

Collaton St. Mary C of E Primary School

KS2 Reading Diary Policy



At Collaton, we believe that regular reading, both at home and in school, plays a vital role in every child's academic progress and personal development. This Reading Diary Policy helps families understand how reading diaries are used in Key Stage 2, and how they support children in becoming confident, fluent, and enthusiastic readers.

Purpose of the KS2 Reading Diary

As children move through Key Stage 2, their reading diary becomes an increasingly valuable tool. In Upper KS2, pupils are expected to read at home at least three times each week, ideally for fifteen to twenty minutes per session. Establishing these routines supports fluency, stamina, and a love of reading.

From Year 3 onwards, the diary evolves from a simple record of pages read into a space where children begin responding more thoughtfully to texts. They may comment on characters, themes, plot, or emotional impact. They are encouraged to collect new vocabulary and explore meanings, synonyms, and antonyms, helping them to develop a richer and more confident use of language. In Year 3, children will write one sentence, using a sentence stem, on what they have read. From Year 4, children will develop their ideas more deeply.

The diary also supports pupils with comprehension skills. Children may summarise what they have read, make predictions, pose their own questions, or identify and investigate interesting vocabulary. These ongoing reflections help shape children into thoughtful and independent readers. While the reading diary in KS1 is mainly a communication tool between home and school, in KS2 it grows into a tool for independent learning and reflection.

Expectations for KS2 Reading Diaries

Children should make regular entries in their diaries, recording what they have read and offering a brief personal reflection. They are encouraged to read a wide range of texts, including fiction, non-fiction, poetry, and topic-related books, to help broaden their

understanding of the world and develop cultural literacy. Teachers will check reading diaries weekly, and although parents may continue to sign them—particularly in lower KS2—pupils should begin to take increasing responsibility for maintaining them independently.

How the Reading Diary Supports National Guidance

This policy aligns with the Department for Education’s Reading Framework, which highlights the importance of fluency, reading for pleasure, rich discussion, and wide exposure to texts. While the framework does not require reading diaries specifically, they naturally support these aims by encouraging regular reading, vocabulary development, reflection, and engagement with a range of literature.

What Pupils Record in Their Diary

To help children structure their entries, each reading diary should include:

- The title of the book
- The date the book was started
- The dates on which they read at home and the page numbers completed
- Any new or interesting vocabulary they encountered
- A short summary, recommendation, favourite moment, or personal reflection once the book is completed
- A star rating out of five

Teacher Responsibilities

Teachers play an essential role in supporting reading development. Every child in KS2 will be heard reading at least once each week, with others being listened to more regularly. Teachers will record relevant comments or guidance in the reading diary, helping to highlight strengths and suggest next steps that will support continued progress.