Maiden Erlegh Trust
READING

MAIDEN ERLEGH TRUST

HAMILTON SCHOOL

Good Practice Document

Initial approval:	June 2022
Review frequency:	Every year
Date(s) reviewed:	June 2025 Oct 2026

Contents

Vision 3
Roles and Responsibilities 3
Aims 4
Reading Fluency 4
Vocabulary 6
Implementation 6
Learn to read 6
Systematic Synthetic Phonics (SSP) Programme 6
Assessment 7
Identification of underachievement 7
Love to read 8
Suggested school strategies 8
Suggested parent strategies 8
Read to achieve 9
Suggested reading strategies 9
CPD 10
Monitoring reading 10
Impact 10
Bibliography 11
ANNEX 1: Statutory guidance regarding reading 12
ANNEX 2: Roles and Responsibilities 16
ANNEX 3: School Improvement Plan objective linked to reading 16
ANNEX 4: Local reading provision 17

This document should be read in conjunction with each school's:

- Curriculum page on the school website
- Continuous Improvement Strategy

Vision

Maiden Erlegh Trust (MET) recognises that reading is a basic life skill which forms a fundamental part of our curriculum in line with National Curriculum guidance (**Annex 1**).

All learners should be able fluently (**Figure 2**) to read at an age-appropriate level by the time that they leave our settings.

Trust and school leadership are committed to develop the reading expertise of colleagues to ensure that every member of staff feels confident to be a teacher, and advocate, of reading (**Annex 1**).

MET expects that each school will have a culture of reading which contributes to a language-rich environment.

It should be noted that reading is intrinsically linked to writing and speaking and listening, all encompassed within the bracket of literacy so it is inevitable that improving reading will also lead to an improvement in literacy. This document is only concerned with the reading element, but undoubtedly strategies will aid all areas of literacy.

Roles and Responsibilities

Each school has appointed a lead member of staff responsible for the local design and delivery of reading which can be supplemented by external providers and across the Trust. The quality of content and design are overseen by the Trust School Improvement Team **(Annex 2).** Reading will be included in the School Improvement Plan (SIP) and appropriate subject or phase development plans (**Annex 3**).

All staff who work within the school have a responsibility to implement the reading programme devised for their learners and to highlight other opportunities within lessons and the wider curriculum to enrich the reading curriculum.

All staff are expected to model reading appropriately and to promote reading as a life skill and leisure activity.

Subject leaders will have planned for reading within their schemes of learning. Resources will be selected at an appropriate reading level for the learners using an app such as HemingwayApp.

Importance of reading

"Reading is the gateway skill that makes all other learning possible"
Barack Obama

"Reading is an exercise in empathy; an exercise in walking in someone else's shoes for a while"
Malorie Blackman

Children and young people who are the most engaged with literacy have better mental wellbeing than their peers who are the least engaged.
The Literacy Trust

1 in 6 adults (16.4% / 7.1 million people) in England have very poor literacy skills.
The Literacy Trust

Children who own books are six times more likely to read above the level expected for their age
The Literacy Trust

Teachers can play an important role in establishing children as competent readers so reading can become the child's own tool for lifelong learning.
EEF

Aims

Across the Trust, the reading provision must be appropriate for the setting, so each school has a bespoke offer for the learners **(Annex 4)** which fulfil the MET aims outlined in **Figure 1**.

MET strand	Aims
Learn to read	• Learners read at age-appropriate level. • Learners are provided with appropriate support. • Staff are trained to support reading. • Schools provide training for all staff.
Love to read	• Learners read for pleasure. • Staff promote reading for pleasure. • Schools involve parents to support the culture of reading.
Read to achieve	• Learners can access all areas of the curriculum. • Staff plan for and promote reading in the curriculum. • Schools build time into the curriculum to support reading.

Figure 1: *MET reading aims*

Reading Fluency

Fluent readers are readers who can automatically and accurately read words and make it sound interesting and engaging (**Figure 2**).

