DEVELOPING READING DURING THE PANDEMIC 2020 – 2021

Leadership and Management
Key responsibilities:

CPD:
- Ensure that all staff are able to deliver the reading curriculum whether online, through hard copies, or in class.

Learning to read:
- Make sure every pupil learns to read by providing high quality phonics instruction and appropriate phonic reading materials.

Reading for meaning:
- Ensure that texts develop language comprehension, increase children's vocabulary and develop a love of reading.

Lost learning:
- Provide rigorous assessments and catch up support for individuals and groups who have fallen behind in their reading.

Remote education plans:
- Ensure that the high quality of teaching reading, across all age groups, is maintained if children have to self isolate.

Broad and ambitious Curriculum	Compassionate Curriculum
Points to consider: - Provide high quality texts and e-reading materials that cover a wide range of genres. - High quality shared texts can be used to 'fill gaps' and prioritise reading across a wide range of subject areas.	**Points to consider:** - Consider using texts about emotional resilience to meet the requirements of the recovery curriculum across a range of curriculum areas. - Maintain high reading expectations by providing challenging texts that encourage children to infer and think deeply about what they are reading.
Teaching and Learning	**Safety and Safeguarding**
Points to consider: - Use pre-recorded online lessons as a CPD library for staff, children and parents. - Sort pre-recorded materials so that they can be easily accessed online for catch-up lessons, home learning and as a SEN/D resource. - Balance whole class reading lessons with the needs of individual pupils who still experience lost learning.	**Points to consider:** - Ensure that books sent home are made COVID-19 safe before they are re-distributed. - Consider whether reading volunteers can safely deliver online reading support to individuals and small groups of children. - Ensure that when children and staff are engaged in online learning, or when staff communicate with children and families, there are clear safeguarding policies and procedures in place.

Broad and ambitious Curriculum	Compassionate Curriculum
Questions to ask: - What innovative ways have you found to develop children's language comprehension and vocabulary skills? - Does your reading programme prepare children for the next stage in education; for example, Year 6 should be prepared for the breadth of the secondary curriculum? - How will you support children in Year 2 / 3 who did not achieve the phonic screening level?	**Questions to ask:** - How do you tackle the isolation that children can feel during remote education and promote collaborative reading? - How do you involve, engage and inform parents about how they can support their children on the days that they are not in school?
Teaching and Learning	**Safety and Safeguarding**
Questions to ask:	**Questions to ask:**
- Have you evaluated the teaching quality of the pre-recorded online materials that you have used? - Have you considered the impact of remote education reading resources on children's reading development (phonics and comprehension skills)? - How is assessment for learning being used in reading so that all children make accelerated progress? - How are you ensuring that children receive purposeful feedback, regardless of whether they are at home or at school? - Does remote early reading enable children to successfully use phonics to decode works, and also encourage them to enjoy books, and develop their vocabulary and language comprehension skills?	- How do you address the individual learning needs of children, yet also keep everyone safe? - What successful strategies have you deployed to monitor less responsive pupils and parents, and those who are not accessing remote education? - How will you review reading provision, this year, for disadvantaged children given that research shows that gaps will be wider because of lockdown?

Links to websites and resources:

- Phonic screening check in Year 2, Autumn 2020: https://www.gov.uk/government/publications/key-stage-1-administering-the-phonics-screening-check-to-year-2-pupils
- Education Endowment Fund – National Tutoring Programme: https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/
- Education Endowment Fund – Pre-reading language support in Reception (NELI): https://educationendowmentfoundation.org.uk/covid-19-resources/neli/
- D of E ten top tips for parents to support children to read: https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read
- Ofsted School Inspection Handbook, reading section (p87-88): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf