Monitoring Reading across the School

compiled by Lewisham Literacy Subject Leaders

Photo: the Reading shack at Marvels Lane School
Class Reading Environment

Physical Environment
- Attractive, well-organised and well-resourced book corner
- Comfortable and inviting
- High quality authors/books/texts
- Children's published books
- Books that reflect topics
- Resources that reflect diversity of culture and gender
- Well-organised/dual language books and signs
- Cross-curricular books displayed and used
- Writing/art displays reflecting reading
- Reading strategies displayed – things to support reading – pictures!
- Environmental print in both typed AND handwritten fonts
- Recommendations and reviews
- Photos/posters of authors, including the children!
- Children's published books
- Well used reading journals
- Multiple copies of same books
- Role-models – photos of children and adults reading/sharing
- Comics/magazines
- Reading display of work
- Reading in role-play area
- Themed area/interactive display
- Visual prompts e.g. what if you get stuck?
- Audio/visual technologies: computers, CDs
- Big books/favourite books
• Listening post –
  • Computer talking books
  • ipods
  • audio library
• Home reading chart

**Good Practice – teaching and learning**

- Daily Class story
- Good modelling
- Reading aloud
- Role-play incorporating book characters/setting
- Shared reading moving towards ownership of reading
- Opportunities for pupils to respond to texts/books
- Book corner being used and children knowledgeable about the texts and authors
- Book corner managed by the pupils
- Books read aloud by teachers during the Literacy session
- Individual reading to the teacher – e.g. own texts
- Paired/shared reading
- Opportunities for reading for pleasure
- Opportunities to respond to a book
- Wearing story-telling cloak/props – make it magical
- Structured system for home reading – records
- Pupils having a choice of books
- Guided reading daily with carousel of activities
- Author focus
- Time for reading – shared/guided/individual reading
- Read aloud! Dictaphone – record oral stories for speaking and listening
- Communication with parents
- Subscribe to ‘First News’
- Planning activities inspired by book e.g. Dance, Drama, Art, Music etc.
- Loitering – taking time to get INTO a text
- Book bags with high quality records modelled for parents/carers
- Shared reading with other classes
- Silent reading

**Guided reading**

- Teacher reading to the children
- Teacher preparing and modelling book talk in guided reading group
- TA support groups regularly
- Pupils engaged in reading and talk about texts
- Purposeful carousel reading activities
- Exciting resources
- Reading journals
- Monitoring reading
- Reading journals
Whole School Reading Environment

Physical Environment
- Environmental print
- Well stocked and organised library including dual language books
- Timetabled class visits to school library
- Timetabled class visits to local library
- Entrance hall displays – real authors, poets and children as writers
- Topics through books
- Parental involvement
- Photos of readers
- Books displayed
- Author zone
- Corridor displays
- Class made books

Good Practice - teaching and learning
- HT and SMT actively promoting reading
- Collective vision - Whole school policy which teachers follow
- Teachers as readers – extending their repertoire of known books
- Teachers’ subject knowledge and enthusiasm good
- Home/parent links – culture in school
- Opportunities at play/lunch times for reading
- Home learning
- Teacher records/assessment of pupil progress
- Home choices celebrated
- Reading visitors
- Teachers responding to reading diaries/journals
- Parents aware of expectations of the school and support they should give children
- Celebration of Reading Events e.g. World Book Day, National Poetry Day
- Reading events involving the community
- Target setting – children aware of their targets
- Reading interventions in place and impact monitored
- Parent reading workshops
- Book fairs/competitions/reading events/authors
- Buddy reading
- Banded/levelled books
- Parents to help read/reading volunteers
- Breakfast reading with parents or Dads’ breakfast club
- Information packs for parents
- Consistency across school with reading areas e.g. labelling/categorising etc.
- Reading clubs/book clubs
- School website
- Whole school library
- Quality texts being used
- Regular, consistent guided reading sessions
- Celebrating reading in whole school assembly
- Using core books in Literacy and in cross-curricular planning
- Regular training and INSET for all staff
- Reading ‘shack’ area