used more interchangeably as children begin to become more fluent in their reading skills.

All evidence from Reading VIPER daily sessions will be recorded in Reading Journals. The evidence from the Reading Focus lesson will also be put in here too and will form a basis for formative assessment throughout the term.

Vocabulary

We know that the vocabulary gap is one of the most powerful factors influencing a child and their outcomes in life. This is why we are passionate about encouraging our children to learn and access new vocabulary.

In each topic across the curriculum, we have knowledge organisers which contain a range of key vocabulary that the children will revisit throughout the topic. This language features throughout the topic but is also featured in the children's 'Memory Books' each week with aim to revisit, promote and encourage ownership of the language as they begin to use it in their own vocabulary.

We promote 'Word of the Day' in order to help teach a range of new vocabulary and we target our teaching practise ensuring that any new words which are featured in spellings each week, are given meaning and context in lessons.

Year 4 Autumn 1

Science Topic : Animals including humans

What should I already know?

- That animals and humans have skeletons and muscles to support them and allow movement.
- Animals and humans have to eat to give their systems. They cannot make their own food.
- Humans need to brush their teeth to keep them healthy.

Key Knowledge:

- The digestive system is the process in which food moves through the body and important nutrients are extracted to support the body's functions.
- The teeth of an animal are designed to eat different foods depending on the diet of the animal.
- A food chain shows the passing of energy from a producer to its consumers.

Human Teeth and Their Functions

Vocabulary

Digest - Break down food so that it can be used by the body.

Oesophagus - A muscular tube that moves food from the mouth to the stomach.

Stomach - An organ in the digestive system where the food is broken down with the stomach acid and being churned around.

Small intestine - Part of the intestine where nutrients are absorbed into the body.

Large intestine - Part of the intestine where water is absorbed from remaining food waste. Faeces are formed in the large intestine.

Rectum - Part of the digestive system where faeces are stored before leaving the body through the anus.

Herbivore - An animal that eats plants.

Carnivore - An animal that feeds on other animals.

Omnivore - An animal that eats plants and animals.

Producer - An organism, such as a plant, that produces its own food.

Predator - An animal that hunts and eats other animals.

Prey - An animal that gets hunted and eaten by another animal.

Year 6 Autumn 2

Science Topic : Living things and their habitats

What should I already know?

- Animals can be grouped based on their characteristics.
- There are five main animal kingdoms: birds, fish, mammals, amphibians and reptiles.

Key Knowledge:

- Microorganisms are viruses, bacteria, moulds and yeast. Some animals (flat earth) and plants (phytoplankton) are also microorganisms.
- Microorganisms are very tiny living things that can only be seen using a microscope. They can be found in and on our bodies, in the air, in water and on objects around us.
- Scientists, called Taxonomists, sort and group living things according to their similarities and differences.
- Living things can be classified by eight levels. The number of living things in each level gets smaller until the one animal is left in its species level.

Vocabulary

Characteristics - Special qualities or appearances that make an individual or group of things different to others.

Classify - To sort things into different groups.

Taxonomist - A scientist who classifies different living things into categories.

Key - A key is a series of questions about the characteristics of living things. A key is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.

Bacteria - A single-celled microorganism.

Microorganism - An organism that can only be seen using a microscope, e.g. bacteria, mould and yeast.

Microscope - A piece of equipment that is used to view very tiny (microscopic) things by magnifying their appearance.

Species - A group of animals that can reproduce to produce fertile offspring.

Is it warm-blooded?

yes -> mammal
no -> bird, reptile, amphibian

Does it have feathers?

yes -> bird
no -> mammal, reptile, amphibian

Does it live on land?

yes -> mammal, bird, reptile, amphibian
no -> fish

Does it have scales?

yes -> fish, reptile
no -> mammal, bird, amphibian

Does it have a shell?

yes -> mollusc
no -> mammal, bird, reptile, amphibian, fish

Domestic Suburbs - rabbit, clownfish, cat, dog, hedgehog, daisy, rabbit, fox

Kingdom: Animals - rabbit, clownfish, cat, dog, hedgehog, rabbit, fox

Phylum: Chordata - rabbit, clownfish, cat, dog, rabbit, fox

Class: Mammalia - rabbit, cat, dog, rabbit, fox

Order: Carnivora - rabbit, cat, dog, fox

Family: Canidae - rabbit, dog, fox

Genus: Canis - rabbit, dog

Species: Lupus - dog

Reading At Home

Children should read at home at least 3 times a week for 15 minutes or more either to themselves, a sibling or an adult.

Karate Belts	Number of Reads
White Belt	15 Reads
Yellow Belt	30 Reads
Orange Belt	50 Reads
Green Belt	70 Reads
Blue Belt	95 Reads
Red Belt	120 Reads
Gold Belt	170 Reads

Karate Dans	Number of Reads
White Dan	200 Reads
Yellow Dan	250 Reads
Orange Dan	300 Reads
Green Dan	350 Reads
Blue Dan	400 Reads
Red Dan	450 Reads
Gold Star Dan	500 Reads

Karate Badges (For Reading Masters)	Number of Reads
White Reading Master	550 Reads
Yellow Reading Master	600 Reads
Orange Reading Master	650 Reads
Green Reading Master	700 Reads
Blue Reading Master	750 Reads
Red Reading Master	800 Reads
Black Reading Master	900 Reads
READING STAR SENSEI BADGE!	1000 Reads

This reading can take the form of reading the book they are reading in school or any other chosen reading.

