

St Meriadoc C of E Junior Academy  
Reading Policy written by Alix Moore (reading lead teacher)  
Adapted: 24.4.25  
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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 Rainbow Reading Sessions

Reading at Home + Reading Karate

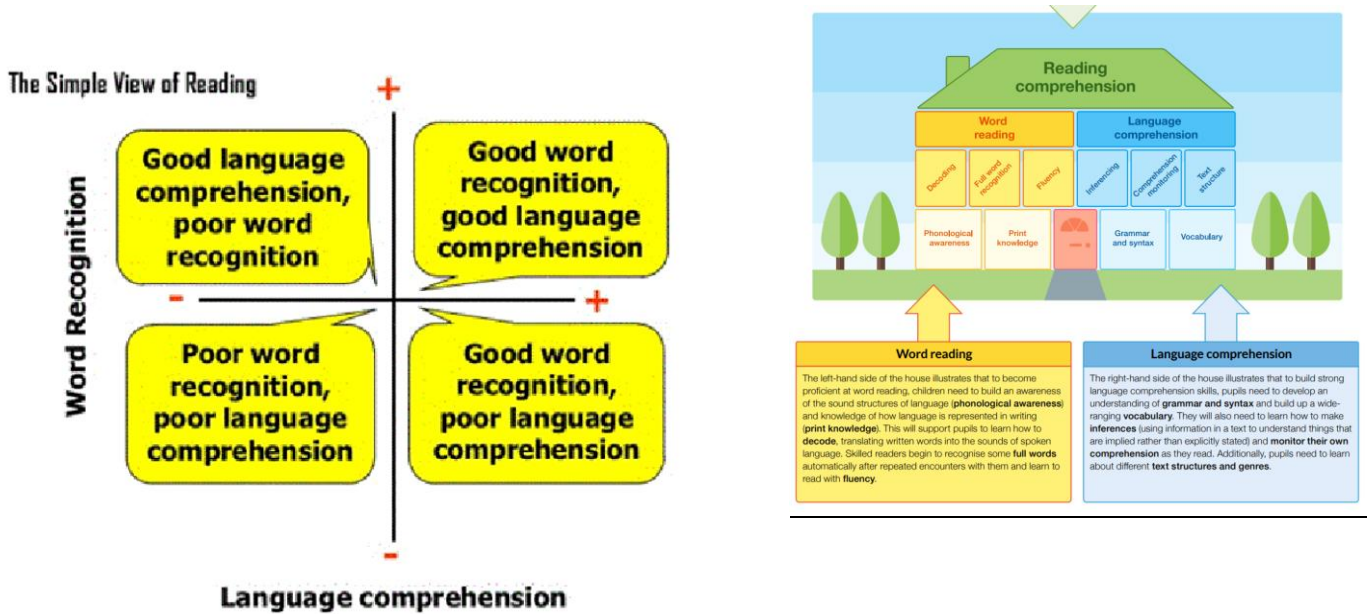
Parental Engagement with Reading

Promoting a Wider Enjoyment of reading

Assessment

SEND

## Reading as Culture



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.

We enable our children to have exposure to a wide range of texts which both excite, motivate and relate to them. Through our Rainbow Reading, we give opportunity for our children to read a novel over an extended period of time. Each child is given a book to practise their reading and this both gives the enjoyment, excitement and suspense!

Here at SMJ, we recognise reading might be challenging for some of our pupils. We work closely alongside the infant school who currently run the RWI phonics programme diligently. If the children transition to the Junior school and still find reading challenging, we implement the RWI programme here for Year 3/4 pupils each morning. The children also have afternoon fast track sessions if needed and this is something that children in every year can access if needed. This has currently been very successful with 74% of the group (at the start of the year) moving up to Rainbow Reading throughout the year. We want our children to love reading for their lifetime.

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 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.

Our reading journey currently is exploring the link between reading and mental health. This is something we really want to explore further and include our parents in our journey with us.

### 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. The texts are read through various methods such as choral reading, echo reading and teacher/partner modelled reading. 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 teaching new and exciting vocabulary. This is accompanied by 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 Rainbow Reading Sessions

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

### Text detective

- 1) Read and re-read the question. **What are the key words, clues and synonyms you can find?**
- 2) Use skimming and scanning to locate the information you need. **Remember the information may be in more than one place.**
- 3) Close reading. Re-read the few sentences needed with the question in your mind. **What information answers the question?**
- 4) Think about it! Look at what you have found and organise your ideas. **Do you have enough information?**
- 5) Draft your answer. **What is your point? What is the evidence? What does it mean?**



