

Continuum for evaluating the teaching of reading

| | Reading strategies (skills descriptor) | Gathering evidence |
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| Basic | | <p>Pupils' reading is unsupported by the teacher. Reading is conducted mainly by the teacher or a limited number of competent pupils.</p> <p>Miscues are not corrected.</p> <p>Key words are not introduced or contextualized against prior knowledge.</p> <p>No evidence of how the teacher has utilised reading data.</p> <p>Some pupils manage to interpret / retrieve key information.</p> |
| Developing | <p>All pupils are offered some opportunities to read in the lesson.</p> <p>Some context / purpose for their reading is given (e.g. skimming to understand the gist of a text / scanning to find a word or information)</p> <p>Prior knowledge around key vocabulary is established.</p> <p>Key words are provided and displayed throughout the lesson.</p> <p>Texts are organised to help pupils find relevant sections easily.</p> <p>The teacher models reading with fluency and expression.</p> <p>Some support is offered for weaker readers.</p> | <p>Pupils volunteer to read.</p> <p>Miscues will be corrected.</p> <p>Key words will be evident in books and reiterated.</p> <p>Generally, pupils understand the outcomes of their reading.</p> <p>Generally, pupils will be able to retrieve key information and interpret the main ideas from texts.</p> <p>Reading data will be utilised on seating plans.</p> <p>Some support / adaptations for weaker readers will be offered.</p> <p>Questioning reflects pupils' reading comprehension.</p> |
| Enhanced | <p>Pupils are offered a range of opportunities to read in the lesson with the purpose clearly stated (e.g. to extract information / to summarise meaning / key points).</p> <p>Prior knowledge of key concepts / vocabulary is established.</p> <p>Key vocabulary is introduced and used widely with precision throughout the lesson. Spelling is reiterated.</p> <p>Word knowledge is developed by teacher focusing on links with other words (e.g. prefixes / suffixes/ sound patterns)</p> | <p>Pupils are keen to read, regardless of ability. They independently tackle unfamiliar words by sounding out.</p> <p>They confidently pronounce and understand key words.</p> <p>Most pupils are clear about the outcomes of their reading.</p> <p>Most pupils can retrieve key information and interpret the main ideas from texts used in the lesson.</p> <p>Reading data is used on seating plans and reading tasks / questioning reflect this.</p> <p>Knowledge of key information will be checked by the teacher, and references to the text will form part of this checking.</p> |

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| | <p>There may be some discussion of the organisation of the text.</p> <p>Teacher and strong pupil readers model reading with fluency, clarity and expression.</p> <p>Reading comprehension strategies (such as summary, prediction, questioning and retelling) may be used by the teacher.</p> <p>Frequent support is offered and adaptations are made for weaker readers.</p> | <p>Questioning develops reading comprehension and offers appropriate challenge for all pupils.</p> |
| <p>Skilful</p> | <p>Pupils are provided with a wide range of opportunities to read (individually, collaboratively) for a range of clearly stated, supported purposes. (skimming, scanning, exploring effects in the text)</p> <p>Key words are explored, with pupils' understanding of spelling and word forms promoted (e.g. prefixes, suffixes, root words and links) throughout the lesson.</p> <p>Pupils' reading is skilfully supported by the teacher using a wide range of strategies. Appropriate to ability, this includes phonics and decoding – focusing on spelling / sound patterns).</p> <p>Teachers and pupils model reading, adjusting pace and expression</p> <p>Literacy knowledge of print genres is developed (e.g. looking at bias / opinion in an article)</p> <p>Pupils are encouraged to explore the effects of figurative language (such as imagery / metaphor / rhetorical devices)</p> <p>Reading comprehension strategies are used to check that pupils' understanding of the text is secure.</p> <p>Texts are closely matched to the reading ability of pupils.</p> <p>Adaptations for weaker and stronger pupils may be made.</p> | <p>Pupils are enthusiastic about their reading in the subject and enjoy contributing to reading activities in class.</p> <p>Most pupils read confidently, some with expression and appropriate pace. They confidently pronounce and use key words in context.</p> <p>Almost all pupils are clear about the outcomes of their reading.</p> <p>Almost all pupils can retrieve key information and interpret the main ideas from texts used in the lesson.</p> <p>Reading data is fully utilised in seating plans and group reading tasks.</p> <p>Questioning also reflects pupils' reading ability, with higher order questions (inference / analysis) offering pupils the chance to develop their thinking.</p> <p>Pupils can discuss the effects of a text, including how it is structured.</p> <p>Subject –specific additional reading will be available to pupils.</p> |