

Resource Sample Pack

Being a Reading Link Governor

Governing bodies are encouraged to appoint a Literacy Link Governor to lead the support and challenge of this key area of learning. Given the scope of this role, some schools are choosing to go further and appoint a Reading Link Governor.

Why do we need a Reading Link Governor?

A school's governing body is responsible for the strategic direction of the school. Raising standards in Reading is an important part of this responsibility. Appointing a Reading Link Governor who can take a special interest in Reading can help to make sure reading is prioritised in school and is given sufficient consideration by the governing body.

What does being a Reading Link Governor involve?

- Taking a special interest in Reading across the school.
- Ensuring that Reading remains high on the school agenda.
- Building an understanding of current school policy for Reading and how Reading is progressing within the school.
- Keeping up to date with developments both in school and more widely in Reading.
- Provide support and challenge by:
 - Visiting school at least termly to meet with the Reading subject leader and see the school's approaches in action. Ensuring the focus of these visits links to the School Development Plan and feedback is given on progress made on targets in that plan.
 - Reporting back to governors on school visits.
 - Asking about the resourcing of Reading.
 - Supporting the school in encouraging and valuing reading.
 - Providing support and encouragement for the Reading subject Leader and wider Reading team.
- Attending relevant governor training.
- Championing reading at governing body meetings.

Questions a Reading Link Governor might ask:

- How is early reading and phonics taught in EYFS and KS1?
- How does the school help pupils with barriers to learning to read in KS2?
- How is reading for understanding taught throughout the school?
- How is the school developing a love of reading amongst all pupils?
- How is pupil premium money being used to support pupils' reading and is this having an impact?
- How have the standards in Reading developed over the last three years?
- What are your main focuses in terms of reading this term? What impact are your measures having so far?
- How do you support parents to understand how reading is taught at school and how to support their children at home?

Book Recommendation Bookmark Template



Book Recommendation

Title: _____

Author: _____

Rating ☆☆☆☆☆

I recommend this
book because

Recommended by:



Book Recommendation

Title: _____

Author: _____

Rating ☆☆☆☆☆

I recommend this
book because

Recommended by:



Book Recommendation

Title: _____

Author: _____

Rating ☆☆☆☆☆

I recommend this
book because

Recommended by:

Parent Voice Focus Group – Phonics and Reading

| Phonics | |
|---|--|
| Do you know how your child is taught to read in school? | |
| Do you know what set of phonemes your child is working on? | |
| Does your child talk about their Phonics learning? If so, what do they say? | |
| What can we do to help you to support your child with Phonics? | |

| Comprehension | |
|--|--|
| Do you know how your child is taught comprehension skills in school? | |
| Does your child talk about their Reading lessons? If so, what do they say? | |
| Do you feel confident supporting your child to develop their comprehension skills? | |
| What can we do to help you to support your child with developing their comprehension skills? | |

Reading for Enjoyment

Do you ask questions when you listen to your child read?

Do you read to your child regularly?

Does your child read willingly, including non-school books?

Does your child enjoy reading the books they bring home from school?

Do you visit the library regularly?

What can we do to help you to support your child to love Reading?

Reading Champions Application Form

| | |
|--------|--|
| Name: | |
| Class: | |

What is your favourite book at the moment? Why?

Why do you think reading is important?

How could we improve reading at school?

How could the reading champions encourage everyone to read more?

Why would you like to become a school reading champion?

Staff Reading Audit

Name:

Professional Knowledge

| | | | | | | |
|---|---|---|---|---|----------|-----------|
| I have a secure knowledge of the Simple View of Reading | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |
| I am confident about teaching reading through systematic synthetic phonics | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |
| I am confident about teaching comprehension | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |
| I am confident promoting books and reading and developing children's love for reading | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |

What are the key strategies you/your school use to promote reading (please specify):

Reading across the Curriculum

| I have a secure knowledge of the Simple View of Reading | 1 | 2 | 3 | 4 | Not Sure | In which areas of teaching reading would professional development benefit you? (Please specify): |
|---|---|---|---|---|----------|--|
| Reading in English lessons | | | | | | |
| Guided reading | | | | | | |
| Independent reading | | | | | | |
| Reading Aloud | | | | | | |
| Phonics | | | | | | |
| Reading in other subjects such as science or history | | | | | | |
| I have a good knowledge of children's literature, both contemporary and classic | | | | | | |

Classroom Practice at your school

| I have a secure knowledge of the Simple View of Reading | 1 | 2 | 3 | 4 | Not Sure | What evidence could you offer for this: |
|--|---|---|---|---|----------|---|
| It is expected that every child will become the best possible reader, developing a love for reading | | | | | | |
| There is an effective balance of whole-class, group, pair and individual work | | | | | | |
| The teaching of word-reading is through systematic, synthetic phonics and the teaching of common exception words | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| There is early and well-targeted intervention, 1:1 and small group work to enable pupils to catch up, and good links between intervention and mainstream classroom work | | | | | | |
| There is regular formative assessment of individuals, which is then applied to help pupils make progress | | | | | | |
| Additional adults are deployed effectively and efficiently to support reading | | | | | | |
| Comments: | | | | | | |

Resources

| | | | | | | |
|--|---|---|---|---|----------|-----------|
| A good range of high quality books and other resources are available, including texts to support teaching phonics, texts for individual and classroom reading and browsing | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |
| The appropriate resources are available to enable all children to read at the right level each day | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |
| Appropriate resources are available for children to read at home, including books and materials to help parents support their child with reading | 1 | 2 | 3 | 4 | Not Sure | Comments: |
| | | | | | | |

Resources

What could be done to improve the resources the school has for reading?

