



**READING**

**AWARD**

ONE EDUCATION

# Accreditation Criteria

**Sample Pack**

# Reading for Decoding

	Bronze	Silver	Gold
a) Early Reading and Phonics Curriculum	<ul style="list-style-type: none"><li>The importance of early reading and phonics is expressed within a policy. Staff understand it is part of a holistic approach to the teaching of reading.</li><li>The school's early reading and phonics curriculum follows statutory requirements. The school is beginning to shape their curriculum according to their individual context.</li></ul>	<ul style="list-style-type: none"><li>The importance of early reading and phonics is expressed within a policy and is understood by all staff within the school.</li><li>The school's early reading and phonics curriculum is shaped by the school's individual context and follows the statutory requirements of the National Curriculum.</li></ul>	<ul style="list-style-type: none"><li>The importance of early reading and phonics is understood and prioritised by the whole school; including pupils, parents, governors and other stakeholders. This is expressed in a policy.</li><li>The school's early reading and phonics curriculum is shaped by the school's context and is carefully designed to meet the needs of all learners. It goes further than the statutory requirements of the National Curriculum.</li></ul>
b) Leadership of Early Reading and Phonics	<ul style="list-style-type: none"><li>Leaders ensure that a systematic early reading programme is in place, with phonics taught when appropriate. They know term by term what they expect children to know.</li><li>The early reading and phonics approach is regularly evaluated for impact and to drive improvement.</li><li>Leaders have a developing knowledge of quality literature that supports the teaching of early reading.</li><li>Leaders are beginning to monitor and evaluate the quality of teaching and learning in early reading and phonics.</li><li>There is a commitment to ongoing training and development for staff.</li></ul>	<ul style="list-style-type: none"><li>Leaders ensure that early reading is a priority. Leaders ensure that a systematic phonics programme is in place where appropriate and is consistent across departments.</li><li>The early reading and phonics approach is regularly evaluated for impact and to drive improvement. Priorities for the school are identified and addressed effectively.</li><li>Leaders have a good knowledge of quality literature that supports the teaching of early reading.</li><li>Leaders engage in regular and consistent monitoring and evaluation of the quality of teaching and learning in early reading and phonics.</li><li>The commitment to ongoing training and development for staff is sustained.</li></ul>	<ul style="list-style-type: none"><li>Leaders ensure that early reading is a priority. Leaders ensure that a meticulous and systematic phonics programme is in place where appropriate and is consistent across departments.</li><li>The early reading and phonics approach is continually evaluated for improvement on a regular and appropriate basis. Priorities for targeted focus and whole school improvement are identified quickly and addressed effectively, with their impact monitored and evaluated.</li><li>Leaders have excellent knowledge of quality literature that supports the teaching of early reading. Regular and consistent monitoring and evaluation of the quality of teaching and learning in early reading and phonics is embedded within the school.</li><li>The commitment to ongoing training and development for staff across the whole school is sustained. This ensures high quality teaching of early reading and phonics across the whole school.</li></ul>

	Bronze	Silver	Gold
f) Early Reading and Phonics Resources	<ul style="list-style-type: none"> <li>• There are a range of resources used within the teaching of early reading and phonics, including multi-sensory resources.</li> <li>• Pupils have access to phonically decodable books matched to their phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a range of engaging resources used within the teaching of early reading and phonics. These include resources to support early reading prior to phonics and Phase 1 phonics.</li> <li>• Pupils have access to phonically decodable books closely matched to their phonics knowledge.</li> <li>• Older pupils who need them have access to HiLo texts.</li> <li>• Real books are also used within phonics lessons to ensure that pupils have the opportunity to apply their knowledge. This is particularly important for children with a diagnosis of autism.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a range of engaging resources used within the teaching of early reading and phonics. These include resources to support early reading prior to phonics and Phase 1 phonics. Resources are updated regularly.</li> <li>• Pupils have access to phonically decodable books closely matched to their phonics knowledge. These are regularly updated to ensure children have access to a wide range of texts appropriate to their developing phonic knowledge.</li> <li>• Older pupils who need them have access to HiLo texts that engage and interest them.</li> <li>• Real books are a key part of lessons. This ensures that pupils have the opportunity to apply their knowledge. This is particularly important for children with a diagnosis of autism.</li> <li>• Multimedia is used to enhance pupils' knowledge and application of early reading and phonics, where appropriate.</li> </ul>
g) Assessment	<ul style="list-style-type: none"> <li>• Pupils are assessed as part of their early reading lessons and in Phonics, when appropriate.</li> <li>• Assessment is consistent in approach.</li> <li>• Tracking is in place, alongside statutory tests for those children who can access them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are assessed formatively and summatively as part of their early reading lessons and in Phonics, when appropriate. This assessment is focused on small steps to show progress. Assessment information is used to inform teaching.</li> <li>• Assessment is consistent in approach throughout the school. Assessment is regularly discussed and monitored.</li> <li>• Tracking is in place, alongside statutory tests, for children who can access them. This is beginning to be used to ensure specific barriers to early reading and phonics are being identified and appropriate strategies and interventions put in place to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are assessed formatively and summatively as part of their early reading lessons, including in Phonics where appropriate. This assessment is focused on small steps to show progress. Assessment information is used skilfully to inform teaching.</li> <li>• Assessment is consistent in approach throughout the school. Assessment is regularly discussed, monitored and evaluated.</li> <li>• Regular tracking is in place, alongside statutory tests, for children who can access them. This is used to ensure specific barriers to early reading and phonics are being identified swiftly and appropriate strategies and interventions put in place to overcome them.</li> <li>• Any trends/underperforming groups are identified and addressed swiftly.</li> </ul>

