



## Whole School

Is current research underpinning the teaching of reading shared with teachers, parents and carers and students (as appropriate) so they understand the importance of teaching reading skills?

Are surveys and reflection activities used to explore reading attitudes and behaviours? Is this information shared with staff and used to judge the impact of school actions?

Is the importance of enjoyment of reading explicit within the whole-school literacy policy and School Improvement Plan?

Do senior leaders ensure policy about reading for enjoyment is disseminated and followed up in subject improvement plans?

Is the library and the librarian central to the school? Are there strong links between school and home and local and business communities.

## Curriculum

During curriculum and extra-curricular time, do all departments ensure pupils read a wide variety of texts including fiction and non-fiction, whole books and literary texts (in print and digital forms) to develop their enjoyment for their subject? Are these books displayed and shared with pupils?

Is reading engagement and enjoyment a priority in the curriculum? Is lesson time dedicated to this? Is there a calendar of reading events that involves all departments and the library?

Do the library and subject departments provide texts in a range of formats e.g. set texts, texts of interest about the subject, teenage fiction recommendations or author visit texts?

## Staff

Do all teachers excite pupils to read through modelling and discussing their own enthusiasm of reading? Do they make recommendations by getting to know pupils' reading preferences?

Do teachers use lesson time to talk about reading? Do they share and recommend texts about their subject area to develop pupils' interest in their subject?

Do all teachers help pupils select texts to read? E.g. teaching explicit selection strategies, as well as using more subtle ways such as leaving books on desks?

Do all members of staff have up to date knowledge of teenage fiction and non-fiction related to their subject area? Do they use this knowledge to encourage pupils to develop a passion about reading about their subject area?

## Ethos and environment

Is there a calendar of reading events for all pupils? Do all subjects contribute to it through competitions and activities to encourage pupils to read?

Do teachers use knowledge of their pupils' interests to suggest texts and design imaginative activities that engage pupils in reading?

Does the school celebrate reading by making it clearly visible? For example, designated reading zones; campaigns such as 'Get Caught Reading' posters featuring celebrities, pupils or staff; displays of top reads; book award shortlists or subject specific reading material?

Do teachers give pupils literacy rewards, such as books/book vouchers, in all areas of the school?

## Community

Are pupils involved in organising and making decisions about reading around the school?

Are influential readers trained how to run the library or be reading champions?

Are parents, governors and the wider community invited to be a part of the reading community?

Does the school host reading groups for parents and teachers, as well as pupils?



## Whole School

Is current research about the teaching of reading shared with teachers, parents/carers and students (as appropriate) so they understand the importance of teaching reading skills? This would include research about different reading approaches and key national data trends.

Is reading data collected and analysed to determine pupils' understanding of a variety of reading skills (e.g. comprehension, criticality)?

Does the development of the reading skills of comprehension and criticality form part of Department Improvement Plans? Is there a whole-school strategy/policy about how to improve these skills in all subjects across the curriculum?

## Curriculum

Do all subject areas integrate and embed reading skills to develop pupils' understanding and criticality?

Do all teachers develop pupils' reading stamina by giving them more opportunities to read independently, work with challenging texts and complete more challenging tasks over time?

In all lessons, do teachers use reading to develop students' knowledge, skills and understanding of their subject area as well as promoting enjoyment in their subject? Teachers should see reading as crucial to developing pupils' language of their subject.

Do teachers develop their own knowledge of books/texts in their subject area which both enhance students' subject knowledge and enjoyment in the subject area, as well as develop their knowledge and application of different reading skills?

## Staff

Do teachers have a working knowledge of different reading approaches? This may include approaches such as 'Reading to Learn', 'Reciprocal Reading', 'Guided Reading' and pre-, during and post-reading tasks.

Do teachers explicitly teach pupils when to use the different types of reading, including skimming, scanning, close reading?

Do teachers use questions effectively to develop pupils' independent reading comprehension, inferential reading and reading criticality?

Do teachers use a variety of active reading strategies? This includes the use of DARTs (Directed Activities Related to Texts) such as cloze, text marking, text sequencing, and text restructuring activities.

Do teachers use a range of creative reading activities to enhance comprehension and to create an environment of rich dialogue? These include drama strategies, hot seating, echoing and games such as "stand up if...", the use of images/film and interactive talk?

## Ethos and environment

Is the importance of developing reading skills highly visible in all subjects across the school?

Are key reading events held to develop students' knowledge of active reading skills? This may involve outside agencies or departments delivering workshops.

## Community

Are parents/carers trained how to support their pupils/children to read? Are good readers trained how to support younger pupils to read?

Are governors trained in how students learn to read and how teachers can support them?

## 3. Writing

# Writing enjoyment



### Whole School

Is current research about the impact of enjoyment of writing on pupils' attainment disseminated and explored through staff development?