Is there anything else we could do to improve teaching reading at your school?

Are there any other comments you would like to make about reading at your school?

Year 4

Jasbinder Bilan – Anya’s Quest



KS2 Guided Reading Planning

| Text | Linked Texts | Curriculum Links |
|---|--|---|
| <p><i>Anya’s Quest</i> by Jasbinder Bilan</p> <p>Prologue</p> <p>TW: The book references the death of the main character’s mother some years prior.</p> | | <p>Geography – mountains, water cycle, India. PSHE – courage, bravery, overcoming obstacles, resilience. RE – Hinduism. English – journal writing. Art – landscapes.</p> |
| <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div>Enjoy </div> <div>Decode </div> <div>Define </div> <div>Retrieve </div> <div>Summarise </div> <div style="border: 2px solid blue; border-radius: 50%; padding: 5px;"> Infer </div> <div>Predict </div> <div>Relate </div> <div>Explore </div> <div>Compare </div> </div> | | |
| Adaptive Teaching | | |
| <p>Support</p> | <p>Challenge</p> | |
| <ul style="list-style-type: none"> Some children might work with a reading buddy. Pre-read of the text. Teacher or TA support when accessing the questions. Thinking and sentence stems provided for helping pupils articulate their opinions on the text. Option to focus on developing retrieval using the extract. | <ul style="list-style-type: none"> Provide additional evidence for inferences. Refute evidence and provide counter arguments. Produce a personal response to the text through their own choice of medium, e.g. art. Rewrite the story in the third person, focusing on a description of Ganga. Write a journal as Ganga describing her feelings about the Earth and the chance that Anya may help. | |

| Session 1: Get Ready | Assessment Notes and Next Steps for Learning |
|--|--|
| <p>Hook: Display an image of a snowy mountain landscape, a backpack with travel essentials, and a golden compass. Discuss together: What kind of journey might someone take with these items? Discuss who the person might be, where they might be going, and why, linking to prior reading.</p> <p>Text Introduction: Display and read the title, Anya's Quest. Discuss together: What does the word 'quest' mean? What might Anya be searching for? Look at the front cover and discuss whether it reminds children of any other books they've previously read.</p> <p>Background Knowledge and Experiences:</p> <ol style="list-style-type: none"> 1. Discuss the idea of going on a quest or adventure. What happens on a quest? Discuss children's own knowledge of quests from books, tv, games etc. Elicit the idea that a quest can be a personal challenge or a journey that needs courage. Discuss whether children have been on their own quests. Collate ideas as a class about the key themes, e.g. bravery, someone to help, obstacles along the way. 2. Introduce the idea that the text draws on Hindu culture and mythology. Show children images and video introducing key content about the Hindu religion, e.g. https://www.youtube.com/watch?v=X-yJM5jjhil and link to learning in RE. Share images of the Goddess Ganga and the Ganges river – it is crucial that children understand that Ganga is the river. Locate the Ganges on a map and show children the source in the Himalayas (you may want to discuss some key concepts about mountains, e.g. plateau, glacier). Show children some sacred symbols, e.g. lotus flower, diya lamps and explain why they are important. Relate the idea of famous Hindu quests back to the earlier discussion about quests. <p>Predictions: Read the blurb aloud. Discuss together: What do we already know about Anya? What might be special about her? What do we think might happen on Anya's Quest? What challenges might Anya face?</p> <p>Thinking Question: <i>Why is it important to face challenges, even when they seem scary or difficult?</i></p> | |

Session 2: The Wonder of Words

Assessment Notes and Next Steps for Learning

Teach Key Vocabulary in Context:

- *wilderness* – On quiet nights such as this one in the wilderness of towering ancient mountains...
- *soar* – Here the birds soar through frozen skies...
- *roam* – ...snow leopards and bears roam beside me...
- *meander* – I meander and roar through the hills...
- *plateaus* – down to the plateaus where villages and glittering cities nestle.
- *rhythms* – ...the rhythms of the earth.
- *lullaby* – The earth’s lullaby is falling silent.
- *melody* – The melody is strong here.
- *spirit animal/spirit song* – Mahi knows her spirit song...Anya has lost her connection with the past, with the earth, with her spirit animal.

First Read: Teacher reads the text aloud (**Prologue**) with children following and ask them to identify the key vocabulary.