# Reading for Understanding

	Bronze	Silver	Gold
a) Reading for Understanding Curriculum	<ul style="list-style-type: none"><li>• A whole-school policy is in place which details the school's approach to the reading for understanding curriculum.</li><li>• Reading behaviours and skills (such as use of symbols, knowing you read from left to right, and turning the page) are taught across the school.</li><li>• The school acknowledges the importance of building background knowledge and vocabulary as part of the reading process and are beginning to build these into their approach.</li><li>• Where appropriate, children are given the opportunity to show independence in using and applying their comprehension skills.</li></ul>	<ul style="list-style-type: none"><li>• A whole-school policy is in place which details the school's approach to the reading for understanding curriculum. The policy shows how the teaching of reading for decoding and reading for understanding is interrelated.</li><li>• The school's curriculum takes account of the different reading behaviours, skills and strategies needed for good reading. There is an expectation that reading teaching focuses on providing the skills to become a good reader and progression in skills is evident.</li><li>• The school acknowledges the importance of building background knowledge and vocabulary as part of the reading process. These both form part of the school's reading approach.</li><li>• Reading for understanding skills are taught across the curriculum.</li><li>• Where appropriate, children are given the opportunity to show independence in using and applying their comprehension skills.</li></ul>	<ul style="list-style-type: none"><li>• A whole-school policy is in place which details the school's approach to the reading for understanding curriculum. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF guidance reports.</li><li>• The school's curriculum takes account of the reading behaviours, skills and strategies needed for reading. There is an expectation that reading teaching focuses on providing the skills to become a good reader. There is a clear progression of skills which emphasises the importance of making links between content.</li><li>• The school acknowledges the importance of building background knowledge and vocabulary as part of the reading process. These both form the backbone of the school's reading approach across the curriculum.</li><li>• Effective questioning and the development of pupil responses to texts sits at the heart of classroom practice across the school.</li><li>• Reading for understanding skills are taught across the curriculum. This is embedded.</li><li>• Where appropriate, children are given the opportunity to show independence in using and applying their comprehension skills.</li><li>• When appropriate, critical literacy is taught across the school.</li></ul>

	Bronze	Silver	Gold
f) Reading for Understanding Resources	<ul style="list-style-type: none"> <li>• There are a range of resources used within the teaching of reading for understanding. Texts used are up to date and appeal to all readers.</li> <li>• Pupils who are not yet fluent readers have access to phonically decodable books in addition to other quality texts.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a wide range of resources used within the teaching of reading for understanding. Texts used are up to date and appeal to all readers.</li> <li>• Pupils who are not yet fluent readers have access to phonically decodable books (closely matched to their phonics knowledge) in addition to other quality texts.</li> <li>• Older pupils who need them have access to HiLo texts that engage and interest them.</li> <li>• Pupils have access to some themed texts and linked resources.</li> <li>• A clear system is developing for organising reading books across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a wide range of resources used within the teaching of reading for understanding. Texts used are up to date and appeal to all readers. These are regularly reviewed and updated.</li> <li>• Texts used for reading are varied: signs, symbols, environmental print, audio books, picture books, chapter books, wordless picture books, poetry, newspapers, non-fiction books plus a range of multi-media such as websites, films, adverts, music videos and images.</li> <li>• Pupils who are not yet fluent readers have access to phonically decodable books (closely matched to their phonics knowledge) in addition to other quality texts.</li> <li>• Older pupils who need them have access to a variety of HiLo texts in Reading lessons.</li> <li>• Pupils have access to a range of themed texts and linked resources.</li> <li>• There is a clear system in place for organising reading books across the whole school.</li> </ul>
g) Assessment	<ul style="list-style-type: none"> <li>• Pupils are assessed formatively and summatively, in terms of comprehension, reading skill knowledge and application.</li> <li>• Assessment is consistent in approach.</li> <li>• Reading progress is tracked, monitored and analysed regularly.</li> <li>• There is some moderation of reading assessment throughout the year. This may be completed by leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are assessed formatively and summatively, in terms of comprehension, reading skill knowledge and application. Barriers to learning are identified and addressed.</li> <li>• Assessment is consistent in approach throughout the school. Assessment is regularly discussed and monitored.</li> <li>• Reading progress is regularly tracked, monitored and analysed for trends and/or gaps within pupils' knowledge and any gaps in coverage.</li> <li>• Regular moderation of reading assessment occurs across phases in staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are assessed formatively and summatively, in terms of comprehension, reading skill knowledge and application. Any barriers to learning are quickly identified and addressed.</li> <li>• Assessment is consistent in approach throughout the school. Assessment is regularly discussed, monitored and evaluated.</li> <li>• Reading progress is regularly tracked, monitored and analysed for trends and/or gaps within pupils' knowledge and also any gaps in coverage. This approach is embedded and it is used swiftly to inform intervention groups.</li> <li>• Regular moderation of reading occurs within staff meetings, often alongside other schools and alongside experts.</li> </ul>

# Reading for Enjoyment



	Bronze	Silver	Gold
g) Extra-curricular Activities	<ul style="list-style-type: none"> <li>The whole school regularly take part in at least one annual event such as World Book Day, Roald Dahl Day and Poetry Day.</li> <li>The school have a regular book club, or storytime club.</li> </ul>	<ul style="list-style-type: none"> <li>The whole school regularly take part in events such as World Book Day, Roald Dahl Day and Poetry Day.</li> <li>The school promotes reading for enjoyment by engaging in national projects or competitions such as the Summer Reading Challenge.</li> <li>The school have a regular book club, or storytime club, for every key stage.</li> </ul>	<ul style="list-style-type: none"> <li>The whole school regularly take part in events such as World Book Day, Roald Dahl Day and Poetry Day.</li> <li>The school promotes reading for enjoyment by regularly engaging in community and national projects or competitions such as the Summer Reading Challenge.</li> <li>The school offer a well-established book club, or story-time club, for all age groups within the school.</li> </ul>
h) Pupil involvement	<ul style="list-style-type: none"> <li>Pupils are asked about their experiences of reading for enjoyment. Their responses sometimes shape school policies.</li> <li>Pupils can communicate and/or talk about books confidently, where appropriate.</li> <li>Children share books with their peers, where relevant.</li> <li>Pupils know how to use the school library.</li> <li>Pupils are acknowledged for their interest in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are asked regularly about their experiences of reading for enjoyment. Their responses often shape school policies.</li> <li>Pupils can communicate and/or talk about books confidently and make recommendations, where appropriate. They may be able to make some links to prior reading.</li> <li>Children share books with their peers, where relevant.</li> <li>Pupils know how to use the school library and access it regularly.</li> <li>Pupils are developing preferences when choosing books.</li> <li>Pupils are acknowledged, praised and rewarded for their interest in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a lead role in informing, planning and delivering the school's reading for pleasure policy and activities.</li> <li>Where appropriate, pupils can communicate knowledgeably about books, their own reading habits and personal preferences and recommendations. They can sometimes discuss links in theme and content between texts and with prior reading.</li> <li>There is a whole-school peer to peer recommendation strategy used within the school.</li> <li>Buddying takes place to support pupils to share books regularly and understand the importance of being a good reading role model.</li> <li>Pupils know how to use the school library and are active in organising the library environment, displays and activities such as reading clubs. Pupils are confident about how to choose books.</li> <li>Pupils are acknowledged, praised and rewarded for their interest in reading. They are involved in the creation and evaluation of reading rewards.</li> </ul>