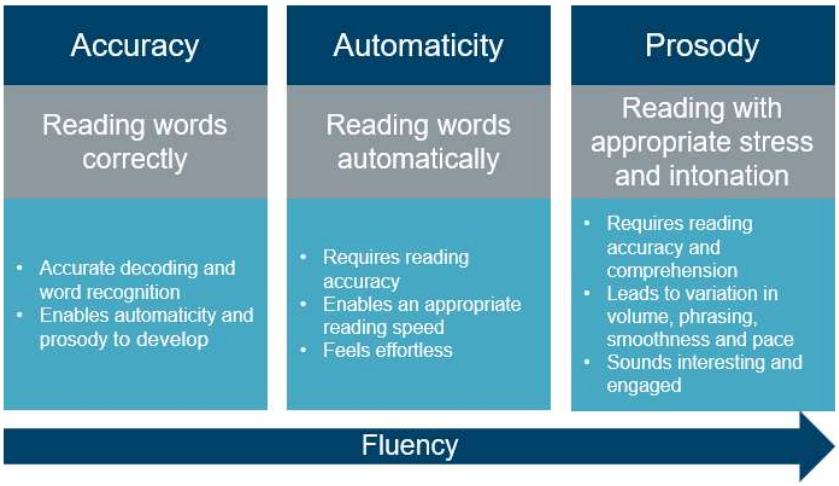


Figure 2: *Reading fluency*

Fluency can be measured using the fluency rubric (**Figure 3**) and appropriate software packages which will give an indication of a learners reading ability (**Figure 4**). Further more specific diagnostic assessments will be completed by the SENCo within the school.

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with *good expression and enthusiasm throughout the text.* Varies expression and volume to match his or her interpretation of the passage.	Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.	*Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at *conversational pace*; appropriate rate throughout reading.
3	Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a *mixture of run-ons*, mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	*Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.	Reads with an *uneven mixture of fast and slow pace.*
2	*Begins to use voice to make text sound like natural language* in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences *several 'rough spots'* in text where extended pauses or hesitations are more frequent and disruptive.	Reads *moderately slowly.*
1	*Reads words as if simply to get them out.* Little sense of trying to make text sound like natural language.	Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word.*	Makes frequent *extended pauses, hesitations, false starts, sound outs,* repetitions, and/or multiple attempts.	Reads *slowly and laboriously.*

Figure 3: *The fluency rubric - adapted from Zutell and Rasinski (1991)*

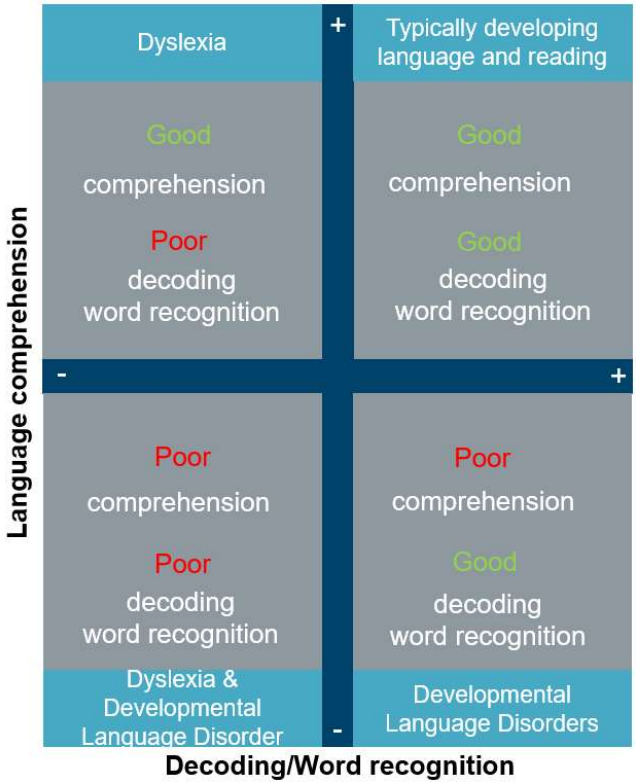


Figure 4: *Profiles of reading abilities - adapted from Catts et al. (2005)*

Vocabulary

To enable learners to read accurately staff will need to ensure that learners are explicitly taught both Tier 2 and Tier 3 vocabulary within their subject. Strategies that will support the pre-teaching, repeated exposure, in context, signposting synonyms, cross-curricular links and graphic organisers.

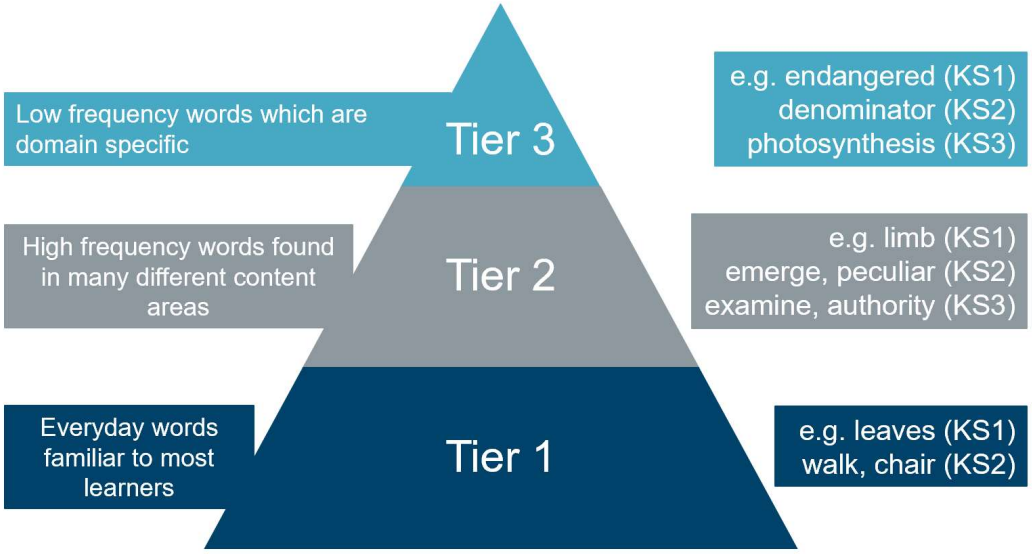


Figure 5: *Tiered model of vocabulary - adapted from Beck & McKeown (1985)*

Implementation



Learn to read

Learning to read is a skill and needs to be explicitly taught at any age. The process of learning to read will look different dependent on the age of the learner and whether English is an additional language (EAL) for them. This provision will be decided by each school aligned with the statutory requirements (**Annex 1**).

Systematic Synthetic Phonics (SSP) Programme

The starting point for reading is the ability to decode words. This skill is usually achieved within the primary phase, however, there are a number of children whose ability to decode may be delayed due to EAL, DA status and/or SEND.

MET has chosen to follow the DfE approved effective SSP teaching programme of Read, Write Inc. (RWI), Ruth Miskin Training. RWI has a number of different teaching programmes which will be implemented appropriately in the different settings:

- RWI Phonics and Phonics for Nursery
- RWI Fresh Start

Assessment

There are a number of ways that reading can be assessed which are dependent on the age of the learner and the stage of reading that the learner is at. Initially there will need to be a diagnostic assessment of the learner to identify their reading age/stage. MET have chosen to use the New Group Reading Test (NGRT) from GL Assessment for mainstream secondary settings and STAR Reader from Renaissance Learning for Primary, Special and Alternative Provision to measure the reading age of learners within each school. After establishing the reading age progress will be monitored in line with the MET assessment principles of formative assessment and will inform teacher's planning.

Primary-age children in all settings

All statutory assessments will be completed in line with the DfE published guidance. In Year 1 all learners will complete the Phonics Screening Check (PSC) which is a statutory assessment. Any learner in Year 2 who did not take the PSC or who did not meet the expected standard will (re)take the PSC. In Year 6 all learners will complete the Key Stage 2 National Curriculum Reading test and the Grammar, Punctuation and Spelling test alongside the tests in mathematics.