Are surveys used to collect and explore pupils' attitudes about writing across the school? Is this information shared with staff and used to judge the impact of school actions?

Is the importance of engagement and enjoyment in writing made explicit within the whole-school literacy policy and School Improvement Plan? Do all departments work together on whole-school writing initiatives?

Do senior leaders convince all staff that writing is important by delivering key projects, ensuring all departments contribute to whole-school writing initiatives, and develop strong links between the school and home and local/business communities?

### Curriculum

Is 'writing for enjoyment' a priority in both the curriculum and extra-curricular activities? Is time dedicated to the pursuit of this? For example, through lessons, tutor time, drop-down days, after-school clubs, events, competitions and workshops?

During curriculum and extra-curricular time, do all departments ensure that pupils are encouraged to write in a wide variety and range of forms such as journals, diaries and blogs?

### Staff

Do all teachers set aside time in lessons to talk about writing, modelling and discussing their own enthusiasm of writing? Do they act as writers and excite students to write through sharing, recommending and discussing writers related to their subject area to develop their passion and interest in their subject?

Do teachers engage and motivate students to write through designing purposeful and authentic writing tasks?

Do teachers use a teaching and learning cycle to prevent pupils from being disengaged with the writing process, stopping them from saying, "I don't know how to begin?"

Are a range of examples of real texts sourced as writing models for use in all areas of the curriculum?

### Ethos and environment

Are writing events scheduled across the year for all year groups? Do all subjects contribute to it?

Do teachers keep up to date with national and local writing competitions, popular culture, experiences matched to the interests and needs of their pupils to underpin writing tasks?

Are rewards used to encourage pupils to write? This may include having their work displayed, receiving positive feedback from teachers and being given incentives?

Are displays of writing clearly visible around the school? This could be similar to the Caught Reading posters.

Is the calendar of writing events, rewards and competitions, promoted and celebrated publicly?

### Community

Are influential writers - including authors, parents, or those who represent the diverse community - involved in engaging pupils in writing, acting as role models or mentors?

Do all writing events extend invitations to parents, members of the local community and pupils from feeder schools?

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## Whole School

Is writing data collected and analysed to determine pupils' attainment in the full range of writing skills and their ability to complete extended writing tasks? Is this compared with national data trends?

Does a focus on writing form part of the School Improvement Plan and Departmental Improvement Plans?

Is there is a policy for improving writing skills in all subjects based on analysis of the school's data?

Is current research about the teaching of writing shared with teachers, parents/carers and students (as appropriate)?

## Curriculum

During curriculum and extra-curricular time, do all subject areas integrate pupils' writing in a range of purposes and a wide variety of forms? These should include modern digital forms.

Does the school's curriculum promote writing in a variety of ways? This may include using tutor time, lunchtime clubs, drop-down days and library sessions?

Does the subject curriculum time give pupils' time for extended writing and opportunities to teach pupils the writing skills of editing and redrafting to produce writing of 'quality'?

Is curriculum time used to focus explicitly on improving spelling, punctuation and grammar and vocabulary in all subject areas?

In all lessons, do teachers use writing to consolidate students' knowledge and understanding of their subject area as well as promoting enjoyment in their subject?

## Staff

Do teachers design and set writing tasks which are authentic and have a clear purpose, audience and form (genre)?

Do teachers use the sequence of teaching writing to scaffold the writing process?

Do teachers collect and provide high quality examples of writing to illustrate and deconstruct what good writing looks like?

Do teachers use a consistent approach when assessing pupils' writing using the same marking symbols?

Is talk used as a key strategy for developing writing? Do teachers encourage talk about writing in the classroom? For example, discussing models, generating ideas for writing, writing jointly and then comparing and improving their own and peers' work?

Is writing a rich and varied teaching and learning experience that uses active strategies within a multi modal approach?

Are spelling, grammar and punctuation taught in an engaging and contextualised way within writing to illustrate their effect? It should go beyond simply knowing terms, towards encouraging pupils to enjoy playing with language.

Do teachers explicitly deconstruct example texts, drawing out the language features to develop pupils' knowledge about how to write in that style? Do teachers model the writing process, talking through their writing choices and showing them how to box up a text?

## Ethos and environment

Is the importance of developing writing skills in all subject areas highly visible across the school through displays of a range of writing? This would include pupils' own work with annotations about what makes the writing a success, as well as explicit references to choices about structure, vocabulary and spelling.

## Community

Are all teachers, pupils, parents / carers, members of the community used to show how writing is a purposeful and necessary skill? This could be done through participation in cross-curricular writing projects or events.

Does the school's leadership team convince the whole school community of their importance in developing pupils' writing skills, challenging the belief that it is just the job of the English department? This would result in whole-school writing initiatives and a calendar of writing events and activities. It would also result in strong links being made between school, home and supplementary schools.

