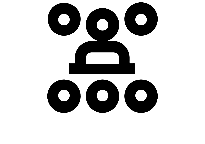


***Callander Primary School: A Framework for Reading***

A protocol as endorsed by staff in 2017 and reviewed in 2018 for establishing clear approaches to teaching and assessing Reading.

**Callander Primary School**



**This Is How We Assess Reading:**

* **Daily, ongoing informal observation.**
* **Through focused observation of fluency. expression and specific skills (skimming, scanning, sequencing, highlighting scripts, Higher Order skills)**
* **Application of skills across all curricular areas.**
* **Regular assessment of comprehension through Reading Explorers or alternative comprehension resource.**
* **Formal assessment of phonics.**
* **Formal assessment through Read, Write, Inc, Reading Toolkits, Benchmarks and Standardised Assessments.**
* **Focus on learners approach to reading and tackling unfamiliar text.**
* **H**

**Daily, informal observations**

**This Is How We Teach Reading:** TT

* **During specific sessions, the – Phonics, Colourful Semantics, Read, Write, Inc, the use of**

**following may be used Environmental Print, Daily Check ins and Self Registration, Snackastory,**

**Reading Explorers, Literacy Circles, Reflective reading**

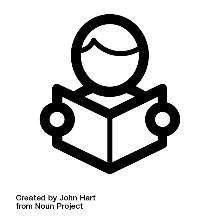
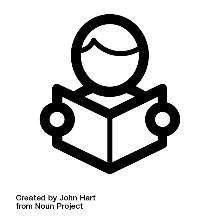
* **Using the following strategies/ Use of flashcards, blending activities, visual cues, in groups and individually,**

**resources Paired Reading, Parallel Reading, ERIC time, clear focus on Tools for Reading**

**(Punctuation and Grammar recognition) Higher Order skills (Inference,**

**Prediction, Evaluation etc.) Through Fiction and Non – Fiction books, Modelling**

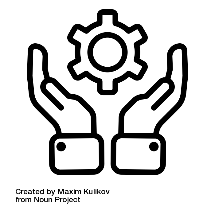
**Reading, Focused Literacy Circles roles, Reflective readin approaches.**



***Callander Primary School: A Framework for Reading***

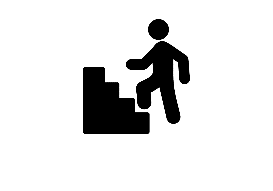
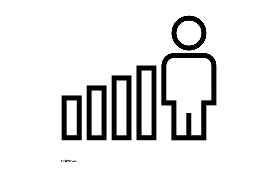
A protocol as endorsed by staff in 2017 for establishing clear approaches to teaching and assessing Reading.

**Callander Primary School**



**We ensure that all learners are supported and challenged in Reading by ensuring:**

* **Differentiation of: groupings, texts and appropriate resources, planning and questioning, expectations**
* **Regular and focused informal and formal assessment.**
* **Clear professional dialogue and action points determined through Impact Meetings.**
* **Support for Learning targeted support via: PAT, Toe by Toe, Phonics Code Cracker, Rapid Readers, Fresh Start**
* **A Paired Reading programme is followed throughout the school.**



**We promote Reading in our classrooms when timetabling allows by:**

* **Reading aloud daily in class or Snackastory.**
* **Having ERIC time.**
* **Visiting the Community Library regularly and using the school library.**
* **Having a Book Nook in every class with a variety of genres available.**
* **Placing emphasis on a love for reading during a whole school Love Literacy** **focus**.
* **Literate rich displays in classrooms.**
* **Using Kindles in P7 to promote digital literacy.**
* **Promoting a Book/Author of the Month.**