# Reading for Decoding

Primary

	Bronze	Silver	Gold
a) Early Reading and Phonics Curriculum	<ul style="list-style-type: none"><li>• The importance of early reading and phonics is expressed within a policy and is understood by staff in EYFS and KS1.</li><li>• The school's early reading and phonics curriculum follows the statutory requirements of the National Curriculum. The school is beginning to shape their curriculum according to their individual context.</li></ul>	<ul style="list-style-type: none"><li>• The importance of early reading and phonics is expressed within a policy and is understood by all staff within the school.</li><li>• The school's early reading and phonics curriculum is shaped by the school's individual context and follows the statutory requirements of the National Curriculum.</li></ul>	<ul style="list-style-type: none"><li>• The importance of early reading and phonics is understood and prioritised by the whole school; including pupils, parents, governors and other stakeholders. This is expressed in a policy.</li><li>• The school's early reading and phonics curriculum is shaped by the school's context and is carefully designed to meet the needs of all learners. It goes further than the statutory requirements of the National Curriculum.</li></ul>
b) Leadership of Early Reading and Phonics	<ul style="list-style-type: none"><li>• Leaders ensure that a systematic phonics programme is in place. They know term by term what they expect children to know.</li><li>• The early reading and phonics approach is regularly evaluated for impact and to drive improvement.</li><li>• Leaders have a developing knowledge of quality literature that supports the teaching of early reading.</li><li>• Leaders are beginning to monitor and evaluate the quality of teaching and learning in early reading and phonics.</li><li>• There is a commitment to ongoing training and development for staff.</li></ul>	<ul style="list-style-type: none"><li>• Leaders ensure that a systematic phonics programme is in place and is consistent across the school. They ensure staff know term by term what they expect children to know.</li><li>• The early reading and phonics approach is regularly evaluated for impact and to drive improvement. Priorities for the school are identified and addressed effectively.</li><li>• Leaders have a good knowledge of quality literature that supports the teaching of early reading.</li><li>• Leaders engage in regular and consistent monitoring and evaluation of the quality of teaching and learning in early reading and phonics.</li><li>• The commitment to ongoing training and development for staff is sustained. This particularly focuses on staff in EYFS and KS1.</li></ul>	<ul style="list-style-type: none"><li>• Leaders ensure that a meticulous and systematic phonics programme is in place which is consistently applied across the school to enable sufficient and appropriate progress by all pupils.</li><li>• The early reading and phonics approach is continually evaluated for improvement on a regular and appropriate basis. Priorities for targeted focus and whole school improvement are identified quickly and addressed effectively, with their impact monitored and evaluated.</li><li>• Leaders have excellent knowledge of quality literature that supports the teaching of early reading.</li><li>• Regular and consistent monitoring and evaluation of the quality of teaching and learning in early reading and phonics is embedded within the school.</li><li>• The commitment to ongoing training and development for staff across the whole school is sustained. This ensures high quality teaching of early reading and phonics across the whole school.</li></ul>



f) Support for All in Early Reading and Phonics

## Bronze

- Some interventions and strategies to support struggling readers take place regularly. First and foremost, these focus on systematic synthetic phonics.
- Pupils' progress throughout each intervention is monitored and reviewed.

g) Pupil involvement in Early Reading and Phonics

- Pupils' views are sought about early reading and phonics. Their responses are mainly positive.
- Pupils have daily opportunities to apply early reading and phonics.
- Pupils understand the phonetical terminology used in early reading and phonics lessons.

## Silver

- A range of interventions and strategies to support struggling readers take place regularly. First and foremost, these focus on systematic synthetic phonics.
- All interventions are regularly reviewed and monitored for effectiveness.
- Staff who deliver intervention training have appropriate training.

- Pupils' views are sought about early reading and phonics. Their responses are positive.
- Pupils have daily opportunities to apply early reading and phonics. Most understand that phonics can help them both read and spell.
- Pupils confidently use phonetical terminology in early reading and phonics lessons.
- Pupils know what phase/set of phonemes they are working on.

## Gold

- Interventions and strategies to support struggling readers take place regularly – these are chosen carefully to address the specific needs of pupils. First and foremost, interventions focus on systematic synthetic phonics.
- Interventions are regularly reviewed, monitored and evaluated for effectiveness and impact.
- All staff who deliver intervention training have appropriate. This is reviewed regularly.

- Pupils' views are sought regularly about early reading and phonics. Their responses are positive.
- Pupils help improve the teaching of early reading and phonics within the school.
- Pupils have daily opportunities to apply their early reading and phonics knowledge. They understand that phonics can help them both read and spell.
- Pupils confidently use phonetical terminology throughout the curriculum.
- Pupils know what phase/set of phonemes they are working on and have chances to revisit and embed their knowledge throughout the day.
- Pupils know what their next steps are.

# Reading for Understanding

## a) Reading for Understanding Curriculum

### Bronze

- A whole-school policy is in place which details the school's approach to the reading for understanding curriculum.
- The school's curriculum is beginning to take account of the different skills and strategies needed for good reading. There is an expectation that reading teaching focuses on providing the skills to become a good reader and there is some progression evident in this.
- The school acknowledges the importance of building background knowledge and vocabulary as part of the reading process and are beginning to build these into their approach.
- Pupils are beginning to become independent in using and applying their comprehension skills.
- Critical literacy is beginning to be introduced as a key skill in Key Stage 2. Staff are becoming more aware of the importance of critical literacy.

### Silver

- A whole-school policy is in place which details the school's approach to the reading for understanding curriculum. The policy shows how the teaching of reading for decoding and reading for understanding is interrelated.
- The school's curriculum takes account of the different skills and strategies needed for good reading. There is an expectation that reading teaching focuses on providing the skills to become a good reader and progression in skills is evident.
- The school acknowledges the importance of building background knowledge and vocabulary as part of the reading process. These both form part of the school's reading approach.
- Reading for understanding skills are taught across the curriculum.
- Pupils are independent in using and applying their comprehension skills.
- Critical literacy is taught as a key skill in Key Stage 1 and Key Stage 2. Staff understand the importance of critical literacy and pupils are beginning to note its importance.

### Gold

- A whole-school policy is in place which details the school's approach to the reading for understanding curriculum. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF guidance reports.
- The school's curriculum takes account of the different skills and strategies needed for good reading. There is an expectation that reading teaching focuses on providing the skills to become a good reader. There is a clear progression of skills which emphasises the importance of making links between content.
- The school acknowledges the importance of building background knowledge and vocabulary as part of the reading process. These both form the backbone of the school's reading approach across the curriculum.
- Effective questioning and the development of pupil responses to texts sits at the heart of classroom practice across the school.
- Reading for understanding skills are taught across the curriculum. This is embedded.
- Pupils have developed reading independence. This supports child-led enquiry and response and embed high level comprehension skills.
- Critical literacy is taught as a key skill across the school. Pupils understand the importance of being critically literate and take note of this when reading.

j) Parental involvement in Reading for Understanding

## Bronze

- Parents support their children well to read at home. They are beginning to understand the importance of pupils making meaning from texts, not only decoding them.
- Parents are aware of how reading for understanding is taught within their child's class.
- School is beginning to offer reading for understanding workshops across key stages.
- Some parents volunteer to be involved with reading during the school day.

## Silver

- Parents support their children well to read at home. They understand the importance of pupils making meaning from texts, not only decoding them.
- Parents know some strategies they can use to support their children.
- Parents have a good understanding of how reading for understanding is taught within their child's class.
- Parents are updated regularly in relation to their child's progress in reading for understanding.
- Parents attend reading for understanding workshops in school. These are available across the school and offer strategies for supporting pupils with reading at home.
- Parents volunteer to be involved with reading during the school day regularly, in some key stages.

## Gold

- Parents support their children well to read at home. They understand that reading requires both decoding and comprehension, and communicate that to their children.
- Parents understand the importance of comprehension and are well supported with training and strategies to help their children develop comprehension skills.
- Parents are updated regularly in relation to their child's progress and know their child's next steps.
- Parents have been included in discussing how reading for understanding is delivered within school. They are consulted about changes and developments to the reading for understanding curriculum.
- Parents attend reading for understanding workshops in school. These are available across the school and offer strategies for supporting children with reading at home. These are embedded across more than one academic year.
- Parents volunteer to be involved with reading during the school day regularly, across all key stages.

# Reading for Enjoyment

Primary

## a) Reading for Enjoyment Curriculum

### Bronze

- The importance of reading for enjoyment is referenced within the whole school reading policy.
- There is a culture across the school which encourages reading every day, including staff reading to children.
- Staff see the value of reading for enjoyment and understand the impact it has on pupils' later lives.
- Links are beginning to be made between reading for enjoyment and the development of pupils' emotional literacy and wellbeing.

### Silver

- The importance of reading for enjoyment is explicit within the whole school reading policy.
- There is a culture across the school which encourages reading every day and opportunities to read together are led by a range of stakeholders in the classroom.
- Staff see the value of reading for enjoyment and understand the impact it has on pupils' later lives. Pupils are beginning to understand the value that reading for enjoyment, rather than just for school, has on their lives.
- Explicit links are made between reading for enjoyment and the development of pupils' emotional literacy and wellbeing. Staff understand the importance of using books as bridges for wellbeing.

### Gold

- The importance of reading for enjoyment is explicit within the whole school reading policy. There may be a separate reading for enjoyment policy. All stakeholders are aware and have contributed to the design of the policy.
- There is a culture across the school which encourages reading every day and opportunities to read together are led by a range of stakeholders in the classroom and across the school.
- Staff see the value of reading for enjoyment and understand the impact it has on pupils' later lives. Pupils understand the value that reading for enjoyment, rather than just for school, has on their lives.
- Research and knowledge of barriers to reading for specific groups of pupils (e.g. boys) are used to explore and identify priorities for targeted focus and whole school improvement.
- Well-developed links are made between reading for enjoyment and the development of pupils' emotional literacy and wellbeing. Staff understand the importance of using books as bridges for wellbeing. This forms a key part of the curriculum.

	Bronze	Silver	Gold
e) Reading Rich Environment	<ul style="list-style-type: none"> <li>• Reading displays are in all classrooms. They are updated regularly in-line with pupils' interests or class focuses.</li> <li>• Books are displayed in the classroom, aligned to pupils' interests and curriculum topics.</li> <li>• There is a dedicated space for the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading displays are in all classrooms and feature throughout the wider school environment. They are updated regularly inline with pupils' interests or class focuses.</li> <li>• A range of carefully chosen books are displayed in the classroom, aligned to pupils' interests and curriculum topics.</li> <li>• There is a dedicated space for the school library, preferably a specific room with enough space for a whole class to access it at the same time. It is welcoming, attractive and pupils are actively encouraged to borrow books.</li> <li>• There is an outdoor reading area.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading displays are effective, useful and promote pupils' reading in all classrooms and throughout the whole school environment. They are updated regularly in-line with pupils' interests or class focuses.</li> <li>• A range of carefully chosen books are displayed in the classroom and throughout the school, aligned to pupils' interests and curriculum topics.</li> <li>• There is a dedicated space for the school library, preferably a specific room with enough space for a whole class to access it at the same time. It is welcoming, attractive and pupils are encouraged to borrow books but also spend time reading quietly and participate in book groups.</li> <li>• Pupils are encouraged to read in a range of different spaces across the whole school: reading area within each classroom, dedicated outdoor reading areas, poetry corners, library zones etc.</li> </ul>
f) Educational Visits and Events	<ul style="list-style-type: none"> <li>• Visits from authors are organised to motivate pupils to read. These happen at least annually.</li> <li>• Classes are beginning to make links to the local library.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular visits from authors are organised to motivate pupils to read and to provide a focus for events to explore and celebrate reading.</li> <li>• School links to the local library and its community are embedded. Every class visits annually.</li> <li>• A love of books and stories can occasionally be a focus for school trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular visits from authors, poets, journalists and others who promote reading in a positive light, are organised to motivate pupils to read and to provide a focus for events to explore and celebrate reading for all stakeholders.</li> <li>• School links to the local library and its community are strong and collaboration is a regular feature for events and activities.</li> <li>• A love of books and stories often form an area of focus during school trips.</li> <li>• Transition projects often focus on reading for enjoyment, both within the school and during pupils' transition to other schools. This supports consistency in reading behaviours and attitudes for pupils.</li> </ul>

# Reading for Decoding and/or Fluency

Secondary SEND and  
Specialist Settings

## a) Phonics and Reading for Fluency Curriculum

### Bronze

- The school understands the importance of becoming a fluent reader. This is expressed within a whole school Literacy Policy or Reading Strategy.
- There is fidelity to the chosen SSP programme, and alternatives provided for students who cannot access phonics.
- Teachers are supported in the planning and teaching of phonics and reading for fluency.
- Teachers are aware of strategies to use to support students' decoding and fluency within the classroom.

### Silver

- A whole-school Literacy Policy or Reading Strategy is in place which details the school's approach to achieving reading outcomes.
- Teachers and support staff are trained and up to date in the delivery, planning and teaching of phonics and reading for fluency.
- All new members of staff are trained in phonics and reading for fluency as part of their induction.
- Teachers use a range of strategies to support students' fluency within the classroom.

### Gold

- A whole-school Literacy policy is in place which details the school's approach to the reading for fluency curriculum. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF Guidance Reports.
- The English Lead is proactive at staying up to date in phonics and reading for fluency delivery and research, using this to inform non-specialist teachers through CPD and feedback.
- All new members of staff are trained in phonics and reading for fluency; there is an induction programme in place.
- Staff have opportunities to engage in peer coaching and support for the teaching of phonics and reading for fluency.
- Teachers use a range of strategies to support students' fluency within the classroom. Strategies are embedded in the delivery of lessons, both within English and across the whole curriculum.

c) Support for All in Phonics and Reading for Fluency

## Bronze

- Some interventions and strategies to support struggling readers and encourage more able readers take place regularly.
- Staff who deliver phonics or fluency interventions have appropriate training.
- Resources used for phonics or fluency interventions are appropriate to the program and strategies being used.
- Students have access to HiLo books which correspond to their reading needs, but also promote engagement and interest.
- Progress in phonics and reading fluency is tracked, monitored and analysed regularly

## Silver

- Evidence-based interventions and strategies to support struggling readers and encourage more able readers take place regularly. These have been chosen carefully to match the specific needs of individual students.
- Intervention sessions are regular, with clear objectives and expectations. Sessions are well-placed, well-resourced and timetabled to minimise time spent away from general class teaching.
- Phonics and fluency interventions are regularly reviewed and monitored for effectiveness.
- All staff who deliver phonics or fluency interventions have appropriate and up to date training.
- Resources used for phonics or fluency interventions are appropriate and effective.
- Students have access to a wide range of HiLo books which correspond to their reading needs, but also support engagement and interest.
- Progress in phonics and reading fluency is regularly tracked, monitored and analysed for next steps.

## Gold

- Evidence-based fluency interventions and strategies to support struggling readers and encourage more able readers take place regularly. Interventions are chosen carefully to match the specific needs of individual students and to deliberately complement and extend class-based teaching and learning.
- Intervention sessions are regular and sustained, with clear objectives and expectations. Sessions are well-placed, well-resourced and strategically timetabled to minimise time spent away from students' learning priorities.
- Phonics and fluency interventions are regularly reviewed and monitored for effectiveness and impact.
- Phonics and fluency interventions are often developed, updated and differentiated depending on the needs of individual students. However, there is still a high level of fidelity to any program used.
- All staff who deliver phonics and fluency intervention training have appropriate and up to date training. Training is delivered by both in-house and external experts.
- Resources used for fluency interventions are appropriate and effective. They have positive effects on student motivation in reading and student voice influences their purchase.
- Students have access to a wide range of HiLo books which correspond to their reading needs, but also support engagement and offer challenge. They are well-supported to access more academic texts throughout the curriculum.
- Progress in phonics and reading fluency is regularly tracked, monitored and analysed for next steps. This approach is embedded.

# Reading for Meaning

## a) Reading for Meaning Curriculum

### Bronze

- The school has a whole-school Literacy Policy or Reading Strategy which details how teachers are expected to teach reading in all areas of learning.
- There is an expectation that reading teaching focuses on providing the skills to become a good reader and there is some progression evident in this.
- The school acknowledges the importance of building knowledge and vocabulary as part of the reading process and are beginning to build these into their approach.
- Students are beginning to become independent in using and applying their comprehension skills, reflective of their abilities.

### Silver

- A whole-school Literacy Policy or Reading Strategy is in place which details the school's approach to reading for meaning. This references both English and all other areas of learning.
- There is an expectation that reading teaching focuses on providing the skills to become a strategic reader and progression in skills is evident.
- The school understands the importance of building knowledge and vocabulary as part of the reading process. These form part of the school's reading approach.
- Students are independent in using and applying their comprehension skills, reflective of their abilities. They are building resilience when reading increasingly challenging texts.

### Gold

- A whole-school literacy policy is in place which details the school's approach to the reading for meaning curriculum. This references both English and all other areas of learning. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF Guidance Reports.
- There is an expectation that reading teaching focuses on providing the skills to become a strategic reader. There is clear focus on the different purposes of texts and understanding their conventions.
- Building knowledge and vocabulary both underpin the school's reading approach and are a critical part of the reading process.
- Students have developed reading independence, reflective of their abilities. They are resilient when encountering unfamiliar, challenging texts.
- When appropriate, opportunities for critical reading are provided.



d) Reading in the English Curriculum

## Bronze

- The school's English curriculum links to the National Curriculum where appropriate, considering students' individual starting points and prior learning.
- Students are presented with increasingly challenging texts including a wide range of fiction and non-fiction, particularly whole books.
- Planning for reading in English is becoming consistent across the school. This means that the structure of lessons is also becoming consistent.
- Planning for individual groups should reflect targets highlighted in students' EHCPs/ILPs
- There is a clear focus on teaching reading skills and strategies in sessions. Teachers explicitly model reading strategies such as activating prior knowledge, prediction and questioning, to improve students' comprehension.
- Students are taught how to actively engage with what they are reading, using their existing subject knowledge and strategies appropriate for their level.
- Explicit vocabulary instruction is used to help students access specialist language.