Home reading should be recorded in reading diaries and will be celebrated using our Reading Karate Scheme. Children will move up through various coloured belts, dans or badges in order to become the **READING STAR SENSEI!**



Year 3 and 4

Years 5 and 6

<ul style="list-style-type: none"> • Sharing a book with an adult at home for at least 15 minutes counts as a read. • This could be your school reading book, library book or a book from home. • An adult must sign your reading record book. • Only one read per day counts. • If you are a free reader, you can read to yourself but an adult must sign for it to count • If you are a free reader, you can read to yourself but an adult must sign for it to count as a read. 	<ul style="list-style-type: none"> • Sharing a book with an adult at home or reading to yourself for at least 15 minutes counts as a read. • You could read your school reading book, library book or a book from home. • It could also be some non-fiction, maybe a magazine or a child-friendly newspaper. • Remember to write a comment about what you have just read. • An adult must sign your reading record book. • Only one read per day counts.
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Pupils who do not read at least 3 times in a week should read on a Friday lunchtime in school or be supported regularly using teacher discretion if there are external factors influencing their ability to read to support our THRIVE approach.

Teachers should ensure that there is close liaison with parents/carers in relation to home reading if there are specific issues.

Assessment

STAR TESTS should be taken half termly and teachers should use reports to monitor progress and review ZPD levels.

Where necessary, pupils should be placed on intervention programmes and closely monitored.

RISING STARS half termly progress tests should be used to identify specific objectives that need greater attention as well as children's individual progress. This data should then guide future planning.

SEND

Children with special needs are identified through regular teacher assessment. They are then supported by the procedures outlined in the school's SEND policy. The lowest 20% of readers will be supported using a range of different methods. This may be a refresher of Read Write Inc for Year 3 or 4. For Years 5 or 6, for children who are still struggling with word decoding, will be offered 'Fresh Start' from RWI. This will aim to encourage

as many children as possible to 'catch-up quickly' to be able to access daily taught reading sessions. Nessy Reading and Spelling will also support our children on this journey and this will be for 10 minutes a day at least 3x a week to consistently support word decoding. Children will be assessed termly via RWI Assessment and this will be monitored by Alix Moore (reading lead) and SENDCO to see if there are any further barriers hindering development.

For children who are struggling with comprehension, they will use Cracking Comprehension texts from a year suited to them in a small group setting where teacher/TA will focus on talk, oracy and understanding to enhance meaning. Children will be assessed termly using STAR reading tests and if progress is hindered, we will seek external support to see if there are further barriers to learning.

We are passionate about supporting all readers with an inclusive approach. Particularly after COVID 19, we are committed to seeing that every child does their very best whatever their experiences have been.

Monitoring and review

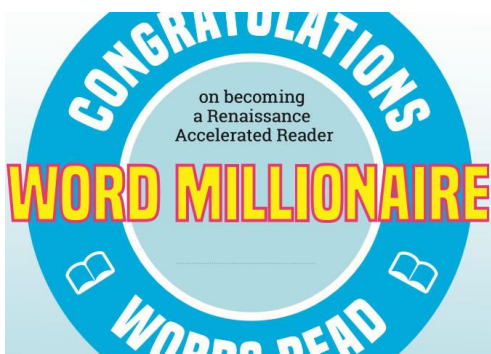
It is the responsibility of the English subject leader and senior management team to monitor the standards of children's work and the quality of teaching in reading; evaluate strengths and weaknesses and indicate areas for further development. The English subject leader is responsible for supporting colleagues in the teaching of reading, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Further help and guidance can be sought from the English Subject Leader or from the SENDCO.

Celebrating Reading

We will seek every opportunity to celebrate and promote a love of reading at our school.

Word Millionaires will have the opportunity to have a 'Reading Tea Party' with Mrs Anderson at various times throughout the year.





World Poetry Day - To celebrate World Poetry Day, we made a word snake on our playground! Each child picked a piece of chalk; we had a giant 'word association' game on the playground! We celebrate World Poetry Day every year.

Reading Challenges over Holidays

Extreme Reading - Dojo is our basis to encourage children to read whatever the time of year! We set children various challenges throughout the year which the staff get involved with too.



Extreme reading with Mrs Anderson!



Miss Moore is extreme reading up a tree!



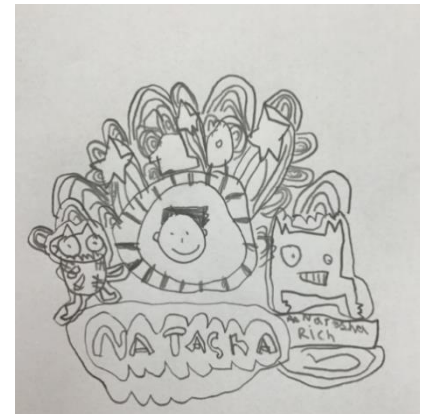
Mr Brokenshire's extreme on a mower reading!



Mrs Nisbet and Brodie extreme reading in a wheelbarrow.

Shakespeare Day!

Throughout the year, we dedicate special occasions to writers such as Shakespeare to encourage a love of words, performance and oracy that comes with reading drama. All children watch a performance or play which is child-appropriate and have a chance to enjoy Shakespeare as it was intended to be seen.



World Book Day

To celebrate World Book Day, set various challenges or activities to get the children engaged in reading and how fun it can be. In the past, we have done dress-up days, took part in Scholastic Live Events throughout the week and got a chance to meet and take part in activities inspired by our favourite authors including Liz Pichon, Stephen Mangan and Michael Rosen! We look forward to this year's book day!

Exciting experiences and visitors!

We try at SMJA to provide experiences for all of our children, whether they be reading related or topic related. We have been lucky enough to have poet Sally Crabtree come and visit us, have annual visits from a travelling performance company and have even be visited by Kernow King to star in his upcoming series!

