



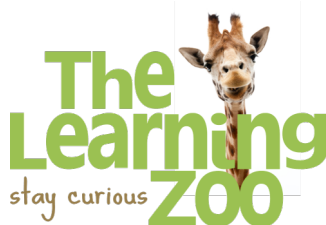
Reflective Reading

TEACHER TRACKER

Cultivating a Reading Culture Self-Evaluation

Effective Reading Instruction Checklist

Reading Planner (Es and Os)



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Reflective Reading: Cultivating a Reading Culture

This evaluation is designed to encourage collegiate discussion and reflection on current reading practice within the school, and individual classrooms. It is a useful aid to identify action points on a termly basis, and review progress over the session.

WHOLE SCHOOL ISSUES

We take part in national and local reading events and initiatives such as World Book Day.				
Community members regularly read to classes or share a text and their reading habits with us.				
Our school library is a beloved space and is well-stocked, welcoming, attractive and always has new books on offer. We subscribe to regular newspapers and magazines.				
Where possible, we visit our local library and know our local librarian well.				
We organise our own events to promote reading such as Book Swaps and Bedtime Story Evenings.				
We engage with authors through school visits and/or live internet talks.				
We have an active Book Club, run by children.				
We have a staff Research Group to read and discuss educational research.				
We identify children that may at risk of reading failure and ensure that robust, research-informed interventions are in place to teach them to read, write and spell as a matter of urgency.				
Reading books and resources are fit for purpose, engaging and available in sufficient quantities.				
Phonically decodable books are used for beginning reading instruction and for intervention purposes.				
We value reading. Our reading ethos is apparent in our daily life and work and can be felt all year round.				

TEACHING, LEARNING AND CLASSROOM ROUTINE

I enable children to choose texts for reading for pleasure. I allow choice in texts for study when appropriate.				
I ensure that children have access to a wide range of high quality texts within the classroom setting.				
Our classroom has an established reading culture: part of every day is used for silent personal reading and/or sharing a class novel/book/poem; we start every morning with a poem, joke or quote.				
I encourage deep thinking, critical study, exploring themes that go beyond the text.				
I provide a balanced diet of reading material and a variety of text type/genres as outlined in the 'definition of text' as well as texts in Scots. (if appropriate)				
I choose texts that links to our learning across the curriculum e.g. social studies, RME, science etc.				
We have a wall display that records the different sorts of texts we encounter through our reading.				
I have an awareness of children's literature and authors including classic and contemporary favourites.				
I use a variety of strategies and methods for reading including e.g. Literacy Circles, Book Detectives, DARTs, Critical Skills, Reciprocal Reading, and Reflective Reading.				
I encourage deep thinking, critical study, exploring themes that go beyond the text.				
I make explicit links to how our reading links to our learning, our other reading, and the relevance of the text to our own lives and the wider world.				
Where possible, extended writing tasks are linked to our reading in class.				
I provide research-informed instruction for children in my class who are struggling with their basic literacy skills, using the intervention programme my school has adopted.				

TEACHER AS READER

I model reading behaviours and join the children when they take part in personal, silent reading.				
I share my reading habits and invite others to share theirs, including other adults/visitors to the classroom.				
I model reflective reading and thinking and express my opinions and thoughts about my reading.				
I encourage enthusiasm for reading; demonstrating how texts in all forms, for every purpose, can inform us, entertain us, and enrich our lives.				
I enjoy reading in all forms covering a wide range of texts and text types; I am a reader.				
I read and access professional texts, including educational research, to help develop and inform my practice.				
I find time for myself to read what I enjoy, whatever that may be. (Silent reading can reduce stress!)				

