

## Guidance on grading the teaching of early reading

When making a judgement about the trainee's ability to teach reading, please consider the aspects set out on the grid below, alongside the Teachers' Standards detailed in the Training and Assessment Toolkit.

This does not represent a 'tick list' of criteria but is intended as a basis for observation of, and discussion with, the trainee and to enable the teacher to give an overall indicator of the trainee's abilities to teach reading within the Key Stage they are currently working.

### **For the purposes of this grading, the definition of 'early reading' will include different elements:**

- In the Foundation Stage (Nursery), trainees will focus on pre-reading skills, including Phase 1 of Letters and Sounds to develop phonological awareness, and early language comprehension (see Section)
- In the Foundation Stage (Reception) trainees will focus on all of the above, and the beginnings of SSP teaching, and early reading comprehension
- In KS1, trainees will focus on the development of SSP, and reading comprehension
- In KS2, trainees will focus on the development of reading comprehension

<p><b>The trainee (Foundation stage and Key Stage 1)</b></p> <ol style="list-style-type: none"> <li>1. Provides a rich literate environment across all aspects of learning</li> <li>2. Promotes and develops learning talk</li> <li>3. Develops children's phonological awareness through age appropriate and relevant activities both child initiated and teacher led</li> <li>4. Plans and teaches progressive sequences of phonics learning, matching the needs of the class/groups (review, teach, practise, apply)</li> <li>5. Differentiates phonics teaching showing a knowledge of progression in skills and correct articulation of the phonemes</li> <li>6. Applies phonics teaching across the curriculum explicitly and implicitly</li> </ol>
<p><b>The trainee (Foundation, KS1 and KS2)</b></p> <ol style="list-style-type: none"> <li>1. Develops a reading ethos through reading aloud to children for pleasure, sharing of texts across the curriculum, having a developing knowledge of children's literature appropriate to the age group they are teaching,</li> <li>2. Plans for and creates a literate environment including the celebration of reading through classroom displays, book corners or reading areas, encouraging discussion about texts shared.</li> <li>3. Engages children and interacts with shared text to develop comprehension e.g. through the use of discussion and questioning, drama, role play</li> <li>4. Plans for children to engage and interact with shared text to develop research skills that are age appropriate including establishing purposes for reading.</li> <li>5. Shows an understanding in practice of the reading curriculum selecting and teaching appropriate objectives for learning</li> <li>6. Makes effective use of monitoring and record keeping processes (including children's self-assessment)</li> <li>7. Identifies and supports children who are below and above age related expectations</li> <li>8. Uses a range of assessment for learning processes as part of their teaching e.g. makes effective use of questioning/dialogue; takes a running record to offer relevant and effective feedback to children to support children in identifying their strengths in reading (including the cues they use well)</li> <li>9. Uses 1:1 reading opportunities to give effective feedback and support assessment</li> <li>10. Makes accurate summative judgments against national standards</li> <li>11. Uses quality children's literature to support the application of skills and knowledge</li> <li>12. Selects appropriate pedagogical approach to meet the needs of the class, groups and individuals e.g. shared and guided reading</li> <li>13. Where necessary supports children learning English as an additional language</li> <li>14. Makes clear links made between reading and writing across the curriculum and within distinct literacy teaching.</li> </ol>