### Your teaching of reading record

### *To be placed in section A of the PDP*

It is important that as a trainee teacher, you gain experience and understanding of teaching reading. Please use this document to record your learning and experience of teaching of reading during the programme and how you have applied any learning to your teaching practice.

For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching guided reading, shared reading, paired reading or individual reading and how your SCITT taught curriculum sessions on reading and working with expert colleagues in your school have impacted your practice and pupils learning.

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| KEY STAGE 1 | |
| Experience of: | **Trainee learning and teaching development** |
| Developing activities to develop pupils’ language |  |
| Understanding how teachers make deliberate choices related to high quality books to read aloud |  |
| Understanding how teachers make deliberate choices related to high quality non-fiction texts |  |
| Reading stories aloud to capture pupils’ attention |  |
| Understanding how speech, language and communication needs are developed in pupils |  |
| Using stories, rhymes and poetry to develop language and vocabulary |  |
| Understanding how pupils’ fluency and comprehension skills are developed |  |
| Summative and formative assessment in relation to reading |  |
| Identification of pupils who need additional support to identify any SEND |  |
| Working with the school Literacy lead |  |
| KEY STAGE 2 | |
| Experience of: | **Trainee learning and teaching development** |
| Developing activities to develop pupils’ language |  |
| Understanding how teachers make deliberate choices related to high quality books to read aloud |  |
| Understanding how teachers make deliberate choices related to high quality non-fiction texts |  |
| Reading stories aloud to capture pupils’ attention |  |
| Understanding how speech, language and communication needs are developed in pupils |  |
| Using stories, rhymes and poetry to develop language and vocabulary |  |
| Understanding how pupils’ fluency and comprehension skills are developed |  |
| Summative and formative assessment in relation to reading |  |
| Identification of pupils who need additional support to identify any SEND |  |
| Working with the school Literacy lead |  |