EFFECTIVE READING INSTRUCTION CHECKLIST

Our aim is to teach 100% of our children to read, confidently, fluently and independently.	
Both elements of reading: decoding (phonics) and comprehension are adequately addressed in our policies and teaching.	
We have a high quality phonics programme in place from P1/YR which also provides opportunities for teaching phonics (including phonemic awareness), vocabulary, fluency, comprehension and grammar.	
All of our teachers have been trained in phonics, regardless of which age/stage they work with.	
We teach the alphabetic code—the sounds/phonemes in our language and their corresponding letter/letters (spelling alternatives). We use alphabetic code charts or sound charts to support teaching and learning	
We teach the skills of reading, writing and spelling including the sub-skills of decoding and blending for reading, oral segmenting and encoding for spelling, and handwriting.	
In the early years, we avoid premature grouping and differentiation, and instead focus on 'keeping up' rather than 'catching up'. We provide extra support and 'little and often' practice for slower to learn children.	
The only strategy we teach children is phonics 'all-the-way-through-the-word' for reading and for spelling.	
We no longer use any of the following: sight words, letter names, miscue analysis, multi-cueing or guessing .	
Children have opportunities to work independently and at their own pace, using paper-based resources as they practise reading, writing and spelling. (Materials for this should be provided with your phonics programme.)	
Decodable reading materials are used for teaching in the early stages. Sentences, texts and reading books follow the phonics being taught and enable children to read independently and make rapid progress.	
Regardless of age/stage children throughout the school that are struggling with reading are given appropriate reading instruction and teaching, using a high quality phonics programme as an intervention.	
We have a stock of decodable reading books suitable for older learners and which are used throughout the school as appropriate.	
Phonics teaching continues up to the end of P7/Y6 for spelling.	
We have shared the school's approach to teaching reading with parents—and give clear and explicit advice about how they can best support their child, including an emphasis on reading to, and talking with, their children.	
Our classroom practice is fit for purpose. It focuses on the precise and necessary knowledge and skills required for reading. We are careful not to 'lose the learning' in the quest for engagement or active learning. Learning to read is a very real, exciting and fulfilling journey all by itself.	
All of the above takes place within a rich literacy environment that instils an appreciation/love of texts and reading in all its forms—whether for pleasure, leisure or learning.	

Reflective Reading: Early Level

ENJOYMENT AND CHOICE

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.
(LIT 0-01a, LIT 0-21a, LIT 0-20a)

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.
(LIT 0-01b, LIT 0-21a, LIT 0-11b)

I enjoy listening to rhymes, songs and stories and being read to.

I enjoy watching and listening to television programmes, films and audio books/stories/songs/CDs.

I recognise language patterns and join in with familiar, repeated rhymes and stories.

I choose my own texts, and attempt to 'read' independently.

I handle books appropriately e.g. right way up, 'read' left to right, and turn pages carefully.

I say what I like/don't like about a story or text I know.

TOOLS FOR READING

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a, LIT 0-13a, LIT 0-21a)

I recognise familiar words and signs both inside and out e.g. my name, logos, environmental print.

I use picture clues to gain meaning from text.

I understand the terms book, cover, beginning, end, page, word, letter, line and sound.

I show an awareness of some sounds of letters of the alphabet e.g. can play I-Spy.

I am beginning to recognise the relationship between printed letters and their corresponding sounds.

FINDING AND USING INFORMATION

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. (LIT 0-14a)

I am becoming aware of texts, books, computers and the internet as sources of information.

I can sequence pictures of known stories and texts and can invent stories and texts to match pictures.

I am learning, by observing and doing, how to find information in different types of texts e.g. using pictures, search engines, contents, index, page numbers etc.

UNDERSTANDING, ANALYSING, EVALUATING

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.
(LIT 0-07a, LIT 0-16a, ENG 0-17a)

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)

I can retell events in a story or information from a non-fiction text. (may be brief)

I am curious about what I am reading, listening to or watching. I can answer and ask questions about it.

I make predictions about what might happen next.

I can say what I already know about a subject or story.

I can talk about characters or my 'favourite bits' of a text or story and explain why I like them.

Notes:

Reflective Reading: First Level

ENJOYMENT AND CHOICE

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. (LIT 1-11a)

I enjoy being read to and like listening and responding to jokes, poems, rhymes, songs and stories.

I enjoy watching and listening to television programmes, films, clips and audio CDs.

I use the covers, pictures, blurbs, titles and text to help me make reading choices.

I regularly choose my own texts, in school and at home, to read for pleasure e.g. jokes, comics, picture books, stories, novels, short stories, poems and games etc.

I regularly choose my own texts, in school and at home, to read for information e.g. websites, apps, encyclopaedias, non-fiction books, 'How to..' , instruction books, newspapers etc.

I regularly choose my own texts, in school and at home, to watch and listen for pleasure and for information e.g. television programmes, films, podcasts, music, YouTube, games etc.

I can talk about different types of texts and say what types of texts I prefer and why.

I can talk about different authors and their texts, explaining who my favourite author is and why.

Notes:

TOOLS FOR READING

I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a)

I read confidently and fluently and have achieved an appropriate level of automaticity when reading texts of a suitable level.

I use my phonics 'all-the-way-through-the-word' to sound out and blend unknown words.

I can read a familiar text aloud fluently and unknown texts with increasing fluency.

I use context clues, the blurb and pictures to enhance my understanding of text.

When necessary, I can use a dictionary to clarify my understanding of unknown words.

I can 'read' pictures or films and make meaning from these texts without words. (visual literacy)

I can skim read a text quickly to get the idea of what it is about.

I can scan a text for particular words or information.

I read aloud with understanding, accuracy and expression, paying attention to punctuation: capital letters, full stops, question marks, exclamation marks, commas etc. and text in **bold** and *italics*.

