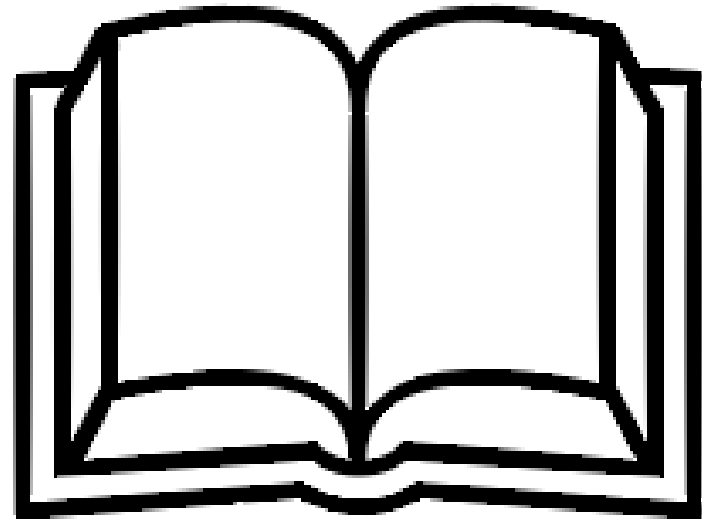


**OneEducation**  
**READING**  
AWARD



# Sample Secondary Accreditation Criteria

## Reading for Fluency

	Bronze	Silver	Gold
a) Reading for Fluency Curriculum	<ul style="list-style-type: none"> <li>The school understands the importance of becoming a fluent reader. This is expressed within a whole school Literacy policy.</li> <li>Teachers are supported in the planning and teaching of reading for fluency.</li> <li>Teachers are aware of strategies to use to support students' fluency within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>A whole-school Literacy policy is in place which details the school's approach to the reading for fluency curriculum.</li> <li>Teachers and support staff are trained and up to date in the delivery, planning and teaching of reading for fluency.</li> <li>All new members of staff are trained in reading for fluency as part of their induction.</li> <li>Teachers use a range of strategies to support students' fluency within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>A whole-school Literacy policy is in place which details the school's approach to the reading for fluency curriculum. The policy is informed and underpinned by the latest research including the Scarborough Reading Rope and EEF Guidance Reports. Staff are proactive at staying up to date in reading for fluency delivery and research.</li> <li>All staff are trained and up to date in the delivery, planning and teaching of reading for fluency. All staff attend regular CPD updates and feel confident.</li> <li>All new members of staff are trained in reading for fluency; there is an induction programme in place.</li> <li>Staff have opportunities to engage in peer coaching and support for the teaching of reading for fluency.</li> <li>Teachers use a range of strategies to support students' fluency within the classroom. Strategies are embedded in the delivery of lessons both within English and across the whole curriculum.</li> </ul>
d) Pupil Outcomes in Reading for Fluency	<ul style="list-style-type: none"> <li>Students' needs in terms of reading fluency are identified quickly and strategies are used to support identified students to catch up. This leads to students making good progress from their starting points.</li> <li>Most students leave school as fluent readers. The proportion is increasing and measures are being put in place to support this to continue.</li> </ul>	<ul style="list-style-type: none"> <li>Students' needs in terms of reading fluency are identified quickly and accurately. Carefully chosen measures are put into place to support fluency. This leads to students making good progress.</li> <li>Almost all students leave school as fluent readers. The proportion is increasing and measures to support this to continue are reviewed at least annually.</li> </ul>	<ul style="list-style-type: none"> <li>Students' needs in terms of reading fluency are identified quickly and accurately. Carefully chosen measures are put into place to support fluency which are embedded across the whole school. This leads to students making at least good progress.</li> <li>All students leave school as fluent readers. Measures to support this to continue are reviewed regularly.</li> </ul>

