

SCHOLASTIC
EDUCATION

Reading Audit

**Mar
2024**



St Mary's
Primary School



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“Research on reading volume gives us a clear and empowering professional mandate. We have an opportunity to change kid’s lives by putting them on an upward reading spiral. The first step is to trust through experience with appealing books - and through high-volume pleasurable reading - strivers will thrive. We replace the dooming label ‘struggling reader’ with the dynamic effort-based term ‘striving reader’ because it connotes energy, action and progress.”

Stephanie Harvey & Annie Ward, Authors of *From Striving to Thriving: How to Grow Confident, Capable Readers*

Welcome to your Reading Audit

As a literacy consultant and Primary English Consultant for Coventry Local Authority for many years, I supported schools to improve standards in reading.

Now working as the Director of Primary English Education Consultancy, I work with education professionals to improve all aspects of English teaching in the primary years.

This Reading Audit covers all areas of reading and is designed to challenge and support you in the teaching of reading and encouraging children to read for pleasure.

In this report and through the linked website you'll find background to each topic with links to research and best practice providing a clear context and opportunity to reflect and find out more.

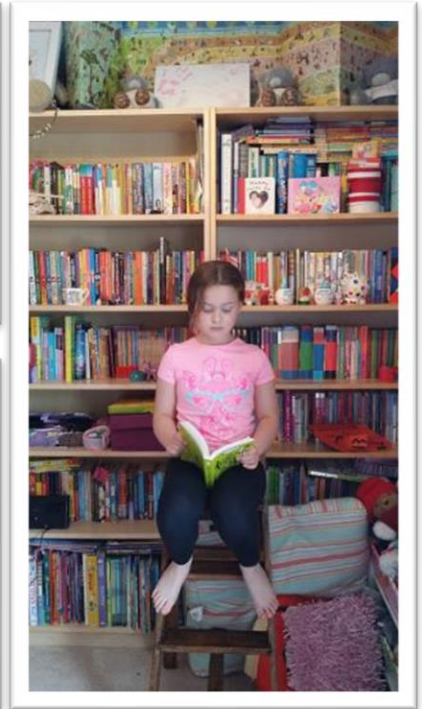
This is the second edition of the Scholastic Reading Audit, building on the good work of Ruth Sale, my predecessor as editor of the Reading Audit. In this edition we've added areas to support fluency, vocabulary, oracy and much more.

I hope you find this audit useful and I wish you luck on your reading journey!

Rachel Clarke

Rachel Clarke

Scholastic Reading Audit Editor, Independent Literacy Consultant and Author, Former member of the UKLA National Council as a representative for the West Midlands region.



Multiple sources and research documents support the Reading Audit. As much as possible, all sources are referenced in context. We have collated as much research as possible and created the Research Hub:

www.scholastic.co.uk/researchhub



Reading Audit for St Mary's Primary School

Executive Summary

This report has been compiled based on your responses given in July 2021 and contains links to best-practice, research and more. The questions and report are designed both to give you a snapshot of reading today, but also to pose questions for further reflection.

From the responses to the Reading Audit, it is clear that reading at St Mary's Primary School is well led, and well organised. There is a lot of very good practice demonstrated, such as phonics and early reading, guided reading and assessment.

Some of the sections on the right hand side of this page are amber because although there may be pockets of good practice across the school, it is patchy. For example, you encourage home reading and family engagement but currently offer limited support to parents who may struggle with literacy or who are disengaged.

The only area that needs close attention is reciprocal reading. According to the research, pupils using reciprocal reading methods made significantly greater progress, in a very short amount of time and this was maintained for the long term.

From the responses you gave to the Reading Audit, it is clear that you fulfil the requirements of the Reading Charter. A certificate accompanies this report and more information can be found on page 49.

We hope you find this audit useful and instructive. If you'd like to discuss it with a consultant, please contact us at consultants@scholastic.co.uk or call 0845 603 9091.

Oracy



Phonics & Early Reading



Vocabulary



Fluency



Guided Reading



Repeated Reading



Reciprocal Reading



Shared Reading



Assessment



Interventions



Whole Class Reading



Independent Reading



Home readers & family engagement



Libraries



Book Events



The Pillars of Reading and the Daily Reading Lesson

Teaching children to read is a complex process. Turning words on a page into meaning and understanding is something that takes time, patience and a number of different strategies.

Countless research papers have been written into how to teach children to read, and some have affected national policies, such as the Independent Review of the Teaching of Early Reading, 2006, which became the underlying framework for teaching reading in England.

In 2018, Castles, Rastle and Nation wrote in *Ending the reading wars: Reading acquisition from novice to expert* are very clear that “*decoding and linguistic comprehension are both necessary, and neither is sufficient alone. A child who can decode print but cannot comprehend is not reading; likewise, regardless of the level of linguistic comprehension, reading cannot happen without decoding.*”

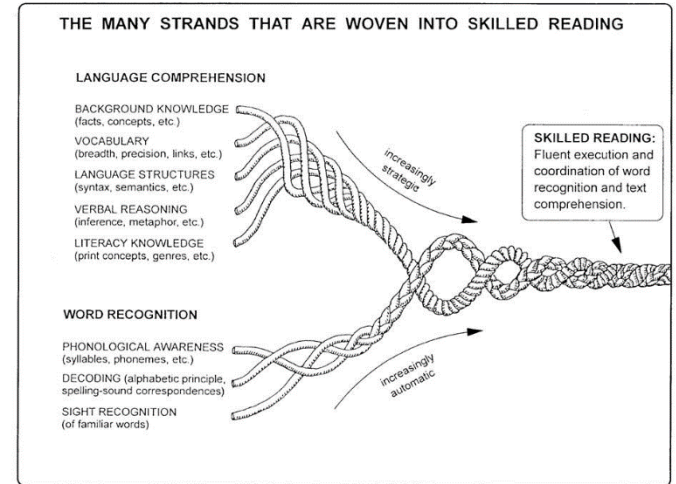
If the goal of reading is understanding what has been read, and that decoding and comprehension are both essential to this process, how do we get there? A key report published in 2000 by the National Reading Panel identified the ‘big five’ as phonemic awareness, phonics, fluency, vocabulary and comprehension. More recently you’ll find references to a sixth pillar of reading, ‘oracy’ and at Scholastic we’ve added our own seventh pillar of ‘reading for pleasure’ (more on this on page 33). The ‘reading rope’ (right) is a recognisable illustration of how the Gough and Tunmer Simple View of Reading is composed and how inextricably linked they become. These pillars of reading are also evident in the Reading Framework published by the DfE in July 2023. The pillars of reading, the reading framework and the reading rope underpin this Reading Audit.

The Daily Reading Lesson

It is important that we remember that in education there are no ‘silver bullets’. Good teaching of reading does not have short cuts, and relying on one skill above all others will lead to imbalance and may lead to a need for intervention later in a child’s reading journey. It is important that educators ensure that there is a defined plan for how they are going to teach reading, through good pedagogical practice alongside highly effective and well researched resources.

Working with Rachel Clarke, Scholastic are developing the ‘Daily Reading Lesson’. We have read the research, we’ve looked at teaching strategies and resources from around the world and we are putting together a high-impact, low-workload reading model to ensure that you make every minute count in the classroom. To find out more about the Daily Reading Lesson, please visit www.scholastic.co.uk/reading-hub/daily-reading-lesson.

Chris Ratcliffe
Head of Education, Scholastic UK



Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press.



Oracy

What is Oracy?

- Whether you refer to spoken language, oral language, speaking and listening or oral communication, you are also referring to oracy. Whilst oracy may sound like a new term to replace these more familiar names, it was first used over fifty years ago to refer to ‘the development and application of a set of skills associated with effective spoken communication.’ Wilkinson, A. (1968) ‘Oracy in English Teaching’, *Elementary English*, 45 (6), 743- 747 (744).
- Oracy has two dimensions *Learning to talk*, and *Learning through talk*.
- These dimensions can be supported through structures including the use of discussions, presentations, debates, performances and role play. This wide range of structures reflects the nature of oracy as skills that can be exploratory; as in the case of discussions where speakers shape and adapt their thinking through conversation, and polished; as in the case of presentations or performances.
- Oracy is not about stand-alone speaking and listening activities but an approach that is embedded in planning, teaching and learning. It is a key aspect of literacy that impacts on reading and writing, and as such it brings together, and promotes, a range of other literacy skills including vocabulary knowledge, levels of formality and grammar. Ensuring that teachers model language use through interactions such as shared reading and talking about texts is a useful way to ensure that spoken language is embedded in literacy teaching.
- Because oracy is one of the foundations of literacy, some children, whether they be English Language Learners or children who are struggling to acquire spoken language skills, will require targeted intervention to improve their oracy. Intervention for these children is vital if they are to achieve as highly as possible.



What does the research show?

