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| **School: Teacher: Date:****Year Group:**  |
| **Focus areas**  | **Comments**  |
| Is the selected text appropriately pitched for the class?Does the text show progression from previous shared texts used?Is the text well-balanced in the context of other shared texts this term/year? I.e. is there a range of authors, genres, classic texts being shared across the year. Are children accessing the text being used within the session? This could be: * an enlarged copy displayed for the class
* a copy of the selected section via a paper copy
* a copy of the book
* a section of text read aloud from a novel
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| Is there clear modelling of word reading, decoding and fluency of the text? Is there clear modelling of tone, intonation and expression?This may include the teacher modelling reading a sentence or section of text, followed by children chorally repeating or reading a directed section of text.  |  |
| Is there a planned key reading skill for the session, and is this appropriately pitched for the class**,** linked to age-related expectations? For example, prediction, exploration of vocabulary, inference etc. |  |
| Is the selected reading skill modelled and is this appropriate for the key text being used?  |  |
| Following modelling, are children provided with appropriate tasks to practise the key reading skill? Do they practise this orally and in writing? |  |
| Does planning show progression of reading skills across the week or unit? |  |
| Across a week or unit, is sufficient time spent in the reading phase before moving to the gathering content and writing phases? |  |
| Are short writing opportunities directly linked to reading skills with skill-led learning objectives? |  |

**Monitoring of Shared/Modelled Reading**