## Silver

- The school's English curriculum links to the National Curriculum where appropriate. The curriculum meets the needs of all students, progression in learning is evident and there are regular opportunities for revisiting and consolidating key content.
- Students are presented with increasingly challenging texts including a wide range of fiction and nonfiction. This includes whole books, short stories, poems and plays with a wide coverage of genres, forms.
- Planning for reading and the structure of lessons is consistent across the school.
- All planning for individual groups should reflect targets highlighted in students' EHCPs/ILPs
- There is a clear focus on developing reading skills and strategies in sessions. This contributes to students becoming more confident in their reading for meaning skills.
- Students are taught how to recognise the purpose, audience and context for a wide range of texts.
- Teachers encourage students to develop an informed personal response to a wide range of texts.
- Explicit vocabulary instruction is prioritised so that students are able to understand and apply vocabulary in a range of contexts.

## Gold

- The school's English curriculum links to the National Curriculum where appropriate. The curriculum is highly-personalised, ensuring students build the cultural capital necessary for later life. Progression in learning is evident and there are regular opportunities for revisiting and consolidating key content. It is carefully sequenced with regular opportunities for retrieval and consolidation. Students are well-supported and challenged.
- Students are presented with a wide range of increasingly challenging, but appropriate, texts. These are carefully chosen to be representative of diversity and provide opportunities for students to engage with a variety of attitudes and experiences.
- Planning for reading and the structure of lessons is consistent across the school. Specialist teachers use their expertise to support other members of staff.
- All planning for individual groups should reflect targets highlighted in students' EHCPs/ILPs
- There is an emphasis on developing metacognition in reading, including self-regulation and self-monitoring. This supports students to be resilient and independent when reading.
- Students are developing their understanding of purpose, audience and context of texts. They are sometimes able to make comparisons.
- Teachers equip students with the skills to develop an informed personal response to a wide range of texts.
- Explicit vocabulary instruction is embedded across the department. Students can confidently apply vocabulary in a range of contexts.

# Reading for Enjoyment

	Bronze	Silver	Gold
a) Reading for Enjoyment Curriculum	<ul style="list-style-type: none"><li>• The school's acknowledgement of the importance of reading for enjoyment is recorded within the whole school Literacy Policy or Reading Strategy.</li><li>• There is a culture across the school which encourages reading regularly, this includes its promotion in assemblies and/or other shared events.</li><li>• Staff see the value of reading for enjoyment and understand the impact it has on students' lives.</li><li>• Links are beginning to be made between reading for enjoyment and the development of students' emotional literacy and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>• The importance of reading for enjoyment is made explicit within a whole school Reading Policy or Strategy.</li><li>• There is a culture across the school which encourages reading every day, this includes its promotion in assemblies and/or in other shared events.</li><li>• Staff see the value of reading for enjoyment and understand the impact it has on students' lives. Reading for enjoyment is having a positive impact on the students.</li><li>• Explicit links are made between reading for enjoyment and the development of students' emotional literacy and wellbeing. Staff understand the importance of using books as bridges for wellbeing.</li></ul>	<ul style="list-style-type: none"><li>• The importance of reading for enjoyment is made explicit within a whole school Reading Policy or Strategy. All stakeholders are aware and have contributed to the design of the policy.</li><li>• Research and knowledge of barriers to reading for students are used to explore and identify priorities for targeted focus.</li><li>• There is a culture across the school which encourages reading every day and opportunities to read together are led by a range of stakeholders in the classroom and across school (including in assemblies and/or other shared events).</li><li>• Staff see the value of reading for enjoyment and understand the impact it has on students' lives. Students are, on the whole, engaged in and benefiting from reading for pleasure.</li><li>• Well-developed links are made between reading for enjoyment and the development of students' emotional literacy and wellbeing. Staff understand the importance of using books as bridges for wellbeing. This is a key part of the students' learning.</li></ul>

f) Educational Visits, Events & Extra-curricular Activities

## Bronze

- Visits from authors are organised to motivate students to read. These happen at least annually.
- Classes are beginning to make links to the local library.
- The whole school regularly take part in at least one annual event such as World Book Day.

## Silver

- Regular visits from authors are organised to motivate students to read and to provide a focus for events to explore and celebrate reading.
- School links to the local library and its community are embedded. Where possible, students are given the opportunity to visit.
- Where possible, school trips contribute to the enrichment of reading in the classroom.
- Students can join clubs that involve reading, e.g. cookery, board games, book club
- The whole school regularly take part in events such as World Book Day. The school promotes reading by engaging in projects or competitions such as the Summer Reading Challenge, as well as in-school initiatives, e.g. Quiet Hour.

## Gold

- Regular visits from authors, poets, journalists and others who promote reading in a positive light, are organised to motivate students to read.
- School links to the local library and its community are strong.
- School trips often contribute to the enrichment of reading in the classroom.
- Transition projects often focus on reading for enjoyment, both in-school and during students' transition to other schools. This supports consistency in the importance and profile of reading behaviours and attitudes for students.
- The whole school regularly take part in events such as World Book Day. This is part of a wider calendar of events that promote reading for enjoyment. The school promotes reading by engaging in community and national projects or competitions such as the Summer Reading Challenge.
- The school offer a book club and/or librarian roles for students who are keen readers. This is in addition to other clubs that involve reading, e.g. cookery, board games.

# Reading for Fluency

a) Reading for Fluency Curriculum

**Bronze**

- The school understands the importance of becoming a fluent reader. This is expressed within a whole school Literacy policy.
- Teachers are supported in the planning and teaching of reading for fluency.
- Teachers are aware of strategies to use to support students' fluency within the classroom.

**Silver**

- A whole-school Literacy policy is in place which details the school's approach to the reading for fluency curriculum.
- Teachers and support staff are trained and up to date in the delivery, planning and teaching of reading for fluency.
- All new members of staff are trained in reading for fluency as part of their induction.
- Teachers use a range of strategies to support students' fluency within the classroom.

