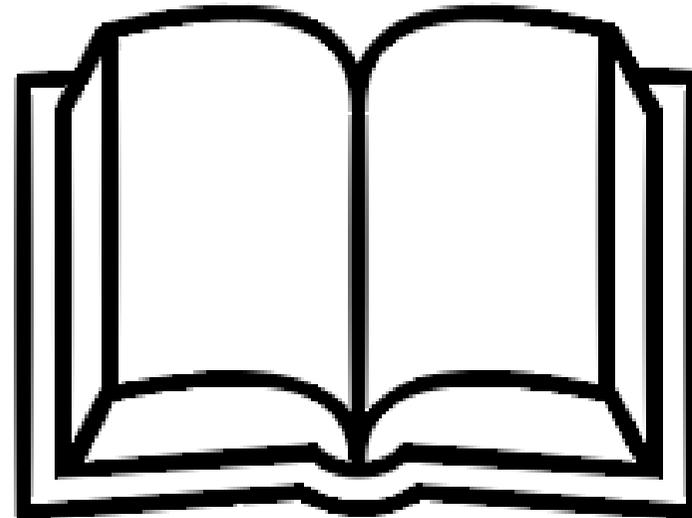


OneEducation **READING** AWARD



Sample Criteria

Please note this sample shows only a small snapshot of the One Education Reading Award accreditation criteria. For access to the full document, please contact our Reading Award Lead by email at laura.lodge@oneeducation.co.uk.

Reading for Decoding

	Bronze	Silver	Gold
a) Early Reading and Phonics Curriculum	<ul style="list-style-type: none"> The importance of early reading and phonics is expressed within a policy and is understood by staff in EYFS and KS1. The school's early reading and phonics curriculum follows the statutory requirements of the National Curriculum. The school is beginning to shape their curriculum according to their individual context. 	<ul style="list-style-type: none"> The importance of early reading and phonics is expressed within a policy and is understood by all staff within the school. The school's early reading and phonics curriculum is shaped by the school's individual context and follows the statutory requirements of the National Curriculum. 	<ul style="list-style-type: none"> The importance of early reading and phonics is understood and prioritised by the whole school; including pupils, parents, governors and other stakeholders. This is expressed in a policy. The school's early reading and phonics curriculum is shaped by the school's context and is carefully designed to meet the needs of all learners. It goes further than the statutory requirements of the National Curriculum.
b) Leadership of Early Reading and Phonics	<ul style="list-style-type: none"> Leaders ensure that a systematic phonics programme is in place. They know term by term what they expect children to know. The early reading and phonics approach is regularly evaluated for impact and to drive improvement. Leaders have a developing knowledge of quality literature that supports the teaching of early reading. Leaders are beginning to monitor and evaluate the quality of teaching and learning in early reading and phonics. There is a commitment to ongoing training and development for staff. 	<ul style="list-style-type: none"> Leaders ensure that a systematic phonics programme is in place and is consistent across the school. They ensure staff know term by term what they expect children to know. The early reading and phonics approach is regularly evaluated for impact and to drive improvement. Priorities for the school are identified and addressed effectively. Leaders have a good knowledge of quality literature that supports the teaching of early reading. Leaders engage in regular and consistent monitoring and evaluation of the quality of teaching and learning in early reading and phonics. The commitment to ongoing training and development for staff is sustained. This particularly focuses on staff in EYFS and KS1. 	<ul style="list-style-type: none"> Leaders ensure that a meticulous and systematic phonics programme is in place which is consistently applied across the school to enable sufficient and appropriate progress by all pupils. The early reading and phonics approach is continually evaluated for improvement on a regular and appropriate basis. Priorities for targeted focus and whole school improvement are identified quickly and addressed effectively, with their impact monitored and evaluated. Leaders have excellent knowledge of quality literature that supports the teaching of early reading. Regular and consistent monitoring and evaluation of the quality of teaching and learning in early reading and phonics is embedded within the school. The commitment to ongoing training and development for staff across the whole school is sustained. This ensures high quality teaching of early reading and phonics across the whole school.

