**Auditing the balance of fiction/non-fiction and poetry reading opportunities in the curriculum**

The first step in the process was to audit the balance of fiction/non-fiction and poetry reading opportunities in the curriculum.

**Consider the teaching of English as a discreet subject-**

* Is there a curriculum spine? How many texts are fiction and how many are non fiction? Is there any poetry included?
* How does the balance compare to the balance of writing opportunities?
* Are fiction/non fiction texts used in guided reading?
* Is there a strong focus on developing vocabulary?

**Reading opportunities across the curriculum i.e. in Science, History, Geography**

* How often are children given the opportunity to read Scientific texts? Historical texts? Etc
* When/if they do read texts, are they fictional? Non fiction? What is the purpose of using a text in that lesson?
* Is there a strong focus on developing vocabulary?

**Individual reading**

* Do children have access to a range of texts?
* Do staff know the types of questions to ask children?
* Is there a strong focus on developing vocabulary?