## Reading for Meaning

	Bronze	Silver	Gold
b) Leadership of Reading for Meaning	<ul style="list-style-type: none"> <li>Leaders are beginning to monitor and evaluate the quality of teaching and learning in reading for meaning.</li> <li>Senior leaders are aware of the school's reading curriculum and are committed to its continual development.</li> <li>Leaders ensure their knowledge of teaching reading is developing through reading new books, resources and up to date research.</li> <li>Leaders have a developing knowledge of quality literature that supports the teaching of reading for meaning.</li> <li>Ongoing training and development for staff is sustained.</li> <li>Leaders ensure resources are updated to enhance the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders make regular and consistent monitoring and evaluation of the quality of teaching and learning in reading for meaning.</li> <li>Leaders ensure that the delivery of the school's reading for meaning curriculum is prioritised and is consistent across the school.</li> <li>Leaders ensure their knowledge of teaching reading is good through reading new books, resources and up to date research.</li> <li>Leaders have a good knowledge of quality literature that supports the teaching of reading for meaning.</li> <li>Ongoing training and development for staff is sustained to ensure the high quality teaching of reading for meaning across the whole school.</li> <li>Leaders ensure resources are updated regularly to enhance the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Regular and consistent monitoring and evaluation of the quality of teaching and learning in reading for meaning is embedded within the school.</li> <li>Leaders ensure that a precise and consistent reading for meaning curriculum is in place and is prioritised. This is consistently applied across the school to enable sufficient and appropriate progress by all students.</li> <li>Leaders ensure their knowledge of teaching reading is excellent through reading new books, resources and up to date research.</li> <li>Leaders have excellent knowledge of quality literature that supports the teaching of reading for meaning.</li> <li>Ongoing training and development for staff is sustained to ensure the high quality teaching of reading for meaning across the whole school.</li> <li>Leaders ensure resources are updated regularly to enhance the curriculum, considering learners' needs and interests.</li> </ul>

SAMPLE

<p>d) Reading in the English Curriculum</p>	<ul style="list-style-type: none"> <li>• The school's English curriculum follows the requirements of the National Curriculum, both in terms of coverage and in the strategies taught. The curriculum is beginning to be shaped according to the specific needs of the school's pupils.</li> <li>• The school's English curriculum follows the progression of the National Curriculum, considering prior learning at Key Stage 2.</li> <li>• Students are presented with increasingly challenging texts including a wide range of fiction and non-fiction texts, particularly whole books.</li> <li>• Planning for reading is becoming consistent across the department. This means that the structure of lessons is also becoming consistent, with measures put in place to scaffold and challenge students.</li> <li>• There is a clear focus on teaching reading skills and strategies in sessions. Teachers explicitly model reading strategies such as activating prior knowledge, prediction and questioning, to improve students' comprehension.</li> <li>• Students are taught how to actively engage with what they are reading, including using their existing subject knowledge.</li> <li>• Explicit vocabulary instruction is used to help students access and use academic language. The understanding of tier 2 and tier 3 vocabulary is prioritised during teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's English curriculum builds on the requirements of the National Curriculum, meeting the needs of all students. Progression in learning is evident, with regular opportunities for revisiting and consolidating key content.</li> <li>• Students are presented with increasingly challenging texts including a wide range of fiction and non-fiction texts. This includes whole books, short stories, poems and plays with a wide coverage of genres, forms and authors (at least two authors in depth each year). The texts chosen are appropriate for the age group.</li> <li>• Planning for reading and the structure of lessons is consistent across the department. Teachers skilfully support and challenge students.</li> <li>• There is a clear focus on developing reading skills and strategies in sessions. This contributes to students becoming strategic readers.</li> <li>• Teachers support students to read analytically, exploring writers' methods and text conventions.</li> <li>• Students can recognise the purpose, audience and context for a wide range of texts.</li> <li>• Students are taught how to make critical comparisons between texts, drawing on their prior knowledge. This may include re-reading books previously encountered.</li> <li>• Teachers equip students with the skills to develop an informed personal response to a wide range of texts.</li> <li>• Explicit vocabulary instruction is prioritised so that students are able to understand and apply vocabulary in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's English curriculum uses the National Curriculum as a starting point from which to build. The curriculum is highly-personalised to the needs of the school's cohort, ensuring students build the cultural capital necessary for later life. It is carefully sequenced with regular opportunities for retrieval and consolidation. Students are well-supported and challenged.</li> <li>• Students are presented with a wide range of increasingly challenging, but age appropriate, texts that go beyond the requirements of the National Curriculum. The texts are carefully chosen to be representative of diversity and provide opportunities for students to engage with a variety of attitudes and experiences.</li> <li>• Planning for reading and the structure of lessons is consistent across the department. Teachers use their expertise to support other departments.</li> <li>• There is an emphasis on developing metacognition in reading, including self-regulation and self-monitoring. This supports students to be resilient and independent when reading.</li> <li>• Students' understanding of purpose, audience and context shapes their understanding of texts. Students read strategically and analytically, exploring the effects of writers' methods and text conventions. They are able to make critical comparisons which draw on their subject knowledge.</li> <li>• Teachers skilfully model how to develop a critical, academic voice, when writing informed personal responses to a wide range of texts.</li> <li>• Explicit vocabulary instruction is embedded across the department. Students can confidently apply vocabulary in a range of contexts.</li> </ul>
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<p>e) Disciplinary Reading Across the Curriculum</p>	<ul style="list-style-type: none"> <li>• Teachers are supported to define what effective reading looks like in their subject.</li> <li>• A range of texts, possibly including textbooks and knowledge organisers, are used to teach reading within each subject.</li> <li>• Reading skills, such as skimming, scanning and rereading, and how to use organisational features, are embedded to support students in reading subject-specific texts.</li> <li>• Students are taught how to text mark and annotate to enhance their subject knowledge and understanding.</li> <li>• Vocabulary instruction is sometimes integrated into daily classroom instruction. Students are sometimes given opportunities to hear, see and use new words, within rich oral and written language environments.</li> <li>• Students are signposted to wider reading opportunities to support them to build their subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Each subject has a subject-specific strategy for the teaching of reading. A reading champion leads this and supports other members of staff.</li> <li>• A range of text-types are used to facilitate reading within each subject. These are high-quality and carefully chosen to ensure all pupils can access learning.</li> <li>• Teachers teach and model the reading strategies that are most appropriate to their subject. Students are beginning to become confident in using these.</li> <li>• Students are confident in using text marking and annotation to enhance their subject knowledge and understanding.</li> <li>• Vocabulary instruction is integrated into daily classroom instruction, with explicit instruction being developed. Students are given opportunities to hear, see and use new words, within rich oral and written language environments.</li> <li>• Wider reading opportunities are embedded in learning both at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Each subject has well-developed subject-specific strategies for the teaching of reading. A reading champion leads this, however all members of staff are confident in using the strategies in their own teaching.</li> <li>• A wide range of text-types are used to facilitate reading within each subject, which all pupils can access. Texts are high-quality and designed to explore a range of diverse perspectives.</li> <li>• Teachers teach and model the reading strategies that are most appropriate to their subject. Students are confident in using these strategies and can independently apply them in a range of contexts.</li> <li>• Vocabulary instruction is systematically integrated into daily classroom practice, with explicit instruction being well developed. Students are routinely provided with ample opportunities to hear, see and use new words, within rich oral and written language environments.</li> <li>• Students proactively seek opportunities to further their understanding through reading, e.g. through research skills.</li> </ul>
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## Reading for Enjoyment