Discussion: Discuss children’s initial thoughts around the text. What does it mean? If needed, remind children that Ganga is the river. Ask if there is anything that they would like explaining. Consider children’s predictions from day one. Do they want to refine their predictions? You could discuss:

- **How might Ganga be connected to Anya’s quest?**
- **How might Mahi help Anya on her quest?**

You may also want to revisit the thinking question introduced in the first session, allowing children time to explore this will help them to understand that their thoughts may change, be challenged, or be extended as they learn more.

| Session 3: Exploring the Text | Assessment Notes and Next Steps for Learning |
|--|--|
| <p>Re-Read for Fluency: Teacher models reading from ‘Welcome to my home...’ to ‘...Our world is in danger.’ focusing on showing emotion through voice. Class to then engage in echo reading that section, sentence by sentence, following the teacher’s direction.</p> <p>Reading Gems Focus: Infer</p> <p>I do (teaching and modelling): Quick recap of the reading gem and any key strategies already taught. Look at the first paragraph together, who is writing/speaking? How do we know? Model highlighting evidence from the first section to describe Ganga. What does this evidence tell us about Ganga?</p> <p>Focus on the question: <i>How does Ganga feel about the Earth? How do we know?</i></p> <p>Discuss together what the question is asking and where we might locate supporting information in the text. Locate the description of Earth together. Model finding key details and highlighting them, then show the thinking process of deciding what this evidence tells us about Ganga’s feelings about the earth.</p> <p>We do (practise with others through back and forth talk):</p> <p>Focus on the question: <i>How does Ganga feel about the future? How do you know?</i></p> <p>Ask children to discuss this question with their learning partners, ensuring they are referring back to the text whilst responding to the text. Encourage children to highlight evidence in the text together and then discuss what that tells them about Ganga’s feelings for the future. Feedback as a class. Encourage children to explain what they used to make their inference.</p> <p>You Do (independent application): Explain that here we’re evidencing the inference that Mahi and Anya are important to Ganga, rather than making our own inference. Children to independently highlight evidence from the final section of the text and think about an inference they could make, focused on the question: <i>How do you know that Ganga thinks Mahi and Anya are important?</i> Feedback together as a class on the evidence.</p> | |

Year 4

Jasbinder Bilan – Anya's Quest

Session 4: Becoming Skilled Readers

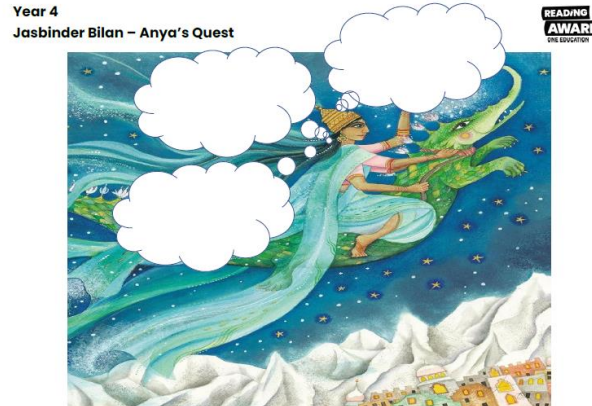
Assessment Notes and Next Steps for Learning

Re-read for Fluency: Paired reading of the final paragraph of the first page. Can children use some emotion in their reading aloud, matched to the text?

Activity to Respond to the Text: Children to complete thought bubbles for Ganga to show her innermost thoughts and feelings, using evidence from the text. Feedback with children explaining why they chose those thoughts/feelings, using evidence from the text.

Alternatively, you could ask children to complete the Treasure Chest to show their independent response to the text using a range of reading skills and strategies.

Revisit the Thinking Question *Why is it important to face challenges, even when they seem scary or difficult?*
Extend on to: *Who could support you when you have to face a challenge?*



Year 4

Jasbinder Bilan – Anya’s Quest



| Session 5: Book Club | | Assessment Notes and Next Steps for Learning |
|---|--|--|
| <p>Text: Chapter 1. TW: This chapter briefly references the death of the main character’s mother some years prior.</p> | | |
| <p>Choose a Focus:</p> <ul style="list-style-type: none">• Revisit the Thinking Question• Guided Book Talk• Book Blether• Developing Reader Identity• Library Skills | <p>Text: Teacher reads the next chapter as a good model of reading fluency. Discuss what we learn about Anya and her quest. Children to have the chance to informally chat about the text and their opinions, including whether they want to read on (text to be available if so).</p> <p>Linked Texts: Discuss how this story compares to children’s prior reading of <i>The Wild Way Home</i>. How are the two main characters similar? How do they both show courage and resilience?</p> <p>Curriculum Links: Children to choose other Hindu stories to share and discuss. Children to choose another Hindu deity to find out about and share what they have found with the class.</p> | |
| <p><i>If extracts are used within the Reading Gem sessions from texts that will not be used for English, story time or other lessons within the curriculum, then we advise that you ensure a copy of the book is available for children to read independently afterwards.</i></p> | | |