

Summary Sheet

Key Question 1: How high are standards?

Strand 1b: Pupils' reading

Reason for choice of key question and strand: _____

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. Do pupils read a wide range of challenging material?				
ii. Do pupils respond imaginatively and critically to what they have read?				
iii. Do pupils enjoy reading?				
iv. Do pupils show progression in their reading - extending the range and level of material chosen over time?				

Support required to enable the LRC to improve:

Overall level reached:

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Indicator	Types of evidence	Ways to collect evidence
i. Do pupils read a wide range of challenging material?	<ul style="list-style-type: none"> → Self-perceptions of pupils → Pupil reading logs → Views of teachers → Pupil borrowing records 	<ul style="list-style-type: none"> → Interview using questions for pupils G → Analyse pupil reading logs → Question teachers about pupils' reading using H → Analyse samples of pupil loan records to see borrowing patterns over time
ii. Do pupils respond imaginatively and critically to what they have read?	<ul style="list-style-type: none"> → Self-perceptions of pupils → Views of teachers (not just English teachers) → Work produced by pupils 	<ul style="list-style-type: none"> → Interview using questions for pupils G → Analyse pupil book reviews → Question teachers about pupils' reading using H → Assess selection of pupils' written work (e.g. creative writing based on stories or poems they have read)
iii. Do pupils enjoy reading?	<ul style="list-style-type: none"> → Self-perceptions of pupils → Views of LRC staff 	<ul style="list-style-type: none"> → Interview using questions for pupils G → Record views of LRC staff at team meeting
iv .Do pupils show progression in their reading - extending the range and level of material chosen?	<ul style="list-style-type: none"> → Work produced by pupils → Statistics of use → Participation in reading clubs 	<ul style="list-style-type: none"> → Analyse book reviews → Selectively record ranges of loans to show types and levels of material that is read over time → Monitor the range and level used in reading clubs.

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	Description of a typical LRC at each level
Level 1 Excellent	<ul style="list-style-type: none"> • 80% or more pupils read a wide range of material, fiction and non fiction, which is challenging in relation to their age and ability. The majority of pupils enjoy reading. • The majority of pupils are able to articulate personal and critical responses to what they have read. They can justify their views and can produce creative/imaginative work in response to their reading. • 80% or more pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). A similar proportion also choose increasingly challenging material over time.
Level 2 Good	<ul style="list-style-type: none"> • 65 – 79% of pupils read a range of material, fiction and non fiction, which is challenging in relation to their age and ability. The majority of pupils enjoy reading. • 65 – 79% of pupils are able to articulate personal and critical responses to what they have read. They can usually justify their views and can produce creative/imaginative work in response to their reading. • 65-79% of pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). A similar proportion also choose increasingly challenging material over time.
Level 3 Intermediate	<ul style="list-style-type: none"> • Over half the pupils read a range of material, fiction and non fiction, some of which is challenging in relation to their age and ability. Over half the pupils report that they like to read. • 55-64% of pupils can articulate personal responses to what they have read. Most of these can respond critically, justifying their views, and can produce some imaginative work. • More than half of pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). A similar proportion also choose increasingly challenging material over time.
Level 4 Emergent	<ul style="list-style-type: none"> • 40 – 54% of pupils read a range of material, some of which is challenging in relation to their age and ability. 40-50% of pupils report that they like to read. • About half the pupils can articulate a personal response to what they have read. Many of these can respond critically, justifying their views. • Around half of pupils extend their choice of reading material as they progress through the school (e.g. moving into new genres, reading new authors). Around the same proportion also choose increasingly challenging material over time.
Level 5 Needs development	<ul style="list-style-type: none"> • Few pupils read a range of challenging material. • Few pupils report that they enjoy reading • Few pupils are able to respond critically or imaginatively to what they have read. • Few pupils extend their choice of reading material as they progress through the school or choose increasingly challenging material.

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Suggested actions for improvement

Provide opportunities for pupils to give personal responses to texts, both in lessons and in extracurricular activities e.g. reading clubs.

Work with departments such as drama, art and music to provide opportunities for pupils to respond imaginatively to what they have read in different ways.

Provide "What to read next" or "If you have enjoyed x try y" ideas that extend pupils' reading. These can be put on the website or displayed in printed form.

Set up an informal reading mentoring scheme for example by encouraging older or more advanced readers to make recommendations to younger or less advanced readers.

Examples of good practice

"I encourage pupils to write book reviews for the library. There are some keen readers who enjoy doing this regularly and other pupils see the reviews on the library notice boards and that encourages them to read the books and also to write their own reviews. There is sometimes a theme, like romance books around Valentine's Day."

"As part of our Book Week, I scheduled a session with one of the art teachers. She led a workshop which involved pupils making shadow puppets of characters from books they had read. Several A-Level art students helped out and the session finished with a short shadow theatre performance they had devised."

"Sixth formers are matched with pupils from lower down the school to help them with reading and encourage them to be more interested in books. It works both ways! The sixth formers gain confidence and become more aware of what the library has to offer."

Further advice

The Head of English or your local SLS or public library service may be able to provide suggestions for supporting reading skills in the LRC.

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THE TOOLS

G Questions for use in interviews with pupils

These are suggestions!

*Don't forget that the reason for asking pupils questions is **to find out which level(s) they are reaching**. Please choose a range of questions and adapt them to help you to do this. You may want to add questions of your own, if these will help you to gauge the pupil levels.*

Reading:

- Do you like reading? If so, what sorts of things do you like to read?
 - Do you have a favourite author or book?
- How do you find out about books or other materials that might interest you?
- How do you decide which books or other materials to read?
 - Do you prefer to read books by authors you have read before? If yes, why is this?
 - Do you like any particular types of books or other materials?
- Is what you read now any different from the sort of things you were reading last year?
 - Can you give some examples please?

Specific books:

- Did you enjoy reading this book? Why was this?
 - Tell me about what happens in this book.
 - Have you read any similar books? In what ways were they similar?
 - What are the best and worst things about this book?
 - What do you think happens next (after the end of a story)?
 - How might the story have ended differently?
 - Which ending do you prefer?

H Interview questions for teaching and LRC staff

- Do these pupils usually choose material that challenges them or do they play it safe?
- Do you think that they have made progress in what they are reading since you first encountered them?
- How many of the pupils do you think really enjoy reading? How do they show this?
- Are there signs that these pupils respond imaginatively to what they read? Can you give some examples?