Phonics Screening Check

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

Secondary-age children in all settings

There are no statutory assessments of reading.

Identification of underachievement

Learners who are struggling to read will be identified using teacher assessment (TA) as well as the statutory tests and NGRT/STAR. Additional support will be given to the bottom 20% of learners and the learners whose reading age is below their chronological age. Further diagnostics, usually completed by the SENCo, will be required to precisely identify what the reasons are for the lack of fluency or comprehension and appropriate support can be put in place. For example, deliberate practice of phonics with a trained expert may help a learner improve their ability to decode words but this approach will not develop their comprehension skills; shared reading may be a more appropriate technique for comprehension.

Support will be personalised to each setting and to each diagnosis of need but may include:

- Deliberate practice
- 1:1 tutoring
- Small group work
- Speech and Language Therapy (SALT)
- Trained adults
- Peer mentoring
- Software packages e.g. Rapid Plus, Accelerated Reader, MyOn.

The support plan will be communicated to parents with updates regarding progress shared regularly either via the SENCo or another appropriate adult such as a Head of Year or phase leader.

Support should be in place for the minimum amount of time necessary to enable the learners to read fluently. For most learners this will be a short, intensive support plan which will have an immediate impact on their curriculum but will enable them to access the curriculum more quickly. Some learners may require a longer, less intensive support plan which reduces the impact on their curriculum.



Love to read

The culture of reading should be embedded within the school to create a language-rich environment as a love of reading can prepare children for education success and introduce them to people, places and ideas they may not encounter in their everyday life.

There is evidence to support reading for pleasure is beneficial to learners, and that children who own a book are three times more likely to enjoy reading. In 2021 approximately 3 in 10 children read something daily in their free-time and 4 in 10 children said that reading made them feel better.

Suggested school strategies

- Book fairs – for learners to buy books (DA learners are given books for free)
- Library trollies/ reading clubs/ groups
- Tutor reading programme
- Book weeks (fun activities e.g. treasure hunts)/ celebrations of reading e.g. world book day
- Teacher recommendations e.g. Miss X is reading ….
- Author visits
- Scheduled reading lessons as part of the English curriculum
- Getting free books into school via organisations like The Book Trust

Parents should be encouraged to support their child's reading at home as research shows that parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons et al., 2001).

Suggested parent strategies

- Reading to their child
- Listening to their child read
- Reading together
- Visiting the library with their child



Read to achieve

This can also be known as Disciplinary or Academic Literacy.

Reading comprehension is vital to academic success and learners should be able to read like a subject specialist e.g. read like a scientist. Therefore, learners will also develop the skills to talk, debate and write like a subject specialist including Personal Development. This will develop the skills required for each learner to critically or evaluatively read a variety of texts.

There are two strategies that MET consider to be key to successful reading comprehension which will be utilised across the Trust:

- Scaffolding (**Figure 6**)
- Reciprocal reading (**Figure 7**)

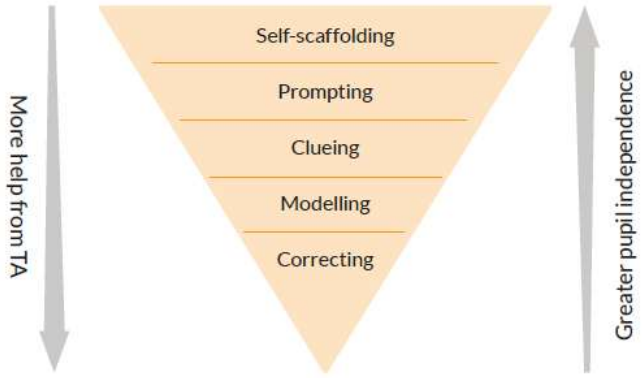


Figure 6: *Scaffolding model*



Figure 7: *Reciprocal reading approach*

Scaffolding model

Support is planned by a member of staff, and this is gradually removed so learners are able to work more independently.

