



Dandelion Learning

Reading Curriculum Audit Tool



Reading Curriculum Audit Tool

Design and Intent	1	2	3	Notes/Actions
<p>The school has a well-developed philosophy regarding reading which recognises that at the heart of reading is its purpose - reading for meaning. The overarching aim for reading is to develop pupils' love of literature through widespread reading for enjoyment.</p>				
<p>A well-rounded approach to the teaching of reading is encapsulated within the whole-school policy which includes decoding, reading for pleasure but also the explicit teaching of comprehension and reading skills. The <i>Simple View of Reading</i>, where word recognition and language comprehension combine to develop effective lifelong readers, underpins policy.</p>				
<p>Research around the importance of reading comprehension is explored and forms the basis of whole-school policy.</p>				
<p>The importance of spoken language in developing comprehension is recognised across the school and informs expectations for teaching and learning.</p>				
<p>Vocabulary development is understood by all stakeholders as being key to reading comprehension.</p>				
<p>The importance of reading aloud to pupils is understood by all staff and forms part of school policy.</p>				
<p>Research and knowledge of barriers to reading for specific groups of pupils (e.g. boys) are used to identify priorities for targeted groups and whole-school improvement.</p>				
<p>Curriculum design for reading reflects the school's local context by addressing typical gaps in pupils' knowledge, skills and behaviours.</p>				

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Implementation	1	2	3	
<p>A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. A whole school strategy for promoting reading for pleasure is evident in day to day classroom practice.</p>				
<p>Reading skills such as research, skimming & scanning and comprehension skills are taught across the school and teachers use a range of active strategies (including drama) to develop their pupils as makers of meaning.</p>				
<p>The teaching of reading is systematic and rigorous. At KS1 word-reading skills – both phonic decoding skills and the quick recognition of 'common exception words' (tricky words) is a key focus. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge. Active comprehension is taught across the school alongside written comprehension.</p>				
<p>A quality, structured reading scheme supports fluency, stamina and confidence until pupils move on to a wider range of books.</p>				
<p>Effective questioning and the development of pupil response to texts sits at the heart of classroom practice across the school.</p>				
<p>There is a dedicated space for the school library. It is welcoming, attractive and pupils are encouraged to borrow books but also spend time reading quietly and participate in book groups.</p>				
<p>The school runs effective reading programmes for reluctant and struggling readers who have been identified by attainment data and reading attitudes surveys.</p>				

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<p>Staff have excellent knowledge of children’s literature and use this knowledge to help support reading comprehension, choosing texts which challenge, intrigue and stimulate high-quality discussion and response.</p>				
<p>An excellent range of reading material is accessible to pupils including comics, graphic novels, eBooks, magazines, multi-modal and digital texts. Stock is audited, renewed and updated annually.</p>				
<p>Emphasis on vocabulary development is evident in daily teaching, in the classroom environment and shared areas (both indoors and out).</p>				
<p>Links between reading comprehension and writing are explicitly made exploring the role of the reader in the writer.</p>				
<p>Parents/carers understand how to help their child with reading and are well supported with training.</p>				
<p>A daily ‘Read Aloud’ programme is used to foster reading for pleasure. This includes a range of ‘classic texts’ and ‘old favourites’ as well as newer books.</p>				
<p>Parents, grandparents and adult volunteers from the local community or businesses are used to support children’s reading. Volunteers can support individual and group reading, become involved in school book clubs and groups, and provide children with a valuable model of adults reading for pleasure.</p>				
<p>Assessment both of comprehension and reading skills are implemented and any barriers to learning quickly identified and addressed.</p>				

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Teachers have expert knowledge with regard to developing reading. Leaders provide effective support and development for staff to ensure the high quality teaching and learning.				
The quality and effectiveness of teaching strategies such as shared and guided reading and/or novel study is carefully monitored.				
Impact	1	2	3	
As well as being able to read to an age-appropriate level, pupils choose to read for pleasure. They have knowledge about authors and books, use the language of books, have reading stamina and can choose a book they might enjoy.				
All pupils leave Key Stage 1 as fluent readers who can decode texts effectively in line with national expectations. At Key Stage 2 pupils leave for secondary school with key competencies in reading in line with national expectations. They read widely and often, with fluency and comprehension.				
Pupils show confidence in their response to texts of all types. They are happy to share their opinions and respect the views of others.				
Pupils are able to recognise different question types and can generate literal, inferential and evaluative questions for themselves.				
Pupils have the social and communication skills to be able to work in reciprocal groups to explore texts for themselves without teacher prompts.				
Pupils understand that reading is much more than decoding and link enjoyment and comprehension together.				