- There is considerable research evidence to show that children achieve more highly when they have opportunities for talk. This being the case, Robin Alexander (2009) concluded that we should “Make a concerted effort to ensure that language, particularly spoken language, achieves its full potential as a key to cognitive development, learning and successful teaching”.
- “Lessons that encourage and organise pupils to talk about their learning are not easy to teach but, if successful, they are highly stimulating for pupils and teachers alike. Teachers require courage, expertise about how pupils learn and determination to engage in this type of pedagogy, particularly in the most challenging classrooms.” Coultas V, 2007 *Constructive Talk in Challenging Classrooms*. Abingdon: Routledge
- Language provides the foundation of thinking and learning and should be prioritised. (Improving Literacy in KS1 – Education Endowment Foundation, 2020). Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication. (Improving Literacy in KS2 – Education Endowment Foundation, 2017)
- When children in KS2 with poor reading comprehension received oral language interventions, they made greater progress than they did when receiving reading comprehension interventions. (Snowling et al., 2010) Interventions aimed at improving the spoken language skills of children with delayed language skills in KS1 have seen progress of up to 18 months in just 10 weeks. (Talk Boost, I CAN report)

Links to research and best practice

For detailed information, research and best-practice for phonics and early reading, please visit: www.scholastic.co.uk/researchhub

Oracy

Your response to the Reading Audit

- You say that you teach oracy in your school and that this takes place in all year groups except Reception.
- You use a range of approaches to teach oracy. These include debating, discussion, presenting and performing.
- You also use RSC rehearsal room techniques within your cycle of reading and writing.
- Oracy is included on your school reading policy.
- You use children's story books, poems and Talk for Writing in your school to improve children's spoken language skills and you are happy with these resources.
- You do not formally assess oracy in your school however, you say that your pupils' outcomes and progress is good.
- You don't have any set interventions in place for striving readers. However, if a child is identified as needing additional support, you seek support from outside agencies and links are made to the child's first language.
- Children are identified as needing additional support through feedback from teachers, observations and concerns raised by parents.
- Children are identified as needing challenge through feedback from teachers. Once identified, they are supported with a range of activities including advanced instruction, working with the TA/Teacher and being encouraged to read picture books to draw out themes and use different comprehension strategies.
- The teaching of oracy is satisfactory and you know this through learning walks and lesson observations.



St Mary's Primary School

Gap analysis and questions to ask

- You are not currently teaching spoken language skills in Reception. Young children are not yet able to decode a wide range of words, therefore it is vital that they grow their understanding of language through listening and speaking.
- It's great to hear that you teach a range of oral language skills at St Mary's Primary School. If you'd like to expand your provision, you may want to look at work undertaken by the Oracy21 schools. Many of the approaches used by these schools will also help you enhance your provision for reading fluency and vocabulary.
- Oracy is one of the foundations of literacy. It's great that you already have a policy for how it is implemented in your school.
- You say that you don't currently have a resource to help you assess the oral language skills of young children. You may find the Record of Oral Language by Marie Clay a useful resource to help you do this.
- It looks as though you have lots of high quality interventions in place for advanced readers.
- You say that you will have a whole new EYFS and Key Stage 1 staff who would benefit from training in teaching oracy. It would be worth exploring CPD to help them raise their confidence so that you can provide a range of oracy experiences for your pupils.

How Scholastic Can Help... Oracy

Resources

- [PM Oral Literacy](#) is an Early Years and KS1 programme that provides essential skills and strategies to help children become confident speakers and effective listeners from the very start of school.
- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes speaking and listening and helps you to engage all of your pupils regardless of their age or stage.
- [Pie Corbett's Poetry Spine](#) is a core of books that foster a love of poetry with the best children's anthologies, hand-picked by literacy expert Pie Corbett. Perfect for increasing familiarity and confidence with poems and rhymes for Nursery to Year 6.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



CPD

- [Marie Clay](#) is the most trusted guidance for teachers managing early literacy.
- *Record of Oral Language* and *Biks and Gutches* helps practitioners and literacy leaders to create powerful language programmes and determine how oral language is changing over time.



Assessment

- The [PM Benchmark Literacy Assessment Kit](#) includes a Pre-Level 1 screening to help assess children's literacy competencies in oral literacy, phonological awareness, phonics and concepts about print.



Phonics & Early Reading

What is phonics?

- Over time, there have been many different ways that have been 'the best' way to teach children to read. Currently, the Department for Education for English primary schools promotes systematic synthetic phonics, but that hasn't always been the case, and isn't the only way to do it.
- Systematic synthetic phonics is a process where children are taught to read letters or groups of letters by the sounds they represent. When the individual sounds are learned, they can then be blended together to make words.
- There is a lot more to reading than just being able to decode words. To create a balanced reader, children should be able to:
- Decode (phonics)
- Read with fluency and phrasing and,
- Comprehend the text they are reading with at least
 - literal,
 - inferential and
 - response comprehension types from the start of their reading journey.
- They should be able to do this across a wide-range of text types.
- It is important that all children learn to decode words 'at a glance'. To ensure this happens some pupils will need extra practice within a small group or one-to-one. These sessions should be provided by someone trained to use the schools' phonics programme and take place regularly.
- It is important that children's reading skills in each of these areas develop at the same pace, if they don't they will become an unbalanced reader and teachers will need to put in place an intervention at a later stage to redress the balance.



What does the research show?

- There has been plenty of research conducted into the various forms of reading instruction. Here are some snapshots:
- The Education Endowment Foundation says that "Phonics approaches have been consistently found to be effective in supporting younger readers"
- The Department for Education, in its document Reading: the next steps, says "There is a substantial body of evidence which demonstrates that systematic synthetic phonics is the most effective method for teaching all children to read"
- John Hattie gives Reading Recovery an effect size of 0.5 and phonics instruction 0.53, both well within the 'zone of desired effects'
- Marie Clay (2002), says: "All readers...need to find and use different kinds of information in print and combine the information which they find in print with what they carry in their heads from their past experiences with language...A left to right sounding out of chunks or letter clusters or, in the last resort, single letters, is usually unsuccessful on its own. The terms 'look and say', or 'sight words' or 'phonics' are used to describe some recommended 'methods of instruction' which are oversimplified accounts of what we actually need to learn to do in order to be able to read." (Literacy Lessons Designed for Individuals, Part Two, p14)

Links to research and best practice

For detailed information, research and best-practice for phonics and early reading, please visit: www.scholastic.co.uk/researchhub

Phonics & Early Reading

Your response to the Reading Audit

- You said that you follow a systematic synthetic method of teaching phonics in Reception and Key Stage 1 and that you also have a phonics intervention group in Key Stage 2.
- Phonics is included on your school reading policy for Reception to Year 2.
- You use Story Time Phonics but you are looking at changing this in response to the DfE's new guidelines on teaching phonics. You supplement this with Letters and Sounds (2007), Bug Club, Big Cat and other phonic reading books and you are happy with these resources.
- You do have a range of age appropriate phonic readers for children in Reception to Year 2. You also have phonic readers for Years 3 to 6 but you feel you need more.
- Other than phonics resources, you have banded books, Accelerated Reader, Bug Club, Big Cat, flash cards and games that help children learn to read by using visual and meaning-making strategies. You are happy with these resources.
- You use past Phonics Screening Check papers alongside the teacher's own judgement to assess pupils' progress and use the assessments to inform your teaching.
- You have a variety of interventions for both children that need support and children that need challenging.
- Children are identified as needing either additional support or further challenge through a variety of mechanisms such as feedback from teachers, concerns raised by parents and information from assessments.
- The understanding of phonics by the school staff is satisfactory and the teaching of phonics is good and you know this through learning walks, lesson observations and analysing the data.



St Mary's Primary School

Gap analysis and questions to ask

- Word reading is an essential part of becoming a reader. It's good to see that you prioritise the teaching of phonics.
- It appears from your responses to the Reading Audit that you've covered the main bases around the teaching of phonics and early reading.
- You have a wide range of reading books including those matched to an appropriate phonic stage.
- It looks as though you may need more phonic readers for Key Stage 2.
- It is important to remember that to create a balanced reader you use a wide-range of text types and are teaching fluency, phrasing and comprehension at the same time as decoding. It looks like you have these resources in place already!
- It looks as though you have lots of high quality interventions in place for both striving and advanced readers.
- It's good to see that you run interventions for pupils who are striving with phonics. It is important that these are run by a trained adult and that they are consistent with the school's phonics programme.
- Using direct teaching of phonics for children with SEND is considered to be the best approach to teaching them to read. (The Reading Framework pp21)
- You say that your staff would benefit from training in teaching phonics. It would be worth exploring CPD to help them raise their confidence and ensure consistency of instruction across the school.

How Scholastic Can Help... Phonics and Early Reading

Resources

- [Phonics Book Bag Readers](#) are a brand new set of phonically decodable readers perfect for very early readers with a 100% match to *Wandle Letters & Sounds Revised* used in schools across the UK.
- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes phonics in our titles for ages 5-7 and helps you to engage all of your pupils regardless of their age or stage.
- [Marie Clay](#) is the most trusted guidance for teachers managing early literacy.
- *The Puzzling Code* includes research-based ideas for instruction in reading concepts, effective one-to-one learning situations and implementing key strategies to develop reading skills.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts including Wandle and Joy Allcock, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Intervention

- [Catch Up Your Code](#) for Ages 7-14 identifies and addresses gaps in knowledge of the alphabetic code of English.
- This knowledge is critical for efficient decoding and spelling. Any gaps impact negatively on reading comprehension and quality writing.



Assessment

- Essential practice papers for the [Phonics Screening Check](#) to help your pupils prepare with confidence. 100% in line with the Phonics Check – the most authentic practice tests available.



Vocabulary

What is Vocabulary?

- In 2000, The National Reading Panel identified vocabulary (along with phonemic awareness, phonics, fluency and comprehension) as one of the ‘big five’ components for effective reading teaching.
- Understanding what has been read is at the heart of reading comprehension. When children do not know enough of the words in a text, they will understand less. Having sufficient vocabulary knowledge is therefore essential to being a good reader.
- Having a good vocabulary means knowing a large number of words in depth, being able to build connections between words and understanding which words to use in specific circumstances.
- Traditionally, vocabulary was acquired through wide reading of rich text. This remains a significant way to build word knowledge but direct instruction about words and their meanings is now recognised as a highly effective approach to teaching vocabulary.
- The Reading Framework discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children’s vocabulary and language. It also considers the role of poetry, rhymes and songs in attuning young children to the sounds of language.
- Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils’ wider learning and progress. (The Reading Framework, DFE, 2023).
- The tiered approach to vocabulary teaching developed by Beck, McKeown and Kucan is a robust process for teaching vocabulary:
 - Tier 1: basic words that tend to appear in oral conversations
 - Tier 2: words with utility that can be used in multiple contexts and are characteristic of written communication
 - Tier 3: rare words, technical words or words that tend to be used in specific domains.