Reciprocal reading

Learners initially work collaboratively in groups with guidance from the teacher. Over time, there is a gradual release of responsibility so that groups and learners can use the strategies more independently.

Suggested reading strategies

N.B. For further details of these strategies please refer to the relevant EEF documents per Key Stage.

Primary

- Decoding*
- Phonics*
- Fluency*
- Inferences*
- Singing aloud
- Rhyming
- Shared reading
- Story telling
- Role play
- Guided reading
- Repeated reading

Secondary and post-16

- Annotations
- Checklists
- Anticipating common misconceptions

All

- Reciprocal reading
- Extensive practise
- Explicit instruction
- Prediction
- Questioning
- Scaffolding
- Clarifying
- Activating prior knowledge
- Reading aloud
- Summarising
- Modelling*
- Collaborative learning
- Executive functions of self-regulation: plan, monitor and evaluate*.

*are also highlighted strategies by the EEF which would develop writing.

CPD

Each setting will provide training for relevant members of staff to provide reading for early readers and early-stage readers.

Each setting will provide training for members of staff who are teaching as all teachers will utilise texts in lessons at some point.

CPD will be planned for the academic year as part of the School Improvement cycle.

Monitoring reading

The implementation of reading will be monitored using Maiden Erlegh Trust's Continuous Improvement Strategy looking at a range of evidence such as:

- the quality of learning (and thus the impact of curriculum design and teaching) through observation;
- academic outcomes where appropriate e.g. English, KS2 reading;
- report outcomes e.g. for reading around the subject etc;
- outcomes for specific groups:
    - readers below chronological age
    - bottom 20%
    - disadvantaged learners
    - more able low disciplinary literacy
    - non-readers
- reading assessments
- learner self-assessment;
- learner feedback and surveys;
- cross-Trust moderation activities;
- Trust and external review.

The school reading lead will be able to report on the impact of reading (against specified aims) through the school evaluation process (December and June).

Impact

Learners will:

- be successful in the appropriate key stage outcomes;
- have a reading age in line or above their chronological age;
- develop their cultural capital;
- be able to talk about books they are reading.

Staff will:

- be trained in appropriate reading strategies e.g. phonics to support learners to read or reciprocal reading to support learners to achieve subject success;
- promote reading for pleasure by sharing their own reading experiences;
- plan for reading and check resources have an appropriate reading age.

Schools will:

- have a culture of reading and a language rich environment;
- provide regular reading opportunities.

Bibliography

Beck, I, et al. (2013) *Bringing words to life,* New York: Guildford Press.

DfE (2022) The Reading Framework: Teaching the foundations of literacy, London: DfE

DfE (2021) Teacher Standards, London: DfE

DfE (2014) National Curriculum, London: DfE

Education Endowment Foundation (2020) *Improving Literacy in KS1,* London: Education Endowment Foundation.

Education Endowment Foundation (2021) *Improving Literacy in KS2,* London: Education Endowment Foundation.

Education Endowment Foundation (2018) *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years',* London: Education Endowment Foundation.

Education Endowment Foundation (2018) *Improving literacy in secondary schools*, London: Education Endowment Foundation.

Mansworth, M (2021) *Teach to the top: aiming high for every learner,* Woodbridge: John Catt.

Myatt, M. (2020) *Back on Track: Fewer things, greater depth,* Woodbridge: John Catt.

Myatt, M (2018) *The Curriculum: gallimaufry to coherence*, Woodbridge: John Catt.

Myatt, M & Tomsett, J (2021) *Huh: Curriculum conversations between subject and senior leaders*, Woodbridge: John Catt.

Ofsted (2021) School Inspection Handbook, London: DfE

Quigley, A. (2020) *Closing the reading gap.* Abingdon, UK: Routledge.

Sherrington, T & Cavigliol, O (2020), Teaching walkthrus, Woodbridge, John Catt.

