

**St Meriadoc C of E Junior Academy**  
**Reading Policy written by Mrs R. Fenn**

**Adopted:**

**Date to be reviewed:**

**Introduction**

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.

**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.

**Daily Reading Sessions**

**Objective Specific Reading**

**Reading at Home**

**Shared Reading**

**Assessment**

**SEND**

**Daily Reading Sessions**

20 min reading session should take place in school 4 times a week.

AR or non-AR books may be chosen either from home or school.

Pupils should read at an appropriate level within their ZPD.

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 may print out TOPS report to keep in folder/take home.

With teacher support, pupil then chooses new book.

Pupil should then fill in personal record sheet in reading folder, recording quiz score and new book title.

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

### **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.

### **Objective Specific Reading**

Much of the teaching of reading will take place during daily English sessions.

Reading objectives based on the 2014 curriculum/RISING STARS should be identified within weekly planners.

In addition to this, teachers should focus on a specific objective on a weekly basis. This should also be recorded on weekly planners.

One 20 minute session a week should focus on this reading objective and any evidence should be stored in reading folders or recorded in reading journals.

## **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.

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 homework records. It must be signed by an adult.

Homework records should be checked daily and recorded on star charts in classes.

Completion of star charts should be celebrated in class.

Pupils who do not read at least 3 times in a week should read on a Friday lunchtime in school.

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

## **Shared Reading**

Teachers should share reading with pupils regularly during each week, either by having a class book or through reading together e.g. electronically.

## **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 and CLASSROOM MONITOR 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.

### **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 indicating 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.