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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 |  |
| 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**