Reading for Understanding

	Bronze	Silver	Gold
a) Staff Knowledge and CPD in Reading for Understanding	<ul style="list-style-type: none"> • Staff have good subject knowledge in the teaching of reading for understanding. • Staff development is supported through access to training and CPD. • Staff have good knowledge of children's literature and use this knowledge to help support reading for understanding. 	<ul style="list-style-type: none"> • Staff have good subject knowledge in the teaching of reading for understanding. They are confident with a wide range of reading strategies. • Staff development is supported through access to regular training and CPD. • Staff have opportunities to engage in peer coaching and support for the teaching of reading for understanding. • Staff have good knowledge of children's literature and use this knowledge to help support reading for understanding; choosing texts which challenge, intrigue and stimulate quality discussion and response. 	<ul style="list-style-type: none"> • Staff have excellent subject knowledge in the teaching of reading for understanding. They are confident with a wide range of reading strategies. • Staff development is supported through access to regular training and CPD. Staff contribute to the planning of CPD opportunities and choices are influenced by the outcomes of staff voice. • Staff have regular opportunities to engage in peer coaching and support for the teaching of reading for understanding. • Staff have excellent knowledge of children's literature and use this knowledge to help support reading for understanding, choosing texts which challenge, intrigue and stimulate quality discussion and response. • Staff are pro-active in staying up to date with current research, applying this where appropriate to their own practice.
b) Reading for Understanding Planning	<ul style="list-style-type: none"> • Planning is becoming consistent across all year groups. • The structure of lessons is becoming consistent. • Planning includes measures to scaffold and challenge pupils. • Planning offers opportunities for pupils to apply what they have learnt. 	<ul style="list-style-type: none"> • Planning follows a consistent approach across all year groups. • Planning ensures that the structure of lessons is consistent across the school. • Planning for each session has clear and concise learning objectives linked to reading skill development. • Planning includes measures to scaffold and challenge pupils, showing progression across learning opportunities. • Planning offers a wide range of opportunities for pupils to apply what they have learnt. • Opportunities are planned for text-based learning – reading for writing and vice versa. 	<ul style="list-style-type: none"> • There is a significant focus on ensuring that the school's approach and the structure of lessons is consistent. • Planning for each session has clear and concise learning objectives and is developed based on progress within the previous lesson and assessment. • Planning is highly personalised to meet the needs of the cohort. • Planning includes measures to scaffold and challenge pupils, showing progression and next steps across learning opportunities. • Planning includes a range of interactive, stimulating and multisensory approaches. • Planning offers a wide range of opportunities for pupils to apply what they have learnt across the curriculum. • Text-based learning (reading for writing and vice versa) is a key part of the school's approach.

Reading for Enjoyment

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	Bronze	Silver	Gold
a) Reading for Enjoyment Resources	<ul style="list-style-type: none"> • A range of engaging texts are available to pupils. • Reluctant readers have access to HiLo texts that engage them. • Some linked resources are available, e.g. small world, linked texts. • Book stock is reviewed and renewed regularly. • The school is beginning to review the diversity of their book stock. • Access to reading online is encouraged. 	<ul style="list-style-type: none"> • A good range of reading materials is accessible to pupils including comics, graphic novels, magazines, etc. • Reluctant readers have access to a range of HiLo texts that engage them. Staff make sure pupils can access these texts easily. • A range of linked resources are available, e.g. small world, linked texts. • Book stock is reviewed and renewed at least annually. • The school is beginning to review the diversity of their book stock. It is actively seeking to improve the diversity of its book stock through new purchases where possible. • Pupils are involved in the decision of new resources. • Access to reading online in a variety of different forms is encouraged such as the use of 'Accelerated Reader'. 	<ul style="list-style-type: none"> • An excellent range of reading materials is accessible to pupils including: comics, graphic novels, e-books, magazines, multi modal and digital texts. • Resources are listed and clearly organised so that staff know what resources are readily available. • Reluctant readers have access to a wide range of HiLo texts that engage them. These are updated regularly using pupil feedback. • Linked resources are available throughout the whole school curriculum, e.g. small world, linked texts. • Book stock is reviewed and renewed at least termly. • The diversity of the school's book stock is a key focus for renewal. It is actively seeking to improve the diversity of its book stock and the diversity of the stock is improving over time. • Pupils and other stakeholders are involved in the decision of new resources. • Access to reading online in a variety of different forms is encouraged and demonstrated by a range of stakeholders through the school website/learning platform and by excellent technology provision across the school, such as use of iPads, Kindles etc.

b) Reading Rich Environment	<ul style="list-style-type: none"> • Reading displays are in all classrooms. They are updated regularly in-line with pupils' interests or class focuses. • Books are displayed in the classroom, aligned to pupils' interests and curriculum topics. • There is a dedicated space for the school library. 	<ul style="list-style-type: none"> • Reading displays are in all classrooms and feature throughout the wider school environment. They are updated regularly in-line with pupils' interests or class focuses. • A range of carefully chosen books are displayed in the classroom, aligned to pupils' interests and curriculum topics. • There is a dedicated space for the school library, preferably a specific room with enough space for a whole class to access it at the same time. It is welcoming, attractive and pupils are actively encouraged to borrow books. • There is an outdoor reading area. 	<ul style="list-style-type: none"> • Reading displays are effective, useful and promote pupils' reading in all classrooms and throughout the whole school environment. They are updated regularly in-line with pupils' interests or class focuses. • A range of carefully chosen books are displayed in the classroom and throughout the school, aligned to pupils' interests and curriculum topics. • There is a dedicated space for the school library, preferably a specific room with enough space for a whole class to access it at the same time. It is welcoming, attractive and pupils are encouraged to borrow books but also spend time reading quietly and participate in book groups. • Pupils are encouraged to read in a range of different spaces across the whole school: reading area within each classroom, dedicated outdoor reading areas, poetry corners, library zones etc.
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SAMM