




Evaluation Criteria	Possible questions	Inspection activities
A Prioritise reading 	Leaders: <ul style="list-style-type: none"> ■ In a nutshell, how do you ensure that the teaching of early reading is prioritised? 	<ul style="list-style-type: none"> ■ Collation of evidence from evaluation criteria B to G. ■ Scrutiny of reading in any improvement plans. ■ Discussion with headteacher. ■ Data on three years' phonics screening check (PSC) and key stage 1 reading results. Focus on lowest 20%.
B Love of reading 	Leaders: <ul style="list-style-type: none"> ■ How often do teachers read <i>to</i> 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: <ul style="list-style-type: none"> ■ Which books have you most enjoyed reading to your children recently? Pupils: <ul style="list-style-type: none"> ■ 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). 	<ul style="list-style-type: none"> ■ Discussion with leaders. ■ Discussion with teachers from a range of year groups about books they have read. ■ Observation of story time in these classes. ■ Discussion with children from the same classes discussing books they have read.
C Programme and progress 	Leaders: <ul style="list-style-type: none"> ■ 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 sound for letters, digraphs 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? 	<ul style="list-style-type: none"> ■ Discussion with leaders. ■ Review of school's phonics programme.