



Balfour Junior Academy **Reading Policy**

Purpose

The purpose of this policy is to outline how reading is taught at Balfour Junior Academy.

Aims

- As stated in the English National Curriculum (2014) it is important children are provided with opportunities to ‘read easily fluently and with good understanding’ as well as ‘reading widely and often, for both pleasure and information’
- Children leave Balfour Junior Academy having experienced a rich and wide variety of high-quality children’s literature, both fiction and non-fiction
- Through class reading, children are provided with the opportunity to discuss a wide variety of literature that they have shared
- All staff foster a love of reading in the pupils of Balfour Junior Academy
- Teachers model enthusiasm for reading and discuss children’s literature with children on a regular basis
- Reading is celebrated in school through author visits, book fairs and Book Week

Guided Reading

- Teachers aim to complete five , 20-30 minutes sessions of Guided Reading a week
- Extracts and texts are planned beforehand along with key questions
- A follow-up activity is planned to consolidate the learning that has taken place during the small group session with the class teacher

Comprehension

Comprehension is taught at least once a fortnight. Teachers explicitly teach how to answer questions by referring back to specific and relevant areas of an extract.

Class Reads

Teachers aim to read a piece of high-quality children’s literature to their class at least twice a week. Specified books will be read from the Pie Corbett Literature Spine as well as texts chosen by the class teacher.

Accelerated Reader

STAR Reading Tests

- STAR Reading Tests are completed three times a year
- Children receive their Zone of Proximal Development score (ZPD) which corresponds to the bands of books they should be reading. Teachers can use their professional judgement to adapt this ZPD as necessary
- Screening Reports will be given to class teachers to enable them to monitor and plan interventions accordingly
- Summary Reports will be given to class teachers so that they are aware of the children’s ZPDs



Accelerated Reader Quizzes

- Children take Accelerated Reader quizzes within 24 hours of reading a books, where possible
- A weekly Diagnostic Report will be given to class teachers so that they are aware of children's scores and those children who have not taken a quiz that week. Teachers are expected to monitor this closely and discuss reading habits with children on a regular basis

Children are expected to read widely and it is understood that they may choose read books for which Accelerated Reader quizzes are not yet available.

Pupils who are unable to access Accelerated Reader

- Children who are unable to access Accelerated Reader will be assessed using Salford Reading Tests as well as their ability to read the 100 High Frequency Words and then the 200 High Frequency Words

Roles and Responsibilities

English Leads

English Leads are responsible for ensuring a high standard of teaching and learning in reading throughout the school by:

- Monitoring and evaluating the teaching and learning in reading through different means such as book scrutinies, lesson observations and learning walks
- Providing regular and relevant CPD for all staff
- Purchasing and organising resources to support the teaching of reading
- Developing relevant policies
- Monitoring the use of Accelerated Reader across the school

Accelerated Reader Support Staff

Accelerated Reader Support Staff are responsible for:

- Providing specified Accelerated Reader reports to class teachers including weekly Diagnostic Reports, Screening Reports and Summary Reports
- Monitoring reading resources in classrooms
- Banding books in-line with Accelerated Reader ZPDs

Teachers

Teachers are responsible for ensuring a high standard of teaching and learning of reading in their classrooms by:

- Discussing children's literature
- Completing class reads at least twice a week using the Pie Corbett Literature Spine and texts of their own choice
- Providing time for children to take Accelerated Reader quizzes and monitoring this through weekly Diagnostic Reports
- Maintaining regular discussions with children about their reading habits
- Planning Guided Reading and comprehension sessions



Teaching Partners

Teaching Partners play an important role in the teaching and learning of reading by:

- Discussing children's literature
- Supporting teachers in monitoring reading habits
- Supporting pupils during Guided Reading and comprehension sessions