What does the research show?

- Biemiller (2003) found that there was a cumulative effect in the number of words learnt by children in school. Those children who entered school with the fewest root words in their vocabularies gained new vocabulary at a far slower rate than their peers who started school with larger vocabularies. This meant that the word gap between these children grew year on year.
- “... the size of a child’s vocabulary is the best predictor of success on future tests and children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues”. (Law, J., Charlton, J., Asmussen, K. (2017). Language as a Child Wellbeing Indicator. Early Intervention Foundation/Newcastle University) In Why Closing the Word Gap Matters, Oxford University Press, 2019.
- Specific vocabulary instruction can have a positive effect on children’s reading comprehension. (Stahl and Fairbanks, The Effects of Vocabulary Instruction: A Model-based Meta-analysis, Review of Educational Research Spring, 1986, Vol 56, No 1 pp72-110)
- There is a broad consensus that vocabulary can be taught effectively in schools and that a range of approaches used together is most effective. (Duke and Moses, 2003).
- The findings of studies that examined robust instruction has shown it to be effective, not only for learning the meanings of words but also for affecting reading comprehension. (Beck et al., 1982, McKeown, Beck, Omanson, & Perfetti, 1983; McKeown, Beck Omanson, & Pople, 1985) – In Bringing Words to Life Beck, Mckeown & Kucan, Second Edition 2013.

Links to research and best practice

For detailed information, research and best-practice for phonics and early reading, please visit: www.scholastic.co.uk/researchhub

Vocabulary

Your response to the Reading Audit

- You say that you directly teach vocabulary in your school and that this takes place in all year groups.
- Your vocabulary teaching takes place during the daily reading lesson, in topic work and when the time arises.
- The focus words are recorded on your medium term planning.
- You do have a policy on how to teach vocabulary.
- You use Talk for Writing to teach vocabulary.
- You have dictionaries, thesauruses, word walls and access to apps and websites to help children learn about words and their meanings.
- You use Rising Stars paper tests and digital tests to assess pupils' vocabulary and say that their outcomes and progress is good.
- Children are identified as needing either additional support or challenging through a variety of mechanisms such as, feedback from teachers, concerns raised by parents and information from assessments.
- If a child is identified as needing additional support, they work with a TA and links are made to the child's first language.
- Children who need challenging to achieve mastery are given advanced instruction, challenged with harder reading material and are encouraged to read picture books to draw out themes and use different comprehension strategies.
- The understanding of vocabulary by the school staff is satisfactory and the teaching of vocabulary is good and you know this through learning walks, lesson observations and analysing the data.



St Mary's Primary School

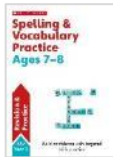
Gap analysis and questions to ask

- It's good to see that you are teaching vocabulary directly at St Mary's Primary School.
- Your focus words are recorded on your medium term plans and are taught in a variety of different ways.
- Allowing children to look up the meaning of words in dictionaries and write sentences to show their meaning is an effective approach, but you may find that some of the activities included in Bringing Words to Life by Isabel Beck et al. will bring your vocabulary teaching alive.
- Assessment for learning is one of the most important areas to get right in schools, and from the responses you've given, you have a good range of effective assessment resources and procedures in place to ensure that you are supporting children's vocabulary development..
- It looks as though you have lots of high quality interventions in place for both striving and advanced readers.
- It would be worth undertaking CPD into the tiered approach to vocabulary teaching developed by Beck, McKeown and Kucan as it is a robust and effective way to ensure that you are choosing the most effective words and the best ways of teaching them. You may also want to consider reading Bringing Words to Life by Isabel Beck et al.

How Scholastic Can Help... Vocabulary

Resources

- [Scholastic English Skills](#) helps to break down the skills children need to master to meet their curriculum objectives in a clear and fuss-free way. *Spelling and Vocabulary* helps pupils develop their spelling and vocabulary skills through fun and engaging activities.
- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes vocabulary activities to help you to engage all of your pupils regardless of their age or stage.
- [Scholastic Resource Bank](#) is packed full with over 10,000 quality educational resources for Early Years and Primary.
- There are nearly 900 resources to help teach vocabulary with your pupils in the Resource Bank with more resources published regularly.



Resource Bank



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Intervention

- Engaging word-building games, [Daily Word Ladders for Fluency](#), boosts decoding and spelling skills, broadens vocabulary, and helps children becoming better, more fluent readers.



Assessment

- [Termly Assessment Tests](#) assess children's knowledge and understanding with termly tests, matched to the statutory format. Designed to be taken at the start of term to help identify gaps in knowledge, our tests help you track progress for Years 2-6 children throughout the year



Fluency

What is fluency?

- In recent years, reading fluency has come to be considered a key determiner of how well children can read. This has largely focused on the rate (or speed) of reading, with the figure of 90 words per minute often being used to determine a child's reading fluency.
- When children read at 90 words per minute or more, they are less likely to be focussing on decoding and recognising words but instead concentrating on the meaning of what they read. However, reading with pace is only one aspect of fluency.
- 'Reading fluency refers to the ability of readers to read the words in text effortlessly and efficiently (automaticity) with meaningful expression that enhances the meaning of the text (prosody)'. (The Fluent Reader, Timothy Rasinski, Second Edition, 2010).
- These skills can be further broken down so that automaticity includes Automatic words recognition and Smoothness, and prosody includes Expression and Rhythm and phrasing: EARS – Expression, Automaticity, Rhythm and phrasing, Smoothness (Rasinski T & Cheeseman-Smith M, 2018) [sourced from the Megabook of Fluency]
- This relationship between automatic word recognition and expression means that fluency is often called the bridge from phonics to comprehension.
- There are a growing number of research-based approaches that teachers can take to teach reading fluency. These include:
 - Modelling Good Oral Fluency
 - Providing supportive or assisted reading opportunities
 - Encouraging wide reading
 - Undertaking repeated reading
 - Teaching rhythmic and phrased reading



What does the research show?

- Keith Topping's (1987) research into assisted paired reading found that this type of reading could accelerate a reader's progress so that students who were previously making half a month's progress for every month of teaching could be expected to make one and a half months' progress when assisted reading was included in the curriculum.
- "Students who read orally with good expression are more likely to comprehend deeply when reading silently." (Rasinski, T V, Reutzel, CR, Chard, D & Linan-Thompson, S (2011) Reading Fluency. In M L Kamil, P D Pearson, B Moje & P Afflerback (Eds). Handbook of reading Research, Volume IV (pp 286-319). New York. Routledge.)
- One easy to implement way of improving fluency, is to read aloud to children. "Reading aloud frequently to 4-5 year olds has been shown to enhance reading, maths and cognitive skills at age 8-9" (Kalb, Guyonne R.J. and van Ours, Jan C., Reading to Young Children: A Head-Start in Life? (May 1, 2013). Melbourne Institute Working Paper No. 17/13)
- In the UK, Herts for Learning run a reading fluency project. Over 1000 pupils have now taken part in the KS2 Reading Fluency Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age as measured by the YARC assessment tool.

Links to research and best practice

For detailed information, research and best-practice for phonics and early reading, please visit: www.scholastic.co.uk/researchhub

Fluency

Your response to the Reading Audit

- You say that you teach reading fluency in your school and that this takes place in all year groups.
- It's good to see that you have an agreed policy for how to teach reading fluency and how often those lessons should take place.
- You currently teach children to read with expression in Key Stage 1 and with expression and automaticity in Key Stage 2.
- You do this by teachers regularly reading aloud to pupils modelling expression; using strategies such as echo reading so that pupils learn to read expressively; asking pupils to re-read material so that their reading is more automatic and expressive; encouraging paired reading.
- You use reading scheme books, poems, the Megabook of Fluency and other reading books to teach fluency and you are happy with these resources.
- You measure pupils' reading rates in all year groups at St Mary's Primary School.
- You use the data from your fluency assessments to inform future teaching and learning.
- Children are identified as needing either additional support or further challenge through a variety of mechanisms such as, feedback from teachers, concerns raised by parents and information from assessments.
- If a child is identified as needing additional support they work with a TA in small groups focusing on reading fluency strategies.
- The understanding and teaching of vocabulary by the staff is good and you know this through learning walks, lesson observations and analysing the data.



St Mary's Primary School

Gap analysis and questions to ask

- Fluency is not taught as widely as other aspects of reading, so it is great to hear that you are teaching it at St Mary's Primary School.
- You use a wide range of methods for teaching fluency at St Mary's Primary.
- Teachers are the best models of fluent reading in a classroom. Ensuring that you model fluent reading to your children and read aloud to them as often as you can, is a great way to build fluency. It is great that you are already doing this.
- It's good to see that you're recording reading rates in all year groups. If you would like to gain a deeper understanding of the strategies your children use to read, you may want to consider using a running record.
- You say that your staff would benefit from training in teaching fluency. It would be worth exploring CPD to help them raise their confidence and ensure consistency of instruction across the school.
- If you are struggling to convince your staff of the value of teaching reading fluency, you may want to share the fact that when children read aloud fluently, they are more likely to understand what they read when they read in their head.

How Scholastic Can Help... Fluency

Resources

- [Scholastic Professional](#) is a new range of books designed to deepen your practice and facilitate conversations about teaching, learning, equity, family engagement, and literacy achievement. The Megabook of Fluency and The Fluent Reader by Professor Tim Rasinski are essential reading.
- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes fluency activities to help you to engage all of your pupils regardless of their age or stage.
- Engaging word-building games, [Daily Word Ladders for Fluency](#), boosts decoding and spelling skills, broadens vocabulary, and helps children becoming better, more fluent readers.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including Professor Tim Rasinski, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



CPD

- The [Herts for Learning Reading Fluency Projects*](#) for KS1 and KS2 incorporate the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills.