**Gold**

- A whole-school Literacy policy is in place which details the school's approach to the reading for fluency curriculum. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF Guidance Reports. Staff are proactive at staying up to date in reading for fluency delivery and research.
- All staff are trained and up to date in the delivery, planning and teaching of reading for fluency. All staff attend regular CPD updates and feel confident.
- All new members of staff are trained in reading for fluency; there is an induction programme in place.
- Staff have opportunities to engage in peer coaching and support for the teaching of reading for fluency.
- Teachers use a range of strategies to support students' fluency within the classroom. Strategies are embedded in the delivery of lessons both within English and across the whole curriculum.

## Bronze

- Interventions and strategies to support struggling readers take place regularly, but this may not be well matched to individual, specific needs.
- Staff who deliver fluency intervention training have appropriate training.
- Teachers have some awareness of the structure and coverage of fluency intervention programmes.
- Resources used for fluency interventions are appropriate to the program and strategies being used.
- Students have access to HiLo books which correspond to their reading needs, but also promote engagement and interest.
- Progress in reading fluency is tracked, monitored and analysed regularly.

## Silver

- Evidence-based fluency interventions and strategies to support struggling readers take place regularly. These have been chosen carefully to match the specific needs of individual students.
- Intervention sessions are regular, with clear objectives and expectations. Sessions are well-placed, well-resourced and timetabled to minimise time spent away from general class teaching.
- Fluency interventions are regularly reviewed and monitored for effectiveness.
- All staff who deliver fluency intervention training have appropriate and up to date training.
- Teachers have an awareness of the structure and coverage of fluency intervention programmes. Teachers and TAs try to help students to make connections between the learning in interventions and the wider curriculum.
- Resources used for fluency interventions are appropriate and effective.
- Students have access to a wide range of HiLo books which correspond to their reading needs, but also support engagement and interest.
- Progress in reading fluency is regularly tracked, monitored and analysed for trends and/or gaps within students' knowledge and any gaps in coverage.

## Gold

- Evidence-based fluency interventions and strategies to support struggling readers take place regularly. The school has a secure and effective system in place to identify groups of students who are underperforming and interventions are put in place to close the gaps. Interventions are chosen carefully to match the specific needs of individual students and to deliberately complement and extend class-based teaching and learning.
- Intervention sessions are regular and sustained, with clear objectives and expectations. Sessions are well-placed, well-resourced and carefully timetabled to minimise time spent away from general class teaching.
- Fluency interventions are regularly reviewed and monitored for effectiveness and impact.
- Fluency interventions are often developed, updated and differentiated depending on the needs of individual students. However, there is still a high level of fidelity to any program used.
- All staff who deliver fluency intervention training have appropriate and up to date training. Training is delivered by both in-house and external experts.
- Teachers have a good awareness of the structure and coverage of literacy intervention programmes. Teachers and TAs support students to make connections between the learning in interventions and the wider curriculum.
- Resources used for fluency interventions are appropriate and effective. They have positive effects on student motivation in reading and student voice influences their purchase.
- Students have access to a wide range of HiLo books which correspond to their reading needs, but also support engagement and offer challenge. They are well-supported to access more academic texts throughout the curriculum.
- Progress in reading fluency is regularly tracked, monitored and analysed for trends and/or gaps within students' knowledge and also any gaps in coverage. This approach is embedded and it is used swiftly to inform intervention groupings and approaches.

# Reading for Meaning

## a) Reading for Meaning Curriculum

### Bronze

- The school has a whole-school literacy policy which details how teachers are expected to teach reading across the curriculum.
- The school's curriculum takes account of the generic skills needed for good reading. There is an expectation that reading teaching focuses on providing the skills to become a good reader and there is some progression evident in this.
- The school acknowledges the importance of building knowledge and vocabulary as part of the reading process and are beginning to build these into their approach.
- Staff are aware of the importance of critical literacy.
- Students are beginning to become independent in using and applying their comprehension skills.

### Silver

- A whole-school literacy policy is in place which details the school's approach to the reading for meaning curriculum. This references both the overall curriculum and specific subject areas.
- The school's curriculum takes account of both generic and subject-specific reading skills needed for strategic reading. There is an expectation that reading teaching focuses on providing the skills to become a strategic reader and progression in skills is evident.
- The school understands the importance of building knowledge and vocabulary as part of the reading process. These form part of the school's reading approach.
- Staff understand the importance of critical literacy and students' knowledge is developing.
- Students are independent in using and applying their comprehension skills. They are building resilience when reading increasingly challenging texts.

### Gold

- A whole-school literacy policy is in place which details the school's approach to the reading for meaning curriculum. This references both the overall curriculum and specific subject areas. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF Guidance Reports.
- The school's curriculum takes account of both generic and subject-specific reading skills needed for strategic reading. There is an expectation that reading teaching focuses on providing the skills to become a strategic reader. There is clear progression in the teaching of reading throughout the key stages.
- Building knowledge and vocabulary both underpin the school's reading approach and are a critical part of the reading process.
- Critical literacy is taught as a key skill across the school. Students understand the importance of being critically literate and take note of this when reading.
- Students have developed reading independence. They are resilient when encountering unfamiliar challenging texts.

## f) Student Reading Resources

### Bronze

- Pupils have access to a range of reading resources, including textbooks and knowledge organisers. These include whole texts in a range of genres. Texts are age appropriate in content and style.
- Texts used are up to date. The school is beginning to explore how to encourage more diversity in their text choices.
- Texts used in the curriculum are accessible for students.
- Students who need support with fluency have access to HiLo texts that engage and interest them. These are organised by reading age.

## g) Assessment of Reading for Meaning

- Assessment is consistent in approach.
- Students are assessed formatively and summatively, both in terms of comprehension and reading skill knowledge and application.
- Reading progress is tracked, monitored and analysed regularly.
- There is some moderation of reading assessment throughout the year. This may be completed by senior leaders.

### Silver

- Pupils have access to a wide range of high-quality reading resources, both within English and in other subjects. These include whole texts, short stories, poetry, plays etc. Texts are age appropriate in content and style.
- Texts used are up to date and appeal to students' interests. They are becoming more representative of diversity.
- Texts used in the curriculum are carefully designed to be accessible for students.
- Students who need support with fluency have access to HiLo texts that engage and interest them. These match students' level of need.
- Students have access to some themed texts and linked resources. Subject curriculums provide reading material to support learning in their subject

- Assessment is consistent in approach throughout the school. Assessment is regularly discussed and monitored.
- Students are assessed formatively and summatively, both in terms of comprehension and reading skill knowledge and application. Key barriers to learning are quickly identified and addressed.
- Reading progress is regularly tracked, monitored and analysed for trends and/or gaps within students' knowledge and any gaps in coverage.
- Regular moderation of reading assessment occurs across phases in staff meetings. Sometimes, moderation is conducted across schools.

