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| **Evaluation Criteria** | **Possible Questions** | |
| **Prioritise reading** | Leaders: | * In a nutshell, how do you ensure that the teaching of early reading is prioritised? |
| **Love of reading** | Leaders: | * How often do teachers read to children? * How do you support teachers to ensure story times are engaging? * How do you select the books that you are going to read to children? * How do you decide the stories children get to know inside out? * How do you get parents to love reading to their children? |
| Teachers: | * Which books have you most enjoyed reading to your children recently? |
| Pupils: | * Can you show me your favourite book? What makes this one your favourite? Do you take it home to read/share? (If learning to read) |
| **Programme and progress** | Leaders: | * I see that your PSC results are X. I’d like to explore how your programme enables you to achieve this year after year. (or, if PSC is below 95%:- What plans do you have to improve the Year 1 PSC scores next year? * Let’s look at some of the elements for word reading and spelling from the national curriculum. How do you ensure that all children: remember the sounds for letters, diagraphs and trigraphs (mnemonics, repetition; blend the sounds into words; read exception words; learn correct letter formation; and learn to spell? * Could you tell me what you want all your children to know – term by term – so that they meet the PSC standard by the end of Year 1? * How much time do children spend learning phonics, reading and writing? * What do you do to ensure that children continue to make progress in reading accuracy and fluency in Year 2 and beyond? |
| **Books match sounds** | Leaders: | * How do you ensure that children’s reading books help them practise the sounds that they have learned? * How do children increase their reading fluency? * Which books do children take home to read? * How often do children change these books? * How do parents listen to their children read these books? |
| **Phonics from the start** | Reception Teachers: | * When do you start to teach letter-sound correspondences? * How many sounds will your children be able to read at the end of each term? * We are now at (reference point in the year). Where are the children up to? Which children are not at this point? (Check arrival points). It would be lovely to see what they know. Would you be able to show me? |
| **Catch up quickly** | Leaders: | * How do you know which children are not on track with the pace of school’s phonics programme? * How quickly do you spot children not keeping up with the pace of your phonics programme? * What support is in place to help these pupils catch up quickly? * What do you do to make sure that new children catch up, if they are behind their peers? |
| Teachers | * How do you spot children who are not keeping up with the pace of your phonics/reading programme? * What support is in place to help these pupils keep up with their peers? |
| **Early reading experts** | Leaders: | * How do you make sure that your staff develop the necessary expertise to teach children to read? * How do you know that all staff have the same knowledge and skills? (This includes NQTs and new staff) * How do leaders and staff use information about children progress to improve their teaching? * What additional training is given to staff who provide support for the weakest readers? |
| Teachers: | * Tell me about your training and development. How has this helped you teach reading? |