



Reading and Oracy

Subject Leader Report
2024-2025



Subject Leader: Anthony Klimiuk

Autumn Term

This term has been an exciting and transformative period for reading and oracy at Masefield Primary School. The reading and oracy leader has undertaken a comprehensive program of observations, learning walks, book monitoring, and pupil discussions to ensure the highest standards in teaching and learning. These activities have also informed the ongoing development of teaching procedures in these crucial areas.

Staff across the school have received extensive training in the five strands of Bolton's 'Are You Really Reading (AYRR) Project.' This initiative emphasises key comprehension skills, including summarising, using emojis as an inference tool, and sequencing events through timelines. These strategies have been effectively embedded not just in reading lessons but across the curriculum, enriching learning in multiple subjects.

A highlight of our commitment to fostering a love of reading has been the introduction of a 'Reading Scrapbook' in each class. This resource has enabled pupils to share creative book reviews, reflecting their engagement and enthusiasm for reading. Teachers have modelled expectations by presenting a WAGOLL (What a Good One Looks Like) after exploring a graphic novel, which has inspired outstanding pupil responses.

Building on international inspiration, Mr. Done launched the 'CLEAR' initiative, encouraging pupils to Connect, Listen, Engage, Articulate, and Respond effectively to speakers. This framework is already enhancing our oracy standards, equipping children with essential communication skills.

In the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), the systematic synthetic phonics programme Read, Write, Inc. continues to be delivered with excellence. Across Key Stage 2 (KS2), reading lessons are consistently structured to practice key comprehension skills, including retrieval, sequencing, prediction, and inference, along with the exploration of unfamiliar vocabulary. Evidence of AYRR strategies is visible across the curriculum, particularly in English Writing, History, Art and Design, and Design and Technology.

Our whole-school performance poetry week was another highlight, with pupils showcasing their creativity by composing and performing original poems.

Next Steps

To build on this term's success, the following priorities have been identified:

- Continue resource development for the AYRR project;
- Finalise arrangements for our focused Reading Week.
- Launch the Masefield Reading Newsletter, with an initial focus on Christmas book recommendations and strategies to support reading at home;
- Finalise 'Famous Five' Reading Spine for Nursery – Year 2.



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These initiatives underline our ongoing commitment to nurturing confident, articulate readers, who are inspired by a lifelong love of reading.