# 5. Spoken language



## Whole School

Have the current government policy and curriculum requirements about teaching of spoken language been shared with all teachers, parents/carers, governors and pupils?

Has the current research linking educational attainment with pupil's talk been shared with teachers, parents /carers to convince them of its importance within the curriculum?

Are pupil surveys used to collect and explore pupils' attitudes about spoken language across the school? Is this information shared with staff so they can take action and judge the impact of actions? (This could be part of a wider literacy survey.)

Is spoken language part of whole school and department improvement plans? Is there a whole school policy about how to develop oracy skills in all subjects across the curriculum?

## Curriculum

During curriculum and extra-curricular time, do all subject areas integrate a wide variety of speaking and listening tasks and activities for different purposes and audiences, (e.g. presentations, debates, and performances)?

Is spoken language promoted in all subjects through the creative use of tutor time, lunch clubs and drop down days?

In all lessons, do teachers use talk as a tool for learning and to develop group work skills, and the language of their subject?

## Staff

Do teachers use different types of interactive talk through the explicit teaching of dialogic, Socratic and exploratory talk to develop pupils' skills in lessons? Do they also use this to consolidate reading understanding and as a rehearsal for writing?

Do teachers use the sequence for teaching talk in lessons to scaffold pupils' learning of spoken language? This includes deconstructing examples of talk, modelling high quality talk and using scaffolds such as speaking frames.

Do teachers confidently use a range of teaching approaches that develop pupils' spoken language skills?

Do teachers establish a positive classroom environment, co-constructing what good group work sounds and looks like with pupils? Do they devise a set of ground rules for speaking and listening?

Do teachers develop pupils' independence and leadership in talk by assigning pupils' roles and directing them to assume responsibility for the content or direction of discussion?

## Ethos and environment

Are a range of spoken language events, activities and competitions held to develop pupils' talk skills? These may be organised internally (such as No Pens Day) or by other organisations. Do all departments contribute towards these initiatives?

Do teachers use their knowledge of their pupils and their interests to design innovative and imaginative activities?

Is the importance of developing talk skills in all subject areas highly visible across the school?

## Community

Are parents/carers, governors and the wider community invited to key events, to act as role models or to act as mentors in developing pupils' spoken language skills?

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### Whole School

Is data about reading and writing skills collected and analysed so that appropriate interventions can be identified and matched to pupil needs? Is this information used to identify and set targets for underperforming groups?

Is the school reading and writing data analysed in relation to national and international data, especially in relation to underperforming groups (such as boys, EAL and disadvantaged pupils)? Is this information used to inform school actions and improvement plans?

Does the school intervention plan include the systematic implementation of reading and writing and EAL interventions? Is pupil progress reviewed regularly?

Are key research studies about pupils with low literacy disseminated in order to strengthen identification and delivery of interventions? Does a positive ethos about high expectations for all reduce the "poverty of expectations"?

### Curriculum

Does the school focus on high quality first teaching for reading and writing? These strategies include using approaches such as 'Reciprocal Reading' which teach pupils to read independently. Also, the teaching sequence for writing.

Does the school implement small-group reading or writing interventions both in and out of class? These may include guided reading or writing sessions, a phonics programme; mentoring programmes.

Do the school's reading and writing interventions develop pupils' skills as well as their engagement in and enjoyment of reading and writing?

Does the library provide a range of reading material for students' different reading ages? This could include quick reads and levelled books. Do interventions develop the links between reading and writing?

Does the school timetable reading interventions at different times of the day including tutor time and lunchtime to keep disruption to learning in other subject areas to a minimum and to avoid pupils being overloaded with interventions?

### Staff

Do all teachers receive training about how to teach reading and embed writing in subject lessons?

Do teachers receive training about how to support pupils to make careful book choices?

Do the teachers who deliver writing interventions have a clear knowledge of pupils' writing needs and abilities?

Do the staff who deliver reading interventions have a clear knowledge of pupils' reading needs and abilities?

Does the monitoring of teaching and learning during interventions demonstrate outstanding teaching and learning for catch-up? These include high quality questioning and highly effective feedback to pupils.

Do teachers receive training on how to identify students' strengths and weaknesses in their reading and writing skills? This could include training about decoding in reading, diagnostic writing, how to provide feedback, and how to address this in planning lessons.

### Community

Does the intervention policy involve parents/carers, pupils and governors? This might include inviting them to workshops and interventions as participants or helpers.

Do interventions also consider the needs of EAL learners and their parents who may be more confident writing in their first language?

# 7. Literacy leadership



## Whole School

Is the literacy leader an influential member of staff who can ensure literacy is embedded in the whole school action/improvement plan? Does s/he have knowledge of: literacy teaching