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|  | **Supporting Reading** **Self-Assessment** | **Yes** | **No** | **Sometimes** | **Support please!** |
| In preparation  | I have up to date knowledge of baseline/SEND data |  |  |  |  |
| I am aware of amount of reading in each lesson  |  |  |  |  |
| I am aware of level of reading age of material |  |  |  |  |
| I abridge text as necessary |  |  |  |  |
| I provide pre-reading vocab lists  |  |  |  |  |
| I ensure the text is legible and of adequate size  |  |  |  |  |
| I prepare appropriate reading lists for students at different levels  |  |  |  |  |
| I am familiar with available reading schemes and resources  |  |  |  |  |
| While teaching | I remove or reduce barriers to text for the individual  |  |  |  |  |
| I read in pairs, small groups & whole class |  |  |  |  |
| I give the overview first  |  |  |  |  |
| I re-read and overlap from lesson to lesson  |  |  |  |  |
| I encourage students to track while they listen  |  |  |  |  |
| I offer reading rulers |  |  |  |  |
| I vary the exercise – theatre, shared and choral  |  |  |  |  |
| In 1:1 sessions | I know and target the common miscues |  |  |  |  |
| I share the target and purpose for the session |  |  |  |  |
| I prioritise – one or two skills each sessions |  |  |  |  |
| I don’t expect perfection but encourage **all** effort |  |  |  |  |
| I offer the correct word following a miscue  |  |  |  |  |
| I reading simultaneously  |  |  |  |  |
| I read alternately |  |  |  |  |
| I read a sentence/paragraph at times  |  |  |  |  |
| I read to model skills |  |  |  |  |