

## Ten Questions for School Leaders

### Reading

Question	Action
1. Are all pupils fluent decoders by the end of KS1?	Look at phonics check data and KS1 reading fluency checks. Create a target group and provide intervention in Y2 or early Y3. Half term duration and review
2. Are pupils in KS1 provided with books above their reading ability to be read to them by parents? Are parents reading them?	Run a parents' training session to increase their understanding of the importance of reading to children. Monitor and review.
3. Are teachers reading books to pupils that are above their independent reading ability? If so, are teachers monitoring pupils' comprehension?	Monitor shared reading books to ensure challenge. Train teachers in quick ways to monitor comprehension.
4. Are pupils in KS2 reading challenging books independently? Can they compare books and talk about their favourite authors?	Implement a process for supporting and monitoring independent reading (e.g. reading logs, pupil presentations)
5. Are pupils being given enough knowledge of the world through foundation subjects (Geog, History, RE, Science)?	Ensure that humanities are given enough curriculum time and that reading is part of the curriculum plan (e.g. KS2 history textbooks).
6. Are pupils encouraged and expected to increase their vocabulary through reading?	Review planning to identify a coherent vocabulary curriculum. Ensure that pupils are taught, apply and are tested on new vocabulary regularly.
7. Is poetry read regularly at both KS1 and 2?	Ensure that all teachers have access to poetry resources (anthologies at the right standard to enable progression).
8. Is non-fiction read regularly at both KS1 and 2? How is it selected? Does it support cross-curricular learning?	Ensure that all topics contain non-fiction reading at the right level.
9. Are writers regularly invited into the school to read and discuss their work?	If not, contact the writers that are currently popular or studied in class. Many of them regularly visit schools.
10. Are pupils regularly expected to read aloud with expression at KS1 and 2?	Ensure that LSAs and teachers have plenty of opportunities to hear pupils read and that all pupils are expected to read (possibly with rehearsal) to their classes.

## Writing

Question	Action
1. Can all pupils write fluently, legibly (and possibly cursively) by the end of KS1?	Ensure that handwriting is prioritised and that underperforming pupils are targeted for intervention.
2. Are pupils encouraged to express their ideas orally in full sentences, using appropriate vocabulary?	Ensure that planning at both KSs contains opportunities for pupils to discuss and debate and that teachers encourage them to use sophisticated language.
3. Can all pupils spell well enough to enable them to write what is in their heads? Of not, can they use strategies to overcome any spelling deficiencies?	Identify pupils with severe spelling issues and target them for short term intervention. Set clear spelling expectations for all pupils.
4. Are writing tasks at both KSs sufficiently varied and well-designed to encourage increased challenge through the KS?	Review tasks to check that they increase in demand and contain clear enough TAPE information (Text type, audience, purpose, effect) to be effective. Plan writing across KS rather than within years to ensure variety and escalating challenge.
5. Are pupils at both KSs able to edit their writing to make it more effective?	Review the writing process taught to pupils and ensure that it is consistent across years and KSs (e.g. plan, draft, edit, proof-read, publish).
6. Do pupils have some opportunities to write freely, selecting their own form and content?	Review planning to ensure opportunities.
7. Do pupils have command of content before writing (especially cross-curricular non-fiction)?	Ensure that planning contains a knowledge organiser or some other way of recording the expected content for any unit of learning.
8. Do pupils have opportunities to develop and use new vocabulary in their writing?	Look at books to see if pupils are routinely using new vocabulary in their writing. If not, train teachers to develop tasks to encourage development of vocabulary.
9. Are pupils keen to write?	Carry out a pupil survey to investigate attitudes. Review writing tasks to increase the likelihood of pupils' engagement.
10. Are pupils writing regularly enough to make progress but not so much that they are covering pages with poor writing?	Look at expectations of regularity and length in each year. Is the balance right? Train teachers to develop tasks which encourage concise crafted writing.