



Reading and Oracy



Subject Leader Report 2025-2026

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 programme 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.

New 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 continued success of the Reading Scrapbook in each class. This resource enables 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), 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 addition, we have undertaken a full Oracy 360 audit, including pupil voice activities across Years 1–6, giving us valuable insights into how learners perceive and develop speaking and listening 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. The staff have had a Development Day. Across Key Stage 2 (KS2), reading lessons are consistently structured to practise 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 to develop oracy across the curriculum, building on the Oracy 360 audit findings.



Reading and Oracy



Subject Leader Report 2025-2026

Join the DfE's "Go All In" Year of Reading, embedding a whole-school celebration of reading.

Explore the possibility of a visit from Authors Aloud UK, providing pupils with inspiring opportunities to meet real authors.

Strengthen leadership support by:

Assisting the new school in our Trust, Johnson Fold, with literacy development.

Supporting the Reading Lead at Red Lane to share best practice and resources.

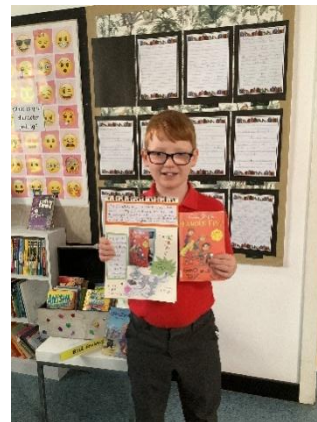
Implement revised reading texts for lessons and introduce new resources to enhance classroom provision.

Continue the success of Parents' Workshops across school, fostering strong home-school partnerships in reading.

Maintain the ongoing improvement of the school library, including:

Purchasing new furniture to create an inviting and functional reading space.

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



Spring Term

Reading and Oracy Subject Leader Report – Spring Term

This term has seen significant progress in the teaching and promotion of reading and oracy across Masefield Primary School. The Reading and Oracy Leader has carried out a comprehensive programme of monitoring and development activities, including lesson observations, numerous learning walks, book scrutinies and pupil voice discussions. These activities have supported staff in embedding consistent, high-quality approaches to reading and oracy throughout the school.

A major focus this term has been our participation in the National Year of Reading, with Masefield Primary School proudly 'Going All In'. Engagement has been strong



Reading and Oracy



Subject Leader Report 2025-2026

across all year groups. Staff and pupils took part in a wide range of events as part of National Storytelling Week and World Book Day. Storytelling Week centred on children's everyday superpowers and making a difference, with classes producing raps, poetry, and their own superhero creations. For World Book Day, pupils engaged in live lessons, including Scholastic Book Live sessions in Reception and Year 3, the National Literacy Trust Big Footy Quiz, and a range of reading-for-pleasure activities.

In EYFS and KS1, our systematic synthetic phonics programme, Read Write Inc, continues to be delivered to the highest standards, ensuring strong early reading foundations. In KS2, reading procedures remain consistent and robust, with pupils regularly practising key comprehension skills including retrieval, sequencing, prediction, inference, and understanding unfamiliar vocabulary. The application of AYRR strategies has become increasingly evident across subjects such as English, History, Art and Design, and Design and Technology. Our Spring Reading Newsletter was also shared with parents and across the Trust, including Red Lane and Johnson Fold Schools.

The Subject Leader has engaged extensively in professional development this term, attending and organising a wide range of CPD opportunities, including:

- Coordinating resources and activities for National Storytelling Week and World Book Day

- Overseeing the Scholastic Book Fair, which raised £700 towards the development of a new Graphic Novel Collection

- Participation in the launch of the National Year of Reading for Primary and EYFS Settings

- Two CPD events focused on EAL learners

- A Reading for Pleasure webinar

- A session on The Decline in Volitional Reading

- Attendance at the National Year of Reading Primary Conference: Beyond the Book: Routes into Reading at the British Library

Following the latest AYRR update, our next steps include continuing to develop resources for the AYRR Project, completing the reorganisation and reopening of the school library, and further supporting activities linked to the National Year of Reading. As part of a local authority focus group, the Subject Leader is also collaborating on work related to parental engagement in reading, which will continue to develop throughout the Summer and Autumn terms.

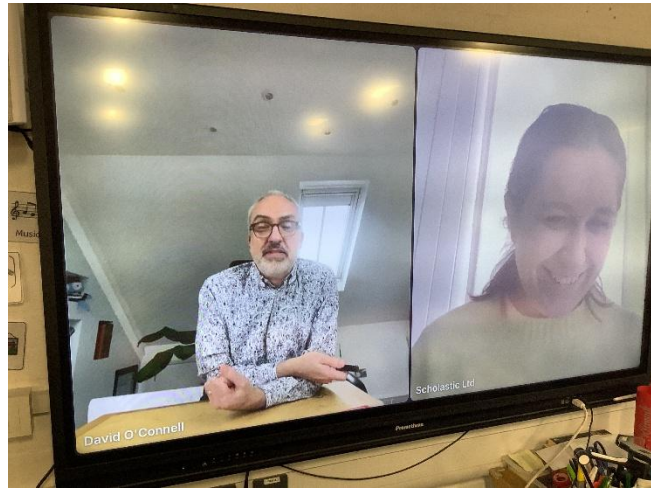
Overall, this term has shown strong progress, high engagement from staff and pupils, and a clear sense of momentum as we move further into the National Year of Reading.



Reading and Oracy



Subject Leader Report 2025-2026



Summer Term