



Reading and Oracy

Subject Leader Report 2024-2025



Subject Leader: Anthony Klimiuk

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:

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.



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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.