### Author's craft

and re-read the question. **What are the key words, and phrases you can find?**  
skimming and scanning to locate the information you need. **Remember the information may be in more than one place.**  
Close reading. Re-read the few sentences needed with the question in your mind. **What information links to the question?**  
Think about it! Look at what you have found and organise your ideas. **Do you have enough information?**  
Draft your answer. **What is your point? What is the evidence? What does it mean?**



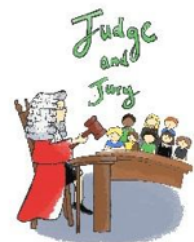
### Copy cat

- 1) Read and re-read the question. **What are the key words, clues and phrases you can find?**
- 2) Use skimming and scanning to locate the information you need. **Where are you most likely to find your answer?**
- 3) Close reading. re-read the few sentences needed with the question in your mind. **What information answers the question?**
- 4) Formulate your answer. **If you cannot, return to the start and move through the steps again.**



### Judge & Jury

- 1) Read and re-read the question. **What are the key words, clues and phrases you can find?**
- 2) Ask yourself what your natural reaction is. **Yes? No? Maybe?**
- 3) Use skimming and scanning to locate information that links to your opinion. **Remember the information may be in more than one place.**
- 4) Close reading. Re-read the few sentences needed with the question in your mind. **Ask yourself- does this support my opinion? Why?**
- 5) Draft your answer. **What is your point? What are your pieces of evidence? What does each one mean?**



## Shared Reading Lesson Structure

Recap	Discuss previous reading content Revisit any key language
Introduce questions	Introduce section to read Share two questions Discuss question types and clues
Teacher reading	Read first few pages of chosen section Children must follow/participate
Clarification	"Can I clarify...?" Refer to clarification strategies
Teacher modelling	Model answering first question with whole class on flipchart
Paired work	Children work in pairs to answer the second question in books. Model answers.
Independent activity	Children to continue to read chosen section and complete questions/task
Challenge activity	Greater depth activity/questions available to progress on to.
Further clarification	Gather class and repeat clarification of any new language children came across
Self-assessment	Work through questions/activity together while children self-assess using polishing pen.

## Shared Reading Lesson Structure for Less- able Readers

Recap	Discuss previous reading content Revisit any key language
Introduce questions	Introduce section to read Share two/three questions Discuss question types and clues

Pupil reading	Children to read small section of the text at their own pace
Clarification	"Can I clarify...?" Refer to clarification strategies
Teacher modelling	Model answering first question with whole group on flipchart
Paired work	Children to work in pairs to answer the second and third question in books.
Self-assessment	Work through questions/activity together while children self-assess using a polishing pen.
Teacher reading	Teacher to read the rest of the section to the children who must follow.

### Accelerated Reader

We use Accelerated Reader to monitor the comprehension of our children and their home reading. 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. 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. A ZPD level gives the pupil a reading range that they can choose a book from that will be easy enough to feel confident but difficult enough to experience a challenge.

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.

Children who are Word Millionaires on Accelerated Reader (children who have read one million words) will be celebrated in our Shining Example assembly on a Friday.

### Monitoring and Assessment

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

Quiz scores are 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.

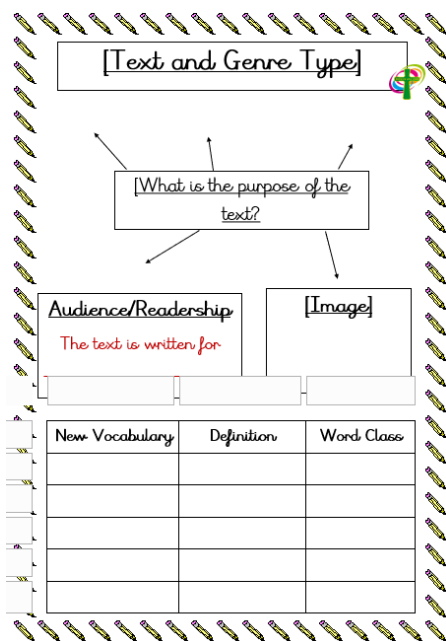
If a pupil does not choose to read an AR book, a discussion with the teacher should take place to ensure the pupil is understanding their reading.

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.

## 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 workbooks 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 this in our writing sessions too, where new vocabulary is taught progressively according to the genre of the text that is their model .

This knowledge organiser is titled 'Geography/History Year 3 Cornwall: Mining'. It features several sections:

- What I already know:**
  - There are mines in Cornwall
  - Miners can work underground
  - Mining can be dangerous
- Sticky Knowledge:**
  - I can plot key events in Cornish Mining onto a timeline.
  - Mining was for everybody.
  - Bal maidens separated tin from other materials
  - By 1940 around 7000 children worked in the Cornish mines.
  - Cornish tin has been traded across Britain for a long time.
  - Parts of the mining landscape in Cornwall are World Heritage Sites.
  - Humphry Davy invented the miner's safety lamp and I can talk about its impact.
  - The Levant mining disaster was a turning point in making mining safer.
- Big Question:** Was life fair for miners?
- Vocabulary:** Mining, engine, shaft, engine house, bronze age, extraction, Bal maidens, Tin, ore, knacker, production, Davy lamp, World Heritage Site, drill, King Edward Mine, Great Flat Lode, Levant mine, Humphry Davy.

The organiser also includes an illustration of a miner in a blue uniform and yellow helmet, and a small diagram of a mine entrance.

## Reading At Home

It is our expectation for children to read at home each night 15 minutes or more either to themselves, a sibling or an adult. They can read anything from instructions to recipes to poetry.

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

This reading can take the form of reading the book they are reading in school or any other chosen reading. Children who are still on our phonics programme will also bring home a phonically decodable book.

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

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!**

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



### Year 3 and 4

- 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.

### Years 5 and 6

- 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.

- If you are a free reader, you can read to yourself but an adult must sign for it to count as a read.

- An adult must sign your reading record book.
- Only one read per day counts.

Pupils who struggle to read at home each night are supported in school to do so via various initiatives. For example, our Super Sixes are given the responsibility to hear children in Year 3 read and they are able to log it in their diary. They act as a reading mentor to help enable them to feel confident, comfortable and motivated to succeed.

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 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.

Formative assessment is conducted through our daily Rainbow Reading sessions.

### 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. 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.

### 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.



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!



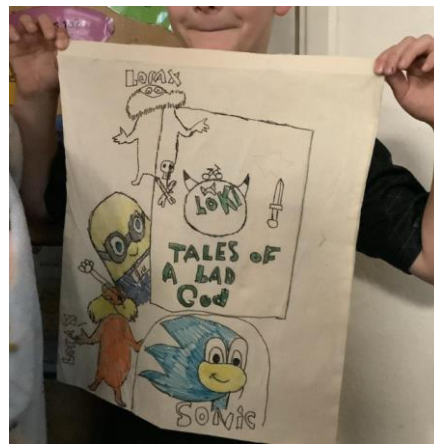
Mrs Nisbet and Brodie extreme reading in a wheelbarrow.

## 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

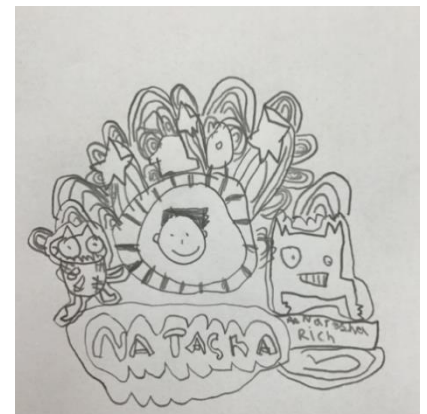
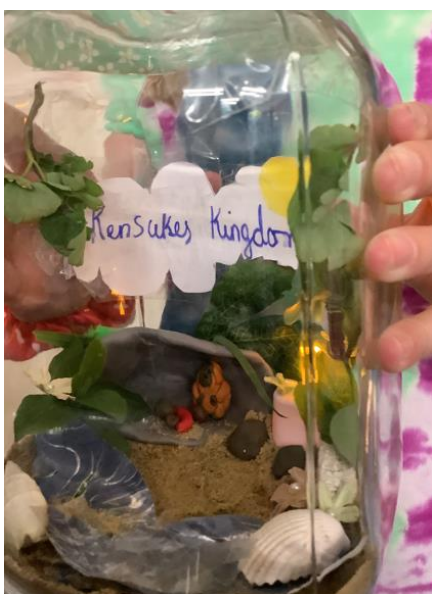


To celebrate World Book Day, set various challenges or activities to get the children engaged in reading and how fun it can be. In the past, we have done dress-up days, took part in Scholastic



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!

One of our favourite activities is our 'Story in a Jar'. All the children bring in a jar and recreate their favourite book using crafts! All children are then given a candle to light up their jar and we all come together at the end of the day to celebrate.



## 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!



Last year, our year 6s wrote letters to people who inspire us. A member of Year Six wrote to the author of Tom Gates and when we returned to school, we got a reply! A mysterious letter turned up on the mat with a hand drawn on it! Writing for a purpose is so important and it just shows that our writing really can change the world because we got a reply from Liz Pichon

