



Reading

- How does teaching of reading develop pleasure to and motivation in reading?
- What actions are taken to ensure pupils develop a wide vocabulary to aid understanding and learning?
- How are learners helped to develop the processes for finding out information?
- To what extent are teachers aware of the rules for effective discussions and helping pupils appreciate and consider the opinion of others?
- Are pupils encouraged to engage in role-play to explore characters and to practice their language skills?



Reading cont...

- What expertise does the school have in helping pupils to develop comprehension, spelling and grammar competence
- How are pupils encouraged to develop an understanding of cause and effect?
- How do teachers from different year groups encourage an understanding of themes and conventions in a range of reading contexts?
- How can the school ensure that pupils develop reading skills to access a wide range of books from across a wide range of topics and themes?

Writing

- How are teachers working together to develop a strategy for ensuring that pupils are developing a good understanding of how to spell building on early learning and increased competence in each year group?
- What opportunities are there for pupils to develop positive attitudes and stamina for writing?
- How does drama and role-play contribute to the quality of pupils' writing

Writing cont.....

- How is handwriting taught across the year groups and how is the skill built on in each year group?
- How do teachers encourage pupils to plan, draft and edit their writing?
- What are the conventions for supporting positive feedback and assessment?
- How do teachers share how they are supporting learners write for a range of purposes?
- What conventions in writing should be taught, when and how?

Spoken English

- What evidence is there that all learners are building on the oral language skills that have been taught in preceding years?
- How are pupils encouraged to develop their competence in spoken language and listening across a range of contexts and audiences?
- How much opportunity is there for pupils to communicate in groups of different sizes?
- How competent are pupils at participating constructively in conversations and debates?

Spoken English

- How do teachers work together across subjects and year groups to make sure pupils develop a broader, deeper and richer spoken vocabulary?
- How does the use of constructive feedback impact on the progress of learners to establish secure foundations for effective spoken language?
- What steps are being taken to ensure all teachers know in detail what needs to be taught and learnt in each year group from year 1 to year 6 and in preparation for secondary school?

Grammar and Vocabulary

- Are all teachers aware of what they need learners to know in each year group?
- Is there a uniform approach across all lessons to ensure that learners understand the terminology and vocabulary of the subject being studied?
- Do learners use standard English confidently in their own writing and speaking?
- Are learners stretched and challenged to use more difficult vocabulary where they are able?

Grammar and Vocabulary cont...

- How will teachers ensure pupils learn relevant technical terms?
- What conventions in writing should be taught, when and how?
- What are the explicit grammatical terms that learners will need?
- How is punctuation taught and used to support reading and writing?