



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



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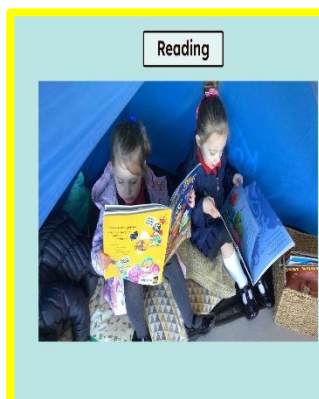
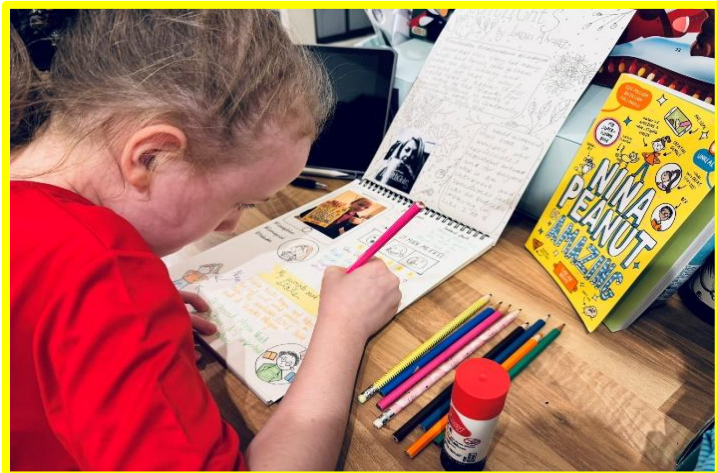
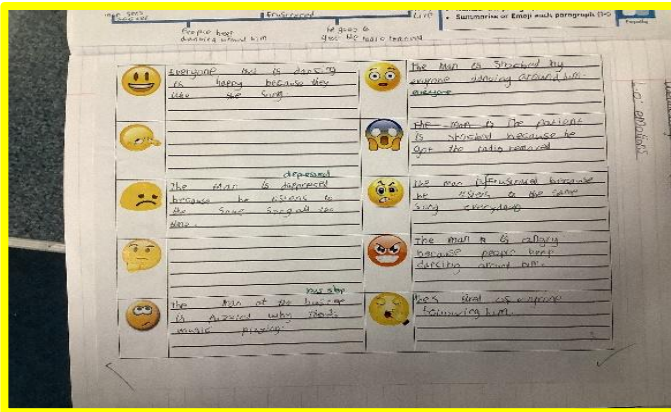
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To build on this term's success, the following priorities have been identified:

- 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.

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





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Spring Term

Subject Leader Report: Reading and Oracy, Masefield Primary School

This term, the reading and oracy lead has undertaken a range of activities to enhance the teaching and learning of reading and spoken language across the school. These activities have included lesson observations, learning walks, book monitoring, and pupil discussions. Additionally, the lead has refined teaching procedures for reading and oracy, ensuring consistency and high standards across all year groups.

The reading and oracy lead has engaged with Challenge Partners and participated in the first-ever cohort of the Leading Reading course with Ambition Institute. This prestigious course was exclusively available to individuals who had previously completed an NPQLL. Furthermore, Mr Done and Mrs Whittaker attended oracy training at Red Lane, marking the beginning of an initiative to enhance spoken language skills across the Trust.

Across the whole school, all staff have now been trained in the five strands of Bolton's 'Are You Really Reading (AYRR) Project,' which aims to develop reading comprehension skills from EYFS to Year 6. The reading and oracy lead also attended two moderation meetings to exchange best practices with other schools. The school's 'Reading Scrapbooks' continue to thrive, showcasing the creativity of pupils across all age groups.

Reading Week celebrated literature from Southeast Asia, fostering cultural awareness and appreciation through a diverse range of texts. The Scholastic Book Fair successfully raised over £250 to invest in class libraries. On World Book Day, every child produced a book fair, which was later shared with Ladywood School as part of a collaborative project to promote reading for pleasure among local schools.

