

Children at Cavendish Close learn to read using Accelerated Reader (colour labelled books) and Myon (online reading library) systems to find books which are appropriate to their ZPD (Zone of proximal development). This is a range of readability levels from which a child should select books to read. It is a range that is neither too hard nor too easy, within which children can experience optimal growth. All ZPDs are obtained from the STAR Reading test results (a 30 minute online testing tool). Where children are working at a reading age of less than 6, a diagnostic Star Early Literacy test is used to diagnose areas of strength and need. Each classroom has a wide range of books linking to all ZPD ranges. Following on from reading, children complete an online quiz to ascertain their comprehension of what has been read. Whole school competitions are used to promote the love of reading.

### Individual reading books

This is a guide for teachers at Cavendish Close Junior Academy and is also a brief summary of our approach:

1. Reading books and diaries should be brought into school on a daily basis.
2. Children should be encouraged to read at home at least three times a week, and have their diary signed by a parent/carer each time.
3. If a child reads three times a week at home, and this is evidenced in their home/school diary, they should celebrate by moving their name up on the class reading chart and receiving a raffle ticket for the half-termly draw (one child per class will receive a book if their name is drawn out of the raffle).
4. It is the teacher's responsibility to keep a record of the number of times each pupil has read each week. Where children are not reading to an adult at home, extra opportunities should be provided in school.
5. A record of ZPD levels should be maintained by the teacher.
6. Each week, one child per class should be named 'Reader of the week;' they should receive a certificate, have their name and/or photograph on the reading display and have the class reading trophy on their desk for a week.
7. Reading books should be changed as soon as possible following completion of reading books.
8. Children should be given the opportunity to read a range of texts to improve their vocabulary and reading.
9. Children should be given help to choose books in order to encourage them to have a love of reading and try out a wider range.
10. An adult in school should hear children in Years 3 and 4 read at least once a week and Years 5 and 6 at least once a fortnight. This should be recorded and signed in reading diaries using red pen.
11. Children who remain below age-related expectations in reading should be given regular opportunities to read aloud to an adult in school and those working on phonics stages have an additional book focused on the relevant stage.