I can sequence pictures of stories and texts and can invent stories and texts to match pictures.

I am developing my skills in finding information in books and online e.g. using pictures, search engines, contents, index, page numbers etc.

Notes:

Reflective Reading: First Level continued

FINDING AND USING INFORMATION

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. (LIT 1-15a)

I can use the contents, alphabetical index and page numbers, search engines and search functions to help me locate information in non-fiction texts.

I can identify a text type from some of its features e.g. layout and can mention some features of a given text type.

I can find, select, sort, highlight, classify, organise and use information from texts.

I am learning to make notes on what I read under given headings.

I am learning to create new texts from my notes and from what I read, listen and watch.

Notes:

UNDERSTANDING, ANALYSING, EVALUATING

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1-16a)

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)

To help me develop an informed view, I can recognise the difference between fact and opinion. (LIT 1-18a)

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)

I can distinguish between fiction and non-fiction texts.

I can identify and consider the purpose of a text e.g. to inform, to entertain, to persuade etc.

I can identify the main ideas of a text.

I can summarise the main points of a text.

I can answer different types of questions about a text including predicting, inferring, and evaluating.

I am beginning to create different types of questions and tasks, suitable for a given text.

I share my thoughts about structure, characters and setting.

I give a personal response to, or an opinion of, a text.

I recognise the difference between fact and opinion.

I recognise if a text is trying to persuade or influence me.

I relate the text to my own experiences.

I make connections between the text and my learning.

I comment on how good/effective a text is referring to: word choice, sentence structure and VCOP, Writer's Craft Tools and literary devices, soundtrack, imagery, features of genre etc.

Notes: VCOP = Vocabulary, Connectives, Openers, Punctuation

Reflective Reading: Second Level

ENJOYMENT AND CHOICE

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. (LIT 2-11a)

I enjoy reading in all forms covering a wide range of texts and text types; I am a reader.				
I regularly choose my own texts, in school and at home, to read for pleasure e.g. novels, short stories, comics, magazines, websites, graphic novels, poems, multi-modal texts and games etc.				
I regularly choose my own texts, in school and at home, to read for information e.g. websites, apps, encyclopaedias, non-fiction books, 'How to...'/recipe/instruction books, newspapers etc.				
I regularly choose my own texts, in school and at home, to read, watch and listen for pleasure and information e.g. TV programmes, films, podcasts, music, YouTube and social media etc.				
I choose my own books or texts for study in class.				
I can discuss different types of texts and talk about which types of texts I prefer and why.				
I can discuss different authors and their texts, explaining who my favourite authors are and why.				

Notes:

TOOLS FOR READING

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 2-12a)

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear, and give reasons for my selection. (LIT 2-13a)

I can read a range of level appropriate familiar and unfamiliar texts fluently and accurately.				
I read aloud with understanding and expression, paying attention to punctuation, verbs and adverbs e.g. she whispered, 'You mean...' he paused for effect etc. and text in bold / <i>italics</i> .				
I use my knowledge of structure and layout to locate information e.g. introduction, conclusion, paragraphs, headings and sub-headings etc.				
I can locate information quickly and effectively by using text marking, ICT resources and search functions, contents and indexes.				
I can 'read' pictures or films and make meaning from these texts without words. (visual literacy)				
I can skim read to identify the main ideas of a text and I can scan a text for particular words, information or the answer to a question.				
I use context clues, punctuation, parts of speech, and root words, prefixes and suffixes to consider new words and to help me read for meaning.				
I can use a dictionary and/or a thesaurus, as appropriate, to help me in my work.				
I can 'read between the lines' to interpret meaning from actions, dialogue and descriptions.				

Notes:

Reflective Reading: Second Level continued

FINDING AND USING INFORMATION

Using what I know about the features of different types of texts, I can find, select, sort information from a variety of sources and use this for different purposes. (LIT 2-14a)

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)

I can use the contents, alphabetical index and page numbers, search engines and search functions to help me locate information in non-fiction texts.				
I can identify a text by its features and can describe in detail the features of a given text type.				
I can find, select, sort, highlight, classify, organise & use information from a variety of sources.				
I make notes on what I have read, watched, or listened to, choosing appropriate headings.				
I create new texts from my notes using my own words as appropriate. (I might quote from the text.)				
Notes:				

UNDERSTANDING, ANALYSING, EVALUATING

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. (LIT 2-16a)

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a)

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. (LIT 2-18a)

I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre. (ENG 2-19a)

I can identify and consider the purpose of a text e.g. to inform, to entertain, to persuade etc.				
I can identify and summarise the main ideas of a text, using supporting detail.				
I can answer different types of questions about a text including predicting, inferring, and evaluating.				
I can create different types of questions and tasks, suitable for a given text.				
I can identify and explain the difference between fact and opinion and can detect bias.				
I recognise if a text is trying to persuade or influence me.				
I can assess how useful and believable my sources are.				
I share my thoughts about structure, characterisation and setting.				
I give a personal response to, or an opinion of, a text.				
I recognise the relevance of the writer's theme to my own and others' experiences and the wider world and can make connections between the text and my learning.				
I comment on a writer's style and how effective a text is referring to: VCOP, literary devices and features specific to each genre etc. e.g. film: camera angle; soundtrack etc.				