In EYFS and KS1, the implementation of the Read, Write, Inc. phonics programme remains exemplary. In KS2, reading comprehension strategies continue to be delivered with consistency, focusing on key skills such as retrieval, sequencing, prediction, inference, and vocabulary development. Evidence of the AYRR strategies has been incorporated into various subjects, including English, History, Art and Design, and Design and Technology. Additionally, Mrs Greenhalgh has conducted numerous Pets as Therapy sessions, allowing many children to develop their reading confidence with Merlin, the Reading Dog. This term also saw the publication of the school's first Reading Newsletter at Christmas.

Next Steps:



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Continue developing resources for the AYRR project.

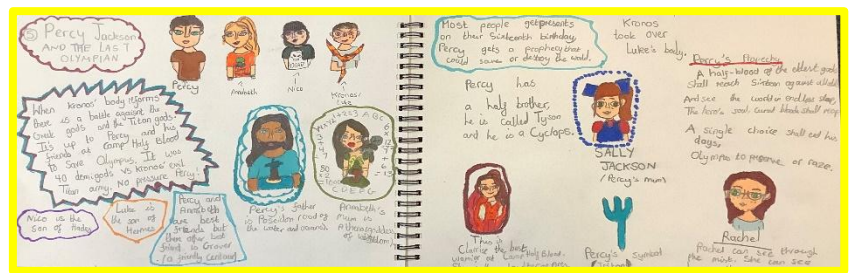
Issue the Spring edition of the Reading Newsletter.

Implement strategies from the Leading Reading Conference, with a focus on paired reading and pupil coaching.

Curate a list of books to support Year 6 pupils in their transition to secondary school.

Further develop the new oracy framework to enhance spoken language across the school.

The school remains committed to fostering a love of reading and spoken language, ensuring that pupils develop the skills necessary for lifelong learning and success.





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Summer Term

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Masefield Primary School – Summer Term

This term, the reading and oracy lead has continued to embed and enhance practice across the school. Monitoring activities have included lesson observations, numerous learning walks, book scrutiny, and pupil discussions. These have supported the continued refinement of the school's approach to reading and spoken language, ensuring consistency and high-quality delivery from EYFS to Year 6.

A key achievement has been the full implementation of Bolton's Are You Really Reading (AYRR) Project across both the core and foundation subjects. All staff have now been trained in the five key strands, and resources are being further developed to strengthen comprehension skills. Pupil feedback remains overwhelmingly positive, with children consistently demonstrating a love for reading for pleasure. The school's Reading Scrapbooks have been particularly successful, with pupils taking pride in their work and engaging creatively with texts.

Reading continues to be a strength across all key stages. In EYFS and KS1, the teaching of phonics through Read, Write, Inc. remains of a high standard. In KS2, reading comprehension continues to be taught with consistency and rigour, focusing on key areas including retrieval, sequencing, inference, prediction, and vocabulary development. The recent SIP visit from Louise McCardle provided highly positive external validation of our current reading provision.

Preparations for the next academic year are well underway. The Famous Five book collections for EYFS and KS1 have been ordered and organised, with a September launch planned. The updated Non-Fiction Reading Spine is also ready for implementation. In addition, the school library has been fully reorganised and re-catalogued, ready for reopening in the autumn term.

The Summer Reading Newsletter has been shared with parents, providing families with strategies to continue promoting reading for pleasure at home throughout the holiday period.

Next Steps:

Continue to develop resources to support the AYRR Project.

Launch the Famous Five texts and Non-Fiction Reading Spine, embedding these into weekly reading sequences.

Organise library loans and visits for the 2025–2026 academic year.



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Pursue joint fundraising and grant opportunities for new books with Red Lane and Johnson Fold Schools.

Plan and book a 'Wow' author—potentially Jennifer Killick—for Reading Week in February 2026.

Explore opportunities to expand the book gifting scheme and increase pupil participation in literacy-based events, both in-person and online.

Masefield Primary remains committed to fostering a culture of reading and oracy, ensuring that all pupils are equipped with the communication, comprehension, and critical thinking skills they need for lifelong success.

