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| Evaluation Criteria | Possible Questions | Evidence | Action Points |
| A  Prioritise Reading | Leaders:   * In a nutshell how do you ensure that the teaching of early reading is prioritised? |  |  |
| B  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 enjoyed reading to your children recently?   Pupils:   * Can you show me your favourite books? What makes this one your favourite? Do you take it home to read/share? (if learning to read). |  |  |
| C Programme & Progress | Leaders:   * I see that your PSC score are X I’d like to explore how your programme allows you to achieve this year after year. (or if PSC is below 95%) What plans do you have to improve this year1 PSC 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 sound for letters, digraphs, trigraphs,(mnemonics, repetition); blend the sounds into words; read exception words; learn correct letter formation and learn how to spell? * Could you tell me what you want your children to learn - 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? |  |  |
| D  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? |  |  |
| E  Phonics from the start | * Reception teacher: * When do you start to teach children 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 to the time of 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 do know. Would you be able to show me? |  |  |
| F  Catch up quickly | Leaders:   * How do you know which children are not on track with the pace of the school’s phonics programme? * How quickly so you spot children not keeping up? * What support is in place to let these children catch up quickly? * What do you do to make sure 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? |  |  |