Notes: Notes: VCOP = Vocabulary, Connectives, Openers, Punctuation

Reflective Reading: Third Level

ENJOYMENT AND CHOICE

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.

I can identify sources to develop the range of my reading. (LIT 3-11a)

I enjoy reading in all forms covering a wide range of texts and text types; I am a reader.				
I regularly choose my own texts, in school and at home, to read for pleasure e.g. novels, short stories, comics, magazines, websites, graphic novels, poems, multi-modal texts and games etc.				
I regularly choose my own texts, in school and at home, to read for information e.g. websites, apps, encyclopaedias, non-fiction books, 'How to...' /recipe/instruction books, newspapers etc.				
I regularly choose my own texts, in school and at home, to read, watch and listen for pleasure and information e.g. TV programmes, films, podcasts, music, YouTube and social media etc.				
I can express detailed opinions about texts and authors, giving reasons, backed by evidence, to support my personal response.				
I can identify sources to develop the range of my reading e.g. libraries, book shops, online book sellers, reviews, blogs, social media, personal recommendations etc.				
Notes:				

TOOLS FOR READING

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 3-12a)

I can select and use a range of strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. (LIT 3-13a)

I can read a range of level appropriate texts fluently and accurately.				
I read aloud with understanding and expression, paying attention to punctuation, verbs and adverbs e.g. she whispered, he added cautiously, 'You mean...' he paused for effect etc.				
I use my knowledge of structure and layout to locate information e.g. introduction, conclusion, paragraphs, headings and sub-headings etc.				
I can locate information quickly and effectively by using skimming and scanning, text marking, ICT resources and search functions, contents and indexes.				
I can 'read' pictures or films and make meaning from these texts without words. (visual literacy)				
I can skim read to identify the main ideas of a text and I can scan a text for particular words, information or the answer to a question.				
I use context clues, punctuation, parts of speech, and root words, prefixes and suffixes to consider new words and to help me read for meaning.				
As I read I automatically monitor and check my understanding, re-reading or slowing down as appropriate.				
I can 'read between the lines' to interpret meaning from actions, dialogue and descriptions.				
Notes:				

Reflective Reading: Third Level continued

FINDING AND USING INFORMATION

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. (LIT 3-14a)

I can make notes, organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. (LIT 3-15a)

I can describe in detail different text types and their purpose, structure/organisation, language and specific features.

I can find, select, sort, summarise, link and use information from a variety of sources.

I make notes and organise them to develop my thinking and help retain & recall information.

I create new texts from my notes using my own words as appropriate.

Notes:

UNDERSTANDING, ANALYSING, EVALUATING

To show my understanding across different areas of learning, I can: identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences from key statements; identify and discuss similarities and differences between different types of text. (LIT 3-16a)

To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. (ENG 3-17a)

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. (LIT 3-18a)

I can discuss & evaluate the structure, characterisation &/or setting using some supporting evidence; identify the main theme of the text and recognise the relevance this has to my own & others' experiences; identify & comment on aspects of the writer's style & other features appropriate to genre using some relevant evidence. (ENG 3-19a)

I can identify and consider the purpose, main concerns or concepts of a text & use supporting detail.

I can make inferences from key statements.

I can comment, with evidence, on the content and form of short and extended texts.

I can identify and discuss similarities and differences between different types of texts.

I can respond to literal, inferential and evaluative questions and other close reading tasks.

I can create different types of questions and tasks suitable for a given or chosen text.

I can identify and explain the difference between fact and opinion and can detect bias.

I recognise persuasion and am exploring the techniques used to influence my opinion.

I can assess the reliability of information and credibility and value of my sources.

I can discuss and evaluate the structure, characterisation and/or setting using some supporting evidence from the text.

I can identify the writer's theme and recognise its relevance to my own & others' experiences, and the wider world and can make connections between the text and my learning.

I can identify and comment on aspects of a writer's style (VCOP, literary devices etc.) its effect on the reader and other features specific to genre using some relevant evidence.

Notes: Notes: VCOP = Vocabulary, Connectives, Openers, Punctuation