

## Reading

- How well do learners read independently?
- How are dictionaries used to support the learning of new vocabulary?
- To what extent are learners able to make inference and refer to the relevant text to make a comment or offer a solution?
- Do all teachers check that learners understand the purpose, audience and context of writing relating to specific subject material?

## Reading cont...

- Are learners encouraged to work together or with a teacher or Teaching Assistant to check their understanding, ensuring that what they have read makes sense?
- Do learners know how language is structured through grammar, sentence and paragraph construction to support meaning and understanding?
- Can learners read from different perspectives and draw their own conclusions?

## Writing

- How do you ensure that learners can write, accurately, fluently, effectively and at length?
- Do learners across the curriculum have opportunities to write for different audiences and purposes?
- What opportunities are there for learners to take notes and how well do they use the skill of note taking?
- What opportunities are there for learners to write scripts for talks and presentation?
- Do learners have the need to write letters, send emails?

## Writing cont.....

- How well do learners summarise and organise material to support them in setting out their ideas, explain a point of view or take part in a discussion?
- To what extent can learners determine that their writing reflects the audience and purposes for which it is intended?
- To what extent are learners expected to correct their own text and how consistent is this across the department or faculty?

## Grammar and vocabulary



- To what extent do all teachers correct grammar?
- 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?

## Spoken English



- Are learners encouraged to communicate in group activity, presentations and in answering questions?
- How are learners encouraged to give speeches and presentations expressing their own ideas and keeping to the point?
- How much opportunity is there for learners to participate in formal debates and structured discussions, summarising and building on what has been said?