The Literacy Trust (2018) *Mental wellbeing, reading and writing*, London: https://literacytrust.org.uk/

The Literacy Trust (2020) *Diversity and children and young people's reading in 2020,* London: https://literacytrust.org.uk/

The Literacy Trust (2021) *Book ownership in 2021,* London: https://literacytrust.org.uk/

The Literacy Trust (2021) Children and young peoples reading engagement in 2021, London: https://literacytrust.org.uk/

Zutell, J. and Rasinski, T. V. (1991) *'Training Teachers to Attend to Their Students' Oral Reading Fluency'*, Theory into Practice, 30, pp. 211-217.

The Literacy Trust (2007) Why it is important to involve parents in their children's literacy development

ANNEX 1: Statutory guidance regarding reading

EYFS Framework

Early Learning Goals:

Children at the expected level of development will:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Past and Present

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

National Curriculum

KS1 & 2

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they

encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Year 1

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Year 3&4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Year 5&6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

KS3

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
    - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature
    - choosing and reading books independently for challenge, interest and enjoyment
    - rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
- understand increasingly challenging texts through:
    - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
    - making inferences and referring to evidence in the text
    - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
    - checking their understanding to make sure that what they have read makes sense
- read critically through:
    - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
    - recognising a range of poetic conventions and understanding how these have been used
    - studying setting, plot, and characterisation, and the effects of these
    - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
    - making critical comparisons across texts
    - studying a range of authors, including at least 2 authors in depth each year

KS4

Pupils should be taught to:

- read and appreciate the depth and power of the English literary heritage through:
    - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
        - at least one play by Shakespeare
        - works from the 19th, 20th and 21st centuries
        - poetry since 1789, including representative Romantic poetry
    - re-reading literature and other writing as a basis for making comparisons
    - choosing and reading books independently for challenge, interest and enjoyment

- understand and critically evaluate texts through:
    - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
    - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
    - identifying and interpreting themes, ideas and information
    - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
    - seeking evidence in the text to support a point of view, including justifying inferences with evidence
    - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
    - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
    - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these.

OFSTED School Inspection Handbook: Quality of Education: Good

Early Years

- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

KS1-5

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Teacher standards

Standard 2 - Promote good progress and outcomes by pupils

- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

Standard 3 - Demonstrate good subject and curriculum knowledge

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject.
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.

Standard 5 - Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

ANNEX 2: Roles and Responsibilities

Role and Responsibility	Named Leader
Strategic oversight of MET Education provision	Andy Johnson
Strategic oversight of MET reading provision	Sara Elliss (SID:QE)
Strategic oversight of school reading provision	Uche Ejike

ANNEX 3: School Improvement Plan objective linked to reading

Copy and paste relevant section from SIP or link to SIP

https://maidenerlegh.sharepoint.com/:x:/r/sites/MET/_layouts/15/Doc.aspx?sourcedoc=%7BC746A650-3A93-4516-8CDB-17B5BBA4A693%7D&file=HAM%20SIP%2026-27.xlsx&fromShare=true&action=default&mobileredirect=true

ANNEX 4: Local reading provision

Provision in each school – this could be a link to the relevant section on the school website.

MET strand	School success criteria	Actions	Cost	Review
	Staff are appropriately trained to deliver Reading Interventions	Staff receive training and updates as and when required to support reading interventions		
	STAR reader gives an upto date record of reading ability	Ensure there is testing twice a year to obtain accurate reading ages		
	Further development of reading following Fresh Start Programme.	Research resources to improve comprehension and understanding.		
	Library is fully resourced and pupils are accessing books	Continue to develop the library including books which are non-fiction, magazines and graphic novels		
	The culture of reading is embedded	Celebrate World Book Day, Teachers Favourite book posters		
	Tutor reading time	Pupils are engaging in their reading during a dedicated session		
	All subjects support academic literacy using the scaffolding approach	Key words, phrases are shared. Chances for discussions and debates are provided cross curricular in PD, English, Science and other subjects		