

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?	- Discussion with leaders. - Listening to individual pupils reading books that they read in school and take home. - Discussion with teachers about how the books that children take home are selected. - Reading records of books read at home and school.
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 the points in the 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?	- Discussion with Reception teacher. - Observation of Reception phonics teaching (focus on lowest 20%). - Observation of Reception teacher checking sounds with lowest-attaining children.
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 do you spot children not keeping up with the pace of your phonics programme? - What support is in place to help these pupils catch up quickly? - What do you do to make sure that 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?	- Discussion with leaders. - Observation of small group/one-to-one support for Year 1 pupils (focus on lowest 20%). - Discussion with teachers about how they identify and support pupils.
G Early reading experts 	Leaders: - How do you make sure that your staff develop the necessary expertise to teach children to read? - How do you know that <i>all</i> staff have the same knowledge and skills? (This includes newly qualified teachers and new staff.) - How do leaders and staff use information about children's progress to improve their teaching? - What additional training is given to staff who provide support for the weakest readers? Teachers: - Tell me about your training and development. How has this helped you teach reading?	- Discussion with leaders. - Observation of phonics teaching. - Discussion with teachers about phonics training and development.