	Bronze	Silver	Gold
c) Knowledge and CPD in Reading for Enjoyment	<ul style="list-style-type: none"> <li>Staff have good knowledge about literature appropriate for their key stage.</li> <li>All teachers attend CPD training regularly on reading for enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have excellent knowledge about literature. Their knowledge crosses key stages.</li> <li>All teachers attend CPD training, then apply their knowledge to the reading environment as well as developing the curriculum.</li> <li>Staff share their knowledge about literature with students. This has a regular, consistent approach across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have a wealth of knowledge about literature. This is current and up to date.</li> <li>All teachers attend regular CPD training, then apply their knowledge to the reading environment as well as developing the curriculum.</li> <li>Staff share their knowledge about literature with other staff members and with students. Their love of books is evident and this drives a positive reading ethos throughout the school.</li> </ul>
d) Reading for Enjoyment Resources	<ul style="list-style-type: none"> <li>A range of engaging texts are available to students.</li> <li>Book stock is reviewed and renewed annually.</li> <li>Reluctant readers have access to HiLo texts that engage them.</li> <li>The school is beginning to review the diversity of their book stock.</li> <li>Students have access to subject specific texts to develop knowledge across the curriculum.</li> <li>Access to reading online in a variety of different forms is encouraged.</li> <li>Students are encouraged to keep a record of their own reading.</li> </ul>	<ul style="list-style-type: none"> <li>A good range of reading materials is accessible to students including comics, graphic novels, magazines etc.</li> <li>Book stock is reviewed and renewed at least annually.</li> <li>Reluctant readers have access to a range of HiLo texts that engage them.</li> <li>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.</li> <li>Students are involved in the decision of new resources.</li> <li>Students have access to subject specific texts to develop knowledge across the curriculum. These are well-chosen and provide appropriate challenge.</li> <li>Students have access to reading in a wide range of forms, including online.</li> <li>Students are encouraged to keep a record of their own reading. The system used for this is becoming consistent.</li> </ul>	<ul style="list-style-type: none"> <li>An excellent range of reading materials is accessible to students including: comics, graphic novels, e-books, magazines, multi modal and digital texts.</li> <li>Resources are listed and clearly organised so that staff know what resources are readily available.</li> <li>Book stock is reviewed and renewed at least termly.</li> <li>Reluctant readers have access to a wide range of HiLo texts that engage them.</li> <li>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.</li> <li>Students and other stakeholders are involved in the decision of new resources.</li> <li>Subject specific texts underpin the teaching of knowledge across the curriculum. These are well-chosen and provide appropriate challenge, showing progression throughout school.</li> <li>Students are encouraged to read in a wide range of forms, including online. This is demonstrated by a range of stakeholders.</li> <li>Students are encouraged to keep a record of their own reading. The system used for this is consistent and demonstrates student ownership of reading.</li> </ul>

<p>g) Pupil involvement in Reading for Enjoyment</p>	<ul style="list-style-type: none"> <li>• Students are asked about their experiences of reading for enjoyment. These shape school policies.</li> <li>• Students can talk about books confidently.</li> <li>• Students make recommendations to others about reading.</li> <li>• Students occasionally read to other students to help promote reading.</li> <li>• Students know how to use the school library.</li> <li>• Students are acknowledged for their interest in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked regularly about their experiences of reading for enjoyment. These shape school policies.</li> <li>• Students can talk about books confidently and make reasoned recommendations. They are able to make some links to prior reading.</li> <li>• Peer to peer recommendations are encouraged.</li> <li>• Students occasionally read with other students in different year groups to help promote reading.</li> <li>• Students know how to use the school library and access it regularly.</li> <li>• Most students are confident about how to choose books.</li> <li>• Students are acknowledged, praised and rewarded for their interest in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a lead role in informing, planning and delivering the school's reading for pleasure policy and activities.</li> <li>• Students can talk knowledgeably about books, their own reading habits and personal preferences and recommendations. They can discuss links in theme and content between texts and with prior reading.</li> <li>• Peer to peer recommendations are a regular part of the book return process and are visible in the library.</li> <li>• Buddying takes place to support students to share books regularly and understand the importance of being a good reading role model. This happens both in school and beyond as part of the transition process.</li> <li>• Students know how to use the school library and are active in organising the library environment, displays and activities such as reading clubs. Students are confident about how to choose books and visit the school library regularly.</li> <li>• Students are acknowledged, praised and rewarded for their interest in reading.</li> </ul>
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