* This CPD is independent and not affiliated with Scholastic



Assessment

- The [PM Benchmark Literacy Assessment Kit](#) offers a complete literacy assessment, allowing teachers to conduct running records to effectively capture students' progress in reading fluency, retelling abilities and comprehension within and beyond the text.



Comprehension: Guided Reading

What is Guided Reading?

- Guided reading emerged as a small-group reading instruction in the 1980s in New Zealand and Australia. During guided reading:
- Teachers select appropriate books for groups rather than following a rigid sequence.
- Each pupil reads the text, or a section of the text quietly to him or herself.
- The make-up of groups should change dependent on pupil ability and need, and shouldn't be 'set'.
- In each guided reading group, teachers teach for: word solving, searching for and using information, self-monitoring and correcting, summarising information, maintaining fluency, adjusting for purpose and genre, predicting, making connections (personal, other texts, and world knowledge), synthesising, inferring, analysing, and critiquing (Pinnell & Fountas, 2008a).
- The teacher's introduction supports critical thinking and deep comprehension.
- Discussion of the meaning is grounded in the text and expands thinking.
- Rather than completing exercises or workbook pages, pupils may write or draw about reading.
- The teacher has the opportunity to provide explicit instruction in a range of reading strategies.
- The teacher incorporates explicit vocabulary instruction and phonics or word work.



What does the research show?

- An important study supports the comprehensive framework described left (Biancarosa, Bryk, & Dexter, 2008). Teachers had professional development and coaching over a number of years to implement all elements of the framework. Dr. Anthony Bryk and his research team gathered data on 8,500 children who had passed through years 1-4; they collected Autumn and Spring data from these pupils as well as observational data on 240 teachers. Here are the primary findings:
- The average rate of pupil learning increased by 16% over the course of the first implementation year, 28% in the second year, and 32% in the third year—very substantial increases.
- Teacher expertise increased substantially, and the rate of improvement was related to the extent of coaching teachers received.
- Professional communication among teachers in the schools increased over the course of the implementation, and the literacy coordinator (coach) became more central to the schools' communication networks.

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Comprehension: Guided Reading

Your response to the Reading Audit

- You said that you run guided reading sessions in all year groups across the school and these are timetabled at least four times a week.
- You mostly use whole class sessions but you use small group sessions in Reception and Year 1.
- You use Bug Club for guided reading and you are happy with this resource.
- Teachers know what texts are appropriate for each child.
- You believe that the resources you currently use are having an impact on children's learning. You know this from assessment data and progress, children becoming more confident and showing a greater understanding of texts, increased comprehension skills, teacher feedback and increased reading for pleasure
- You do have a range of texts appropriate for different reading abilities and interests.
- You assess comprehension using Rising Stars paper tests, past papers from the DfE, digital tests and the teacher's own judgment.
- You say that pupils' outcomes and progress is good and that you use the assessments to inform teaching.
- The results for pupils at St Mary's Primary School in the National Curriculum Tests were:
 - KS1 National Test for Reading: at national average
 - KS2 National Test for Reading: at national average



St Mary's Primary School

Gap analysis and questions to ask

- You have regular dedicated time for guided reading in all year groups.
- You use Bug Club for guided reading and feel this is making an impact on the children's comprehension skills.
- One thing to consider with guided reading is to ask questions of the pupils that will develop their areas of weakness. Have you got strategies in place to identify those weaknesses?
- You are using a range of approaches to assess pupils' reading. One question to ask is whether all classes are using the assessment resources consistently. Is adequate moderation in place to ensure this is happening?
- Using your assessments to inform teaching and learning, as you do, is key to ensuring that gaps are closed and pupils make good progress.
- It is important to check that the practice tests you are using across the school are closely aligned to the Department for Education test.

How Scholastic Can Help...Comprehension: Guided Reading

Resources

- [PM](#) is the largest and most finely levelled reading programme in the UK, with a proven approach to developing successful readers and offering over 1000 books spanning 30 finely graded levels ideal for shared, guided and independent reading.
- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes guided reading activities to help you to engage all of your pupils regardless of their age or stage.
- [Short Reads](#) develops comprehension skills with challenging activities for both guided and close reading on exciting fiction and non-fiction topics. Each Short Reads box contains six sets of 40 themed group reading cards to share with your pupils.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including the authors of *Which Book & Why* of the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Intervention

- [Fast Forward](#) is a high interest, low levelled reading programme, developed to narrow the gap for reluctant or struggling readers. Created for children with an interest level of 7-12 years and a reading age of 5-9.5 years.
- Fast Forward's finely levelled approach boosts reading ability and confidence.



Assessment

- The [PM Benchmark Literacy Assessment Kit](#) offers a complete literacy assessment, allowing teachers to conduct running records to effectively capture students' progress in comprehension and accurately identify children's reading levels.



Comprehension: Repeated Reading

What is repeated reading?

- Repeated Reading, or Close Reading, involves the reader developing a deeper understanding of a text, or passage of text, by reading and re-reading the text.
- The goal of deep reading is to help pupils internalise the fact that purposeful re-reading and self-questioning are strategies that will help them understand many kinds of complex texts.
- There are four key stages to Repeated Reading. At the first stage, the teacher introduces the text and lets pupils know the purpose of their reading of it. Then pupils:
 - Prepare and read: skim reading to get the key concepts and details.
 - Read closely: a closer look, to understand the structure, patterns and vocabulary used. Ensure your pupils are reading with a pencil in their hand to note down thoughts and concepts as they arise.
 - Discuss: the third, and last read where your pupils discuss the text with a partner or a small group. They question each other about the text ensuring they ask questions that will drive each other back to the text to find the answer.
 - Write: and finally, this is where your pupils write about the passage of text they have read. This consolidates the learning, and ensures that the content is well understood.



What does the research show?

- When deep reading instruction is well implemented – and pupils, whether they are struggling or advanced readers, engage with sufficiently complex texts – teachers report significant gains in reading proficiency (Boyles, 2013).
- The findings showed improvement in the students' understanding of a text and provides implications that the teachers should evolve instructional practices to meet the needs of the common core and allow for students to become confident in reading harder texts. Dakin, Caitlin, "The Effects of Comprehension Through Close Reading" (2013). Education Masters. Paper 237
- A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)
- Most teachers subscribe to the belief that when students can read longer text, that's what they should read. Although we don't want to abandon longer texts, we should recognize that studying short texts is especially helpful if we want to enable students with a wide range of reading levels to practice closely reading demanding texts (Coleman & Pimentel, 2012).

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Comprehension: Repeated Reading

Your response to the Reading Audit

- You said that you run repeated reading sessions at St Mary's Primary School.
- You run both small group and whole class sessions for Reception and Year 1 and whole class sessions for Years 2 to 6.
- These take place three times a week in Reception, four times a week in Year 1 and every day in Years 2 to 6.
- You use Bug Club for repeated reading but feel that your resources are limited for different reading abilities and interests.
- The teachers understand what level of text is appropriate for each child through using the same resource for repeated and guided reading sessions.
- You feel that your current resources are having an impact and know this through children's improved comprehension skills, teacher feedback, assessment data and progress and children showing a greater depth of understanding.
- Children are identified as needing either additional support or challenging through a variety of mechanisms such as, feedback from teachers, information from assessments and results from national tests.
- If a child is identified as needing additional support they use literacy box resources and comprehension cards, and are given dual language tuition/links are made to the child's first language.
- Children who need challenging to achieve mastery are given advanced instruction, challenged with harder reading material, work with the TA/Teacher to discuss advanced themes they are encountering in their books and are encouraged to read picture books to draw out themes and use different comprehension strategies.



St Mary's Primary School

Gap analysis and questions to ask

- Repeated reading (or Close reading) is a relatively new reading strategy, and as you're employing it at St Mary's Primary. it suggests you are keeping up with the very latest reading research.
- You could consider using repeated reading strategies, alongside guided reading and reciprocal reading activities to help pupils become skilled readers. Have a look at Scholastic's Daily Reading Lesson to see how you could practically put this into practice (www.scholastic.co.uk/reading-hub/daily-reading-lesson)
- Research shows that the best texts to use for repeated reading are short, therefore it may be worth looking at published resources designed for repeated reading to reduce teacher workload and improve the quality of sessions.
- It looks as though you have lots of high quality interventions in place for both striving and advanced readers.
- You could consider also giving advanced readers time to pursue a topic of their choosing in depth, with a view to presenting their information in traditional and non-traditional ways (e.g. writing a book, presenting to their class/ school etc.).

How Scholastic Can Help... Comprehension: Repeated Reading

Resources

- [Short Reads](#) develops comprehension skills with challenging close reading on exciting fiction and non-fiction topics. Graded by Lexile Level, each Short Reads box contains six sets of 40 themed group reading cards to share with your pupils.
- [Close Reading](#) contains 20 suitably complex short texts for close reading, linked to key comprehension objectives and including a detailed introduction and examples of annotated texts.
- [Scholastic Resource Bank](#) is packed full with over 10,000 quality educational resources for Early Years and Primary.
- You will find close reading comprehension skill cards, teaching plans and more all designed for close/repeated reading.



Resource Bank



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Intervention

- [Fast Finishers](#) for Ages 6-11 develop deep comprehension skills with quick activities for advanced readers creating a greater understanding of fiction and non-fiction text types.



Assessment

- The Scholastic Reading Pro [Comprehension Skills Test](#) is used to assess pupils' proficiency in 10 key reading comprehension skills. Three different tests across four levels are taken throughout the school year, with clear reporting to help monitor each pupil's performance at a skill level.



Comprehension: Reciprocal Reading

What is reciprocal reading?