### Gold

- Pupils have access to a wide range of high-quality reading resources. Texts used for reading are varied: novels, anthologies, textbooks, reading online, etc. Texts are age appropriate in content and style. Student feedback is sought about these texts and responses used to support text choices and development.
- Texts used are up to date and appeal to students' interests. They are representative of diversity and different viewpoints.
- Texts used in the curriculum are carefully designed to be accessible for students. Student feedback is sought about these texts and responses used to support text choices and development.
- Students who need support with fluency have access to HiLo texts that engage and interest them. These match students' level of need. Student feedback is prioritised when purchasing new resources.
- Students have access to some themed texts and linked resources. Subject curriculums provide wellchosen reading material to support learning in their subject, both at school and at home.

- Assessment is consistent in approach throughout the school. Assessment is regularly discussed, monitored and evaluated.
- Students are assessed formatively and summatively, both in terms of comprehension and reading skill knowledge and application. Any barriers to learning are quickly identified and addressed.
- Reading progress is regularly tracked, monitored and analysed for trends and/or gaps within students' knowledge and also any gaps in coverage. This approach is embedded and is used swiftly to inform intervention groupings and next steps.
- Regular moderation of reading occurs within staff meetings, often alongside other schools and with experts.

# Reading for Enjoyment

## a) Reading for Enjoyment Curriculum

### Bronze

- The school's acknowledgement of the importance of reading for enjoyment is recorded within the whole school Literacy policy.
- There is a culture across the school which encourages reading regularly, this includes its promotion in assemblies and in other shared events.
- Staff see the value of reading for enjoyment and understand the impact it has on students' lives.
- Links are beginning to be made between reading for enjoyment and the development of students' emotional literacy and wellbeing.

### Silver

- The importance of reading for enjoyment is made explicit within a whole school reading policy.
- There is a culture across the school which encourages reading every day, this includes its promotion in assemblies and in other shared events.
- Staff see the value of reading for enjoyment and understand the impact it has on students' lives. Students are beginning to understand the value that reading for enjoyment, rather than just for school, has on their lives.
- Explicit links are made between reading for enjoyment and the development of students' emotional literacy and wellbeing. Staff understand the importance of using books as bridges for wellbeing.

### Gold

- The importance of reading for enjoyment is made explicit within a whole school reading policy. All stakeholders are aware and have contributed to the design of the policy.
- Research and knowledge of barriers to reading for specific groups of students (e.g. boys) are used to explore and identify priorities for targeted focus and whole school improvement.
- There is a culture across the school which encourages reading every day and opportunities to read together are led by a range of stakeholders in the classroom and across school (including in assemblies).
- Staff see the value of reading for enjoyment and understand the impact it has on students' lives. Students understand the value that reading for enjoyment, rather than just for school, has on their lives. They choose to read for enjoyment frequently in school and at home.
- Well-developed links are made between reading for enjoyment and the development of students' emotional literacy and wellbeing. Staff understand the importance of using books as bridges for wellbeing. This is a key part of the curriculum.



e) Reading Rich Environment

## Bronze

- Reading displays are in all classrooms to support students' development of reading.
- There is a dedicated space for the school library. Stock is growing and students are beginning to access the space.
- Books are displayed in classrooms and the library, aligned to students' interests and the curriculum.
- Students are given opportunities to read beyond the classroom.

f) Educational Visits, Events & Extra-curricular Activities

- Visits from authors are organised to motivate students to read. These happen at least annually.
- Classes are beginning to make links to the local library.
- The whole school regularly take part in at least one annual event such as World Book Day. The school promotes reading by engaging in national projects or competitions such as the Summer Reading Challenge.
- The school has a regular book club.

## Silver

- Reading displays are in all classrooms and feature throughout the wider school environment.
- There is a school library that students visit regularly. Book stock meets the needs of the school. A dedicated librarian manages the library and book stock and is beginning to promote reading more widely.
- A range of carefully chosen books are displayed in classrooms and the library, aligned to students' interests and the curriculum. There is a range of high-quality fiction and non-fiction.
- Students are encouraged to read in a range of different spaces across the whole school.

- Regular visits from authors are organised to motivate students to read and to provide a focus for events to explore and celebrate reading.
- School links to the local library and its community are embedded. Students are given the opportunity to visit.
- Where possible, school trips contribute to the enrichment of reading in the classroom.
- The whole school regularly take part in events such as World Book Day. The school promotes reading by engaging in national projects or competitions such as the Summer Reading Challenge.
- The school has a regular book club for every key stage.

## Gold

- Reading displays promote students' reading in all classrooms and throughout the whole school environment. They are actively used support the development of key reading strategies.
- There is a well-stocked school library that acts as a reading hub for the whole school community. Students enjoy accessing the library regularly and play an active role in its development. A dedicated librarian not only leads the library but takes a leading role in the promotion of reading across the whole school.
- A range of carefully chosen books are displayed in classrooms and the library, aligned to students' interests and the curriculum. There is a range of high-quality fiction and non-fiction which is regularly reviewed to ensure diversity.
- Students read in a range of different spaces across the whole school.
- Regular visits from authors, poets, journalists and others who promote reading in a positive light, are organised to motivate students to read. They particularly support targeted groups.
- School links to the local library and its community are strong. Collaboration between school and the library is a regular feature for events and activities.
- School trips often contribute to the enrichment of reading in the classroom.
- Transition projects often focus on reading for enjoyment, both in-school and during students' transition to other schools. This supports consistency in the importance and profile of reading behaviours and attitudes for students.
- The whole school regularly take part in events such as World Book Day. This is part of a wider calendar of events that promote reading for enjoyment. The school promotes reading by engaging in community and national projects or competitions such as the Summer Reading Challenge.
- The school offer a well-established book club for different stakeholders across the school. Students are pro-active and lead reading groups and book clubs, often independently