- Reciprocal reading is a method of teaching comprehension which explicitly teaches strategies for predicting, clarifying, questioning and summarising. It is an instructional reading strategy where pupils take turns to become the 'teacher' in their small-group reading sessions.
- Reciprocal teaching has been shown to increase both reading and listening comprehension, and has demonstrated that learners transfer their learning into other contexts.
- The reciprocal teaching method encourages children to ask questions of the text and to answer and build on the questions of their peers. Asking questions and peer discussion can be a powerful learning experience and requires a higher level of understanding and engagement with the text.
- Speaking and listening skills are central to reciprocal reading. Speaking and listening development is crucial for creative and critical thinking. The reciprocal teaching approach gives children the opportunity to practise speaking and listening skills in a non-threatening environment.
- In the implementation stage within the classroom, a teacher models the strategy with their class, and over a short period of time (between one day and one week depending on the class and materials used) starts to withdraw from leading small-group reading sessions and hands over control to the group.
- It is designed to concentrate on four comprehension types:
 - Predicting; Clarifying; Questioning; Summarising



What does the research show?

- The original reciprocal reading research was: Reciprocal Teaching of Comprehension – Fostering and Comprehension Monitoring Activities, published by Palinscar & Brown, 1984 at the University of Illinois.
 - Compared to control groups ...pupils using reciprocal reading methods made significantly greater progress, in a very short amount of time and this ... was maintained for the long term.
- A Fischer Family Trust trial in Middlesbrough, with two sessions per week over one term, showed an average gain of 13 months for reading accuracy, 16 months in reading comprehension. (The control group +3 months in reading accuracy, +1 month for reading comprehension.)
- In a 3-month study (GL Assessment test on 616 pupils in five schools in 2013), the average increase in children's reading age was +9 months and +10 months for children on Free School Meals.
- Five of the strategies employed in reciprocal reading appear in the top seven strategies (by months impact) in the Education Endowment Foundation toolkit, and all have low costs.
- John Hattie's research gives reciprocal teaching an effect size of 0.74, one of the highest effects in the 'teaching' domain.

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Comprehension: Reciprocal Reading

Your response to the Reading Audit

- You said that you do not run reciprocal reading sessions at St Mary's Primary School.



St Mary's Primary School

Gap analysis and questions to ask

- Reciprocal reading can have a huge impact on pupils' learning. If run during guided reading, it can be a great way for other groups in the class to maintain focus on instructional reading, without requiring teacher time.
- You could consider using reciprocal reading strategies, alongside guided reading and repeated reading activities to help pupils become skilled readers. Have a look at Scholastic's Daily Reading Lesson to see how you could practically put this into practice (www.scholastic.co.uk/reading-hub/daily-reading-lesson)
- Using a published scheme ensures that the teacher can concentrate on assessment opportunities or guided reading, while pupils run their sessions, and is the best chance of long-term success and consistency of application across the school.
- Once you have reciprocal reading up and running, you could consider using reciprocal reading strategies in other subject areas. You could also use reciprocal reading bookmarks to remind your pupils of the strategies when using other children's books.
- You don't currently have a policy on how to teach reciprocal reading or how frequently the lessons should take place. If you were to create one, it would help you secure the place of reciprocal reading within your literacy provision.



How Scholastic Can Help... Comprehension: Reciprocal Reading

Resources

- [Connectors Starters](#) introduces the structure of reciprocal reading through small group teacher-led reading, where the teacher explicitly models the reading strategies. Once children are able to work independently they can move on to *Connectors*.
- Free, comprehensive [teachers notes](#) for reciprocal reading and peer learning with overviews of different reciprocal reading strategies
- [Connectors](#) is a peer-led reciprocal reading series, and an ideal way to make the most of your Pupil Premium for disadvantaged learners. Proven to help narrow the attainment gap, improve literacy, leadership skills and metacognition.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including Jill Eggleton, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Resources

- [Scholastic Resource Bank](#) is packed full with over 10,000 quality educational resources for Early Years and Primary including reciprocal reading bookmarks, articles and more.

Resource Bank



Comprehension: Shared Reading

What is shared reading?

- Shared Reading is a reading activity where the teacher models reading strategies with the pupils in their class. It is an interactive activity where pupils share the reading of a book. It can be done from a very young age (before the children can read) throughout the rest of primary school and beyond.
- Shared reading allows for the modelling of reading in a non-threatening context.
- Teachers use a familiar book with a group of children. Traditionally this is done through a big-book, but more recently this can be done with e-books projected onto a whiteboard.
- The teacher reads the book to the group, so the focus of the session is on modelling good reading practice, building vocabulary and understanding of the text.
- The book is read more than once over a period of time, building familiarity with the text and, hopefully, a love of reading, and a desire for the pupil to read more independently.
- There are many benefits to shared reading, including, but not limited to:
 - Understanding that books contain stories, and reading them can be fun.
 - Allows young children to understand basic understanding of concepts of how books work (for example, left to right print etc.)
 - A chance to predict and infer from a young age.
 - Children understanding the patterns of grammar and punctuation, fluency and phrasing.



What does the research show?

- Shared reading is another reading strategy to come out of New Zealand
- Holdaway (1979) describes shared reading as "the unison situation properly controlled in a lively and meaningful spirit, [which] allows for massive individual practice by every pupil in the teaching context" (p. 129).
- Shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way teachers can use engaging texts and authentic literacy experiences to help children develop the strategies necessary for effective, independent reading. Button & Johnson, 1997, *The Role of Shared Reading in Developing Effective Early Reading Strategies*
- *The Role of Shared Reading in Developing Effective Early Reading Strategies. The Role of Shared Reading in Developing Effective Early Reading Strategies.* Joy Alcantra, 2011.

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Comprehension: Shared Reading

Your response to the Reading Audit

- You said that you do run shared reading sessions in all Year groups at St Mary's Primary School.
- These take place three times a week in Reception, four times a week in Year 1 and every day in Years 2 to 6.
- Bug Club is used for shared reading and you are happy with these resources.
- You also believe that these resources are having a positive effect on pupils' learning. You know this through improved comprehension skills and progress and assessment data.
- The teaching of comprehension by the school staff is good and you know this through learning walks, lesson observations and analysing the data.
- The understanding of comprehension and its instructional reading strategies (guided, repeated and shared reading) is also good.
- You feel that your teaching staff require additional training to support comprehension through guided, repeated and shared reading in the classroom.
- You have a small collection of CPD books that can be accessed by teaching staff.



St Mary's Primary School

Gap analysis and questions to ask

- Shared reading is an important part of both early reading skills and later reading comprehension strategies. It is great to see that all year groups are using shared reading.
- With staff training, key effects of shared reading can be felt in the classroom, and consistency of instruction across the school can be achieved.
- If your pupils are struggling in their writing, be it with punctuation and grammar or vocabulary for example, then you could consider using shared reading sessions as a way to expand their experiences.
- You have already identified that your teaching staff require training, it would be worth considering looking at this to ensure consistency of instruction across the school.
- You may also want to consider expanding your collection of CPD books and looking at how you can encourage staff to read widely around the strategies they are employing in their classrooms.

How Scholastic Can Help... Comprehension: Shared Reading

Resources

- [Pie Corbett's Reading Spine](#) is a core of books that create a **living library inside a child's mind**. Bring reading to life with a classic read aloud programme, selected by literacy expert Pie Corbett
- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes guided reading activities to help you to engage all of your pupils regardless of their age or stage.
- [Literacy Pro eLibrary](#) develops confident successful readers with engaging, levelled eBooks and interactive support tools. Read aloud titles for younger readers supports independent reading and listening comprehension



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



CPD

- [Scholastic Professional](#) is a new range of books designed to deepen your practice and facilitate conversations about teaching, learning, equity, family engagement, and literacy achievement. *The Power of Joyful Reading* focusses on immersing children in joyful and engaging shared reading.



Assessment

- The Scholastic Reading Pro [Comprehension Skills Test](#) is used to assess pupils' proficiency in 10 key reading comprehension skills. Three different tests across four levels are taken throughout the school year, with clear reporting to help monitor each pupil's performance at a skill level.



Assessment

Performance & assessment in reading

- The testing and assessment of reading ability in primary schools is done both for external reporting (to the Department for Education, school website etc.) and internally for teacher knowledge of pupil attainment, progress and gaps in pupil's understanding.
- Assessment of pupils' reading ability is essential in order:
 - to get an understanding of pupils' baseline performance,
 - so the correct text can be provided for each child to read
 - so gaps in pupil's knowledge can be addressed through reading instruction
 - to monitor pupil progress, identify poor progress and allow teacher's to intervene to boost performance.
- There are a number of ways that schools can assess reading attainment and progress:
 - Through running records
 - Termly assessment tests
 - Digital tests and comprehension activities and many more
- The reading framework (DfE2023) says of assessment: What is important is that teachers and leaders are clear about 'what they are drawing from their data and how that informs their curriculum and teaching'. 87 pp61



What does the research show?

- Feedback studies tend to show very high effects on learning. (Education Endowment Foundation Teaching & Learning Toolkit, accessed April 2017)
- Feedback has the joint highest impact of all strategies summarised by the Education Endowment Foundation.
- "...if you're serious about raising student achievement you have to improve teachers' use of assessment for learning..." Dylan Wiliam, Assessment for Learning: why, what and how, September 2006
- John Hattie gives Feedback an effect size of 0.73 and Providing Formative Evaluation between 0.68 and 0.9, both well within the 'zone of desired effects'
- "The... 'Assessing pupils' progress' initiative had helped to strengthen assessment practice in all of the schools visited...impact was greatest when it formed part of a strongly led, clear, whole-school vision of teaching, learning and assessment..." The impact of the 'Assessing pupils' progress' initiative, Ofsted, 2011
- "Our own review has selected at least 20 more such studies—the number depends on how rigorous a set of selection criteria are applied. All of these studies show that innovations which include strengthening the practice of formative assessment produce significant, and often substantial, learning gains." Inside the Black Box. Raising Standards Through Classroom Assessment. Paul Black and Dylan Wiliam 2001.

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Interventions...

...for striving and advanced readers

- **Interventions for striving readers** are designed to help narrow the gap between pupil's actual- and reading-age.
- There are many and varied interventions that can be employed to help increase pupil's reading ability and interest, however it is important that the underlying reasons for this are identified.
 - It could be that your pupil is an 'imbalanced reader' – so can decode, but not read fluently or comprehend, for example.
 - If there is a specific learning difficulty then advice should be sought from the school SENDCO or other experts.
 - For pupils age 5-7, Reading Recovery is highly effective.
 - Additional phonics instruction can be given by trained members of staff, including with older pupils who may have reading ages significantly behind their chronological age.
 - High interest, low ability (hi-lo) readers that take into account a higher chronological age, but text at a lower reading age level.
 - Published programmes that can be used in guided reading sessions.
- **Interventions for advanced readers** are designed to help pupils continue to improve their reading at an advanced level.
 - Advanced reading comprehension activities could be provided.
 - Pupils could work closely with a teacher or teaching assistant to discuss advanced themes they are encountering in their books.
 - Give pupils time to pursue a topic of their choosing in depth, with an aim to present this information through extended writing/presentations/animations etc.



What does the research show?

- Reading Recovery: 17 out of 20 pupils who complete a Reading Recovery course caught up with their classmates within 20 weeks of daily teaching. (International Literacy Centre, IOE, Overcoming illiteracy with Reading Recovery, 2014)
- On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. (Education Endowment Foundation Teaching & Learning Toolkit, accessed April 2017)
- Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (Education Endowment Foundation Teaching & Learning Toolkit, accessed April 2017)
- Critical reading goes beyond the level of comprehension--it requires the reader to evaluate material and ascertain its worthiness, reasonableness, and usefulness. Through critical engagement with text, gifted readers are encouraged to view reading as a thinking process, as well as a language process. Collins, Norma Decker; Aiex, Nola Kortner – 1995. Gifted Readers and Reading Instruction. ERIC Digest.

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Teaching Reading Summary

	Pupils' Outcomes	Pupils' Progress	Measuring ability & progress across the school	Assessments used to inform reading instruction	Up to date CPD training	Intervention for striving pupils	Resources to support striving pupils	Intervention for advanced pupils	Resources to support advanced pupils
Oracy	Yellow	Yellow	Red	Red	Green	Red	Grey	Red	Grey
Phonics	Yellow	Yellow	Green	Green	Yellow	Green	Green	Red	Grey
Vocabulary	Yellow	Yellow	Red	Green	Green	Green	Green	Green	Green
Fluency	Yellow	Yellow	Green	Green	Green	Green	Green	Red	Red
Comprehension	Green	Green	Green	Green		Green	Green	Green	Green
<i>Guided Reading</i>					Yellow				
<i>Repeated Reading</i>					Green				
<i>Reciprocal Reading</i>					Grey				
<i>Shared Reading</i>					Green				
Phonics Check	Yellow								
KS1 National Test	Yellow								
KS2 National Test	Yellow								

The importance of building a school reading culture

A number of years ago, Scholastic worked with UCL Institute of Education came up with the 'Scholastic Reading Charter' (p49). It was our way to help give schools an idea of how to put reading for pleasure the heart of the school day. That charter is as relevant today as it was then.

As we find on page 37, "omnivorous reading in childhood and adolescence correlates positively with ultimate adult success" (Simonton, 1988).

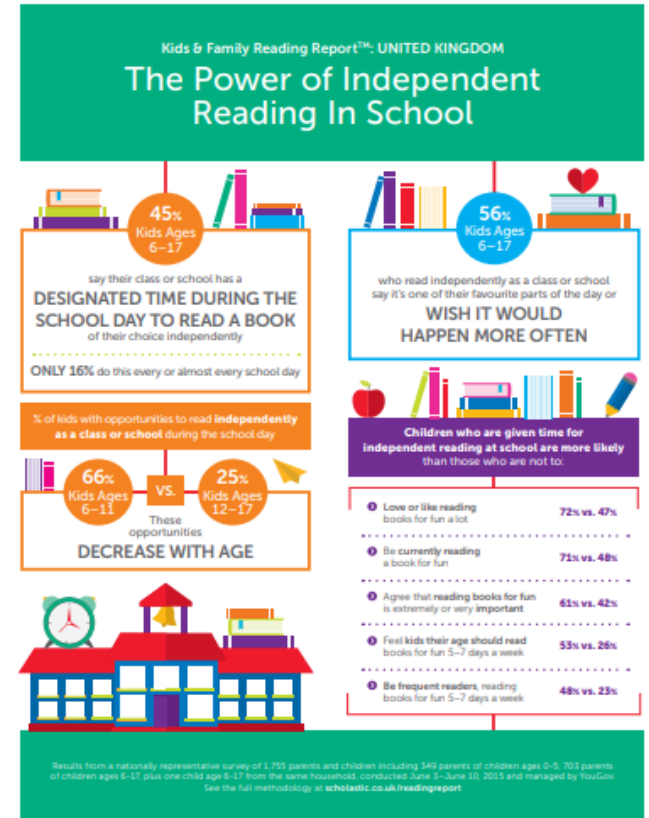
There are some key things to bear in mind when generating a whole school culture for reading:

- All staff need to see themselves as readers and allow students to see them reading. Whether this is through 'what we are reading' signs, or a book peeking out of your bag, it is important that children see reading books as more than something they have to do, rather, something they want to do.
- It is important that all staff are comfortable in, and enjoy, reading to their class for pleasure. "Teachers should consider providing story time for every key stage 2 class, at least four times a week for 20 minutes." (The reading framework pp 104).
- Be aware of the latest authors and the latest books – and read them! Doing so gives you the incredible opportunity to recommend books to children and to discuss that book with them. Sign up to the Scholastic newsletters, visit bookshops, discuss children's and professional books at staff meetings.
- Making sure this reading culture extends to the home is crucial. Page 40 discusses this in much more detail, but one highlight shows that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.

In today's classrooms with our compacted timetables, it is sometimes hard to see how to fit whole class reading in, but the need for it is summed up in this quote about The Power of Joyful Reading:

"In this powerful and engaging book, Eric Litwin and Gina Peppin remind us that learning to read is something that is taught and something that should be joyfully experienced. Reading should be more than a skill or competency – much more. It should add to our humanity and touch our hearts. Eric and Gina show us the way." Professor Timothy V. Rasinski, Professor of Literacy Education, Kent State University, Ohio.

Chris Ratcliffe
Head of Education, Scholastic UK



SCHOLASTIC
open a world of possible
scholastic.co.uk/readingreport

For more information on the Kids & Family Reading Report (UK) please visit:
<https://www.scholastic.co.uk/readingreport>



Whole Class Reading

What is whole class reading?

- Whole class reading (or Reading Aloud to Pupils), is where a teacher shares a story or poem with the whole class at once.
- The book is usually selected by the class teacher, or voted upon by the class from a shortlist put together by the class teacher. The important thing is that the book is selected for its read-aloud qualities, one the children may not pick for their own independent reading, and one that will expand their horizons.
- As teachers read aloud to children, they stop only briefly and just a few times so as not to lose the momentum of the story. At the same time, teachers invite children to participate, make comments, extend the ideas of the author, and ask and respond to questions. In this way, children build more intricate networks of meaning than they could have accomplished on their own (Fountas & Pinnell, 2012).
- Building a core of books (or reading spine) for each year group helps create a living library inside a child's mind. It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story.
- *"...Schools that have a reading spine build a common bank of stories that bind the community together."* Pie Corbett, Literacy expert
- Benefits to reading aloud to your class:
 - Children can encounter stories and worlds beyond their reading age
 - Increases the vocabulary and grammatical structures pupils are exposed to
 - Creates a shared experience for all class members
 - Allows for a quiet time at the end of the school day that the child will remember.



What does the research show?

- In the 2015 Kids & Family Reading Report, conducted by Scholastic and YouGov, 89% of 6-8 year olds, and 82% of 9-11 year olds either 'liked a lot' or 'loved' being read to.
- After evaluating ten thousand research studies, the U.S. Department of Education's Commission on Reading issued a report, *Becoming a Nation of Readers* (1985). It states: "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." The study found conclusive evidence supporting reading aloud in the home and in the classroom. Adults need to read aloud to children not just when children can't yet read on their own, but across all the grade levels (Anderson, et al, 1985).
- One of the most valuable aspects of the read-aloud is the experience it gives young children with decontextualized language, requiring them to make sense of ideas that are about something beyond the here and now (Beck & McKeown, 2001).
- "If we wish to help children and adolescents become thoughtfully literate, classroom talk around texts is critical." – Dr. Richard Allington, University of Tennessee
- Reading aloud is the single most important factor to help children become proficient, avid readers (Calkins, 2000).

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Whole Class Reading

Your response to the Reading Audit

- You said that your teachers do read out loud to their classes at St Mary's Primary School.
- This happens every day in Reception, Year 1 and Year 6, and 2-3 days a week in Years 2 to 5.
- Your teachers read to their class during lesson times.
- The book is determined by the literacy coordinator/reading manager.
- You do feel as though your staff would benefit from additional training in how to read to their class.



St Mary's Primary School

Gap analysis and questions to ask

- School timetables are busier now than ever before so it is great that all classes are being read to regularly throughout the week.
- You could consider talking to your Years 2 to 5 teachers about their end of day routines. Maybe teachers in these year groups could find an additional ten minutes a day just before children go home?
- If the pupils in your school do not regularly get to experience books outside their reading ability, then you could consider whole class reading as a solution.
- Question: how many of the pupils in your school have books read to them at home on a regular basis?



How Scholastic Can help Whole Class Reading

Resources

- [Pie Corbett's Page-turners](#) is a collection of exciting reads by top authors, specially selected for sharing with your class.
- These best-loved books **practise the core reading habits** developed in Pie Corbett's Reading Spine, while promoting independent reading and reading for pleasure.
- Our [great value book packs](#) are ideal for when you need to fill your bookshelves with expertly selected children's book collections. Every pack includes a selection of the greatest children's books available today.
- A [Scholastic Book Club](#) is great for year-round reading – and fits in whenever and however you want. In class or online, it's easier than ever for children to find the right book for them.
- Every half term Scholastic Book Clubs brings children, teachers and parents together to choose what to read from our pick of the best children's books.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including Pie Corbett, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



CPD

- Make the magic of stories go further with Pie Corbett's [Storyteller](#). A storytelling programme with teacher resources, children's books including video and audio resources and storytelling tips and classroom activities from Pie Corbett.



Assessment

- [Read & Respond](#) will help you to inspire a love of reading with best-loved children's books. A flexible literacy programme includes read aloud sessions and activities help assess pupils.



Independent Reading

What is independent reading?

- Put simply, independent reading is children’s reading of books (both physical and ebook), magazines, and other text types that the pupil reads by themselves..
- Independent reading includes all types of reading material that a pupil enjoys, for example poetry, graphic novels, information books and stories.
- It is important to include Book Club or library time on the timetable so that pupils have time in school to choose the books and reading material they would like to read during independent reading sessions.
- Book selection is critical to independent reading. To ensure the best chance of success, teachers need to be aware of the:
 - reading ability of the child,
 - reading interest of the child and
 - the text complexity of books being recommended.
- It is also important that teachers have a source of good information about the latest children’s books.
- Independent reading is not a replacement for instructional reading strategies, such as guided reading etc.
- Avid, voluminous reading (Atwell, 2007) is the most reliable path to the development of proficient readers; indeed, there’s no other way to become a proficient reader.



What does the research show?

- “The amount and frequency with which one reads,...has profound implications for the development of a wide variety of cognitive capabilities, including verbal ability and general knowledge.” Cunningham & Zibulsky, *Book Smart: How to Develop and Support Successful, Motivated Readers*
- Reading builds a cognitive processing infrastructure that then “massively influences” every aspect of our thinking, particularly our crystallized intelligence—a person’s depth and breadth of general knowledge, vocabulary, and the ability to reason using words and numbers (Stanovich, 2003).
- “Omnivorous reading in childhood and adolescence correlates positively with ultimate adult success” (Simonton, 1988).
- Multiple studies have shown that avid readers demonstrate both superior literacy development and wide-ranging knowledge across a variety of subjects (Allington, 2012; Hiebert & Reutzel, 2010; Sullivan & Brown, 2013).
- Children who are given time for independent reading at school are more likely than those who are not to be reading currently and frequently, more likely to say reading books for fun is important, and more likely to enjoy reading. (Scholastic UK Kids & Family Reading Report, 2015, P43)

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Independent Reading

Your response to the Reading Audit

- You said that you do encourage independent reading at St Mary's Primary School. This takes place 2-3 times a week in Reception and Year 1 and every day in Years 2 to 6.
- Children select their independent reading books based on a restricted choice informed by their reading ability.
- Your classrooms have a good selection of reading books and materials with 40-50 books in each room.
- You do not have a selection of eBooks that your pupils can read independently.
- Every year, St Mary's Primary completes a survey of pupils to understand their attitudes to reading. Your pupils love reading.
- You have a very good knowledge of high-quality children's books, and you get this information from bookshops, colleagues, pupils, Facebook and Twitter.
- Your staff have satisfactory knowledge of high-quality children's books, and they get their information from colleagues and Twitter.



St Mary's Primary School

Gap analysis and questions to ask

- Independent reading, and reading for pleasure is critical to a child's development and future success, and it is great to see that it is regularly timetabled at St Mary's Primary School.
- You could compare your survey results to recent research which shows how many pupils read 5-7 times per week 'for fun':
 - Ages 6-8: 54% of pupils
 - Ages 9-11: 43% of pupils
- In addition to the ways you find out about new books, you could speak to your local librarian, read Books for Keeps, visit local book events or festivals.
- Is reading for pleasure included in the school reading policy? If you were to create one it would help you build a reading culture in your school.

How Scholastic Can Help... Independent Reading

Resources

- [Pie Corbett's Independent Reading Packs](#)
Discover bold and fresh fiction from today's leading authors and illustrators with the latest reading for pleasure recommendations from Pie Corbett. Each pack contains gripping stories from the genres children love most, perfect for reluctant readers and book-lovers alike.
- Celebrate reading and earn free books for your school with a [Scholastic Book Fair!](#)
- Reading for pleasure is transformative for pupils' academic success and personal wellbeing. Inspire and excite them by bringing books to pupils in the heart of your school with a pop-up school book shop!
- A [Scholastic Book Club](#) is great for year-round reading – and fits in whenever and however you want. In class or online, it's easier than ever for children to find the right book for them. Every half term Scholastic Book Clubs brings children, teachers and parents together to choose what to read from our pick of the best children's books.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including Pie Corbett, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Intervention

- If you're looking for hi-lo readers then [Barrington Stoke](#) books are the best books available. From the specially designed font to the colour of the paper, the books are both enjoyable and accessible.



Assessment

- [Scholastic Literacy Pro](#) combines assessment and reading motivation to raise reading standards at pupil, class and whole school level. Literacy Pro engages readers with personalised book recommendations and thousands of quizzes to monitor and assess independent reading.



Home readers & family engagement

What is home reading & family engagement?

- Engaging parents and carers in the education of the children in their care is very important. There are many ways that parents can engage with school, including helping with homework, volunteering at school, reading to their child and attending adult education classes at school.
- Supporting parents with an understanding of the school system, what expectations the school has and what stage children should be at before joining school with their first child will have subsequent benefits for siblings.
- Parental engagement must be planned for and embedded in a whole school or service strategy. The planning cycle will include a comprehensive needs analysis; the establishment of mutual priorities; ongoing monitoring and evaluation of interventions; and a public awareness process to help parents and teachers understand and commit to a strategic plan. (Review of best practice in parental engagement, Institute of Education for the Department for Education, 2011)
- With a decline in the number of local libraries, it is becoming ever more important to make books accessible for children to take home from school.
- Letting parents and carers know what is expected of them in terms of reading to their child, and their child reading to them (including questions to ask) is very important.



What does the research show?

- Attempts by schools to engage parents in their children's learning are unlikely to be successful if they represent a 'bolt-on' to mainstream activities. A parental engagement strategy, therefore, should be integrated into a whole school approach to parental engagement. And school based family and parent support activities should have the improvement of children's learning as a clear and consistent goal. (Review of best practice in parental engagement, Institute of Education for the Department for Education, 2011)
- More than three-quarters of children ages 0-5 (77%) are read aloud to at home 5-7 days a week. This declines to fewer than four in 10 kids ages 6-8 (37%), and one in five kids ages 9-11 (20%). (2015 Kids & Family Reading Report, conducted by Scholastic and YouGov)
- Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact. (Education Endowment Foundation Teaching & Learning Toolkit, accessed April 2017)
- John Hattie assigns parental involvement with a 0.49 effect size (www.visiblelearning.org, accessed April 2017)

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Home readers & family engagement

Your response to the Reading Audit

- At St Mary's Primary School, all children are encouraged to read at home, and parents are encouraged to read with their children until they are 9.
- You run evenings for parents in all year groups where you advise them on how best to read with their children.
- You do not work with your local nursery schools and play groups to encourage early reading.
- You don't run adult literacy classes for parents who need additional support.
- You do have a drop-in group for parents where they can ask questions, meet other parents and discuss issues with the school.
- You do not have needs assessments and policies for disengaged, disadvantaged or hard to reach parents.
- You do have a stock of take-home readers, and these books have been purchased specifically for this purpose.
- You inform parents about their child's progress and attainment in reading through parents' evenings, the reading diary, reports, book certificates and informal discussion where appropriate.



St Mary's Primary School

Gap analysis and questions to ask

- From the response to the Reading Audit, it looks as though you've got a good selection of take-home readers, having purchased stock just for this purpose.
- If you have pupils with low levels of literacy achievement and progress, and are also experiencing a high or increasing level of persistent absence, it may be worth you considering taking a strategic look at family engagement.
- If you have hard-to-reach families, or parents who need additional literacy support, you could run parental classes.
- In England, the Ofsted Inspection Framework in September 2019 stipulates that "at the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge". It is important that you bear this in mind and consider how you can ensure that this happens.
- If you have parents who are already engaged, and have pupils with a high level of attainment and progress, it is still worth working closely with them to ensure they continue to read to their children throughout primary school.

How Scholastic Can Help... Home Readers & Family Engagement

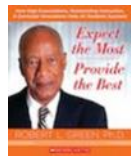
Resources

- [Phonics Book Bag Readers](#) are a brand new set of phonically decodable readers perfect for very early readers with a 100% match to *Wandle Letters & Sounds Revised* used in schools across the UK.
- Discover Pie Corbett's new collection of [comforting reads](#) to help children cope with stresses and worries. Immerse children in uplifting, reassuring stories and poems that will help them to navigate their stresses and worries.
- A [Scholastic Book Club](#) is great for year-round reading – and fits in whenever and however you want. In class or online, it's easier than ever for children to find the right book for them. Every half term Scholastic Book Clubs brings children, teachers and parents together to choose what to read from our pick of the best children's books.



CPD

- [Scholastic Professional](#) is a range of books designed to deepen your practice and facilitate conversations about teaching, learning, equity, and family engagement. *Expect the most - Provide the best* shows what is possible for all learners when teachers and parents/guardians work together.



Intervention

- [Literacy Pro eLibrary](#) develops confident successful readers with engaging, levelled eBooks and interactive support tools. Reading Pro Library includes read aloud texts for younger readers and supports independent reading and listening comprehension

Assessment

- [Scholastic Literacy Pro](#) combines assessment and reading motivation to raise reading standards at pupil, class and whole school level. Literacy Pro engages readers with personalised book recommendations and thousands of quizzes to monitor and assess independent reading.

Libraries

Running a school library

- A well stocked, attractive library is essential to promote a love of reading in pupils.
- Libraries should have a good range of fiction, non-fiction and reference books, magazines and computers for research.
- Libraries should be regularly used, timetabled, and pupils should have enough time allotted to allow them to browse and take their time.
- Libraries should have a librarian, preferably with a suitable library qualification, or staff member who works in the library regularly.
- According to School Libraries Work! Scholastic Library Publishing, 2016, librarians are most effective when:
 - Promoting reading advocacy by matching students to books in all formats, including print, audio, and e-books
 - Teaching information skills
 - Collaborating with teachers to meet the intellectual needs of students
- Useful benchmarks:
 - The CILIP recommended number of books per pupil in the school is 10-13
 - Best practice states that you should replace 10% of your book stock each year (primaryschoollibraryguidelines.org.uk)



What does the research show?

- “There was a very strong relationship between reading attainment and school library use.” Clark, C. (2010). Linking School Libraries and Literacy. London: National Literacy Trust
- “Young people reading above the expected level for their age are twice as likely to be public library users.” Clark, C. and Hawkins, L. (2010). Public Libraries and Literacy. London: National Literacy Trust
- “An attractive and well-stocked library is often an indicator of effective support for pupils’ wider reading and information retrieval skills.” Ofsted, 2011, Reading, writing and communication
- Contrary to popular belief, students do not instinctively know how to navigate the abundance of information available to them through traditional and digital resources. 75% have no idea how to locate articles and resources they need for their research. 60% don’t verify the accuracy or reliability of the information they find. 44% do not know how to integrate knowledge from different sources. School Libraries Work! Scholastic Library Publishing, 2016

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Libraries

Your response to the Reading Audit

- There is a library at St Mary's Primary School, and it has 2000-2500 books in it.
- You aren't sure how much of the book stock is replaced annually, and oldest book in the library is five years old.
- Visiting the school library isn't a timetabled event.
- Children are encouraged to visit the library when they have finished their book.
- You do not have enough decodable books for Key Stage 2.
- You do not have a school librarian.
- You do not take the pupils in your school to the local library.



St Mary's Primary School

Gap analysis and questions to ask

- It is great to see that St Mary's Primary has a library.
- You don't have a school librarian at St Mary's Primary. To give the library the focus it needs you could consider employing one, working with existing staff to cover this role, or asking for parent volunteers.
- It looks as though you need additional books for Key Stage 2.
- It is best-practice to replace 10% of your book stock each year, and not to have books older than the oldest child in the school. Therefore it may be worth ensuring that this is reflected in the school budget.
- Depending on how far away your local library is, having a timetabled event each term/ year to visit the library and ensuring that all pupils are members would encourage its use.



How Scholastic Can Help... Libraries

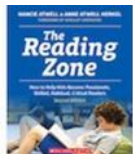
Resources

- Our [great value book packs](#) are ideal for when you need to fill your bookshelves with expertly selected children's book collections. Every pack includes a selection of the greatest children's books available today.
- [Literacy Pro eLibrary](#) develops confident successful readers with engaging, levelled eBooks and interactive support tools. Reading Pro Library includes read aloud texts for younger readers and supports independent reading and listening comprehension
- Scholastic's free [Library Support Service](#) is designed to help you create a library tailored exactly to your needs. From building up new school libraries, to advice on filling specific gaps or boosting a current selection – our specialised service makes creating a first rate library easier than ever.



CPD

- [Scholastic Professional](#) is a range of books designed to deepen your practice and facilitate conversations about teaching, learning, equity, and family engagement. *The Reading Zone* helps you develop passionate reading for a lifetime, and build reading culture on a foundation of voluminous, self-selected book reading.



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including Pie Corbett, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Assessment

- [Scholastic Literacy Pro](#) combines assessment and reading motivation to raise reading standards at pupil, class and whole school level. Literacy Pro engages readers with personalised book recommendations and thousands of quizzes to monitor and assess independent reading.



Book Events

Giving pupils an unforgettable reading experience

- There are many different ways of running book events in your school:
 - Taking part in World Book Day
 - Inviting in authors and poets to inspire your pupils to read and write
 - Running Book Fairs for pupils and parents to purchase a book to take home once or twice a year
 - Running Book Clubs regularly through the year
 - Taking part in the Summer Reading Challenge
- Book events create an exciting environment around reading that inspires pupils to want to pick up a book.
- Events such as World Book Day, and the book tokens that accompany them, are key to get children reading and help develop a culture of book ownership.
- Holding book events such as book fairs or book clubs are a great way of exposing children to books, especially with the decline of high-street bookshops



What does the research show?

- “...one in four pupils (25.2%) saying that the book they ‘bought’ with their 2016 World Book Day book token was the first book they have had of their own. Amongst children receiving free school meals, this number increased to three in ten (32.9%).” <http://www.worldbookday.com/2017/03/new-research-on-reading/>
- “...over a third of independent bookshops have been wiped out in the past nine years: in 2005, there were 1,535 in the UK.” <http://www.thebookseller.com/news/indie-numbers-fall-below-1000-first-time>
- “I must have visited many hundreds of schools and libraries over the last thirty years. I think author visits are a wonderful way of engaging children and encouraging them to become keen readers” Dame Jacqueline Wilson
- 99.4% considered author visits to be “high priority and valuable in encouraging reading for pleasure and/or creative writing.” Society of authors research in 2013 to assess the value of author visits.

Links to research and best practice

For detailed information, research and best-practice for guided reading, please visit: www.scholastic.co.uk/researchhub

Book Events

Your response to the Reading Audit

- At St Mary's Primary School, you celebrate World Book Day by dressing up, organising different activities, holding a book fair, having a book week and running competitions.
- Reading is regularly rewarded and celebrated at St Mary's Primary with various rewards for children who read regularly such as reading certificates, awards and team/house points.
- You run Scholastic Book Fairs.
- You have reading displays in central areas.
- You invite authors and poets into St Mary's Primary less than once a year.

DO
SOMETHING
BOOKY
TODAY



St Mary's Primary School

Gap analysis and questions to ask

- It is obvious that you recognise the importance of celebrating reading, and holding book events at St Mary's Primary School.
- It's good to hear that you are rewarding children/pupils for their reading. Research suggests the best rewards to offer for reading are reading related such as book vouchers or books.
- Bear in mind the research that said that in 2016, one in four children used their book token to get the first book they have had of their own – are there any ways to try and ensure that children use the tokens?
- Book Fairs are a great way to generate a buzz around reading. Why not consider getting your Year 6 pupils to take over the Fair and run it for you?
- One thing you aren't doing at the moment, but could help generate free books for the school and promote a love of reading is to run a book club in your school.

How Scholastic Can Help... Book Events

Resources

- Celebrate reading and earn free books for your school with a [Scholastic Book Fair!](#)
- Reading for pleasure is transformative for pupils' academic success and personal wellbeing. Inspire and excite them by bringing books to pupils in the heart of your school with a pop-up school book shop!
- A [Scholastic Book Club](#) is great for year-round reading – and fits in whenever and however you want. In class or online, it's easier than ever for children to find the right book for them. Every half term Scholastic Book Clubs brings children, teachers and parents together to choose what to read from our pick of the best children's books.
- [Scholastic Schools Live](#) events are free to all schools – so if you're registered then you and your pupils can enjoy an array of wonderful authors and illustrators hosting 30-minute events.



Book Clubs



CPD

- [Reading CPD workshops](#) to support your English curriculum. Hosted by a team of leading literacy experts, including Pie Corbett, the live workshops will take place on Wednesdays at 3.45pm and recordings of past event are available via the Resource Bank.



Reading Charter

Congratulations!

From the responses to the School Reading Culture section of the Reading Audit, it is clear that you fulfil the requirements of the Scholastic Reading Charter.

A certificate accompanies this report.

Created in partnership with
the Institute of Education,
University College London



SCHOLASTIC

Reading Charter

1. Celebrate reading and ensure it's at the heart of all school activities
2. Cultivate strong links with the local library
3. Maintain well-stocked class and school libraries, with the aim of having a minimum of ten books per child in the school
4. Create a culture of book ownership and encourage children to value books
5. Ensure the school environment demonstrates a commitment to reading
6. Believe that every child has an entitlement to be able to read by the end of primary school
7. Set aside time every day for story time and create a buzz about reading with book weeks and author visits
8. Engage parents in a home/school reading culture
9. Ensure that all teaching staff are knowledgeable about books and reading and are confident to identify the right book for the right child at the right time
10. Never take reading for pleasure for granted
11. Celebrate reading success at every level
12. Value reading as a thoughtful activity at every level and encourage children to form opinions, both through their reading experience and about their reading experience

Sources and acknowledgements

There are multiple sources and research documents that support the Reading Audit. As much as has been possible, all sources are referenced in context.

We have set up a Reading Hub, with all the research that supports this reading audit, and this can be found at www.scholastic.co.uk/ReadingHub

The Scholastic Reading Audit was initially created (March 2017) with the assistance of Ruth Sale, ex-Literacy Consultant for Worcestershire Local Authority.

The Scholastic Reading Audit has been updated (May 2021) with the assistance of Rachel Clarke, Independent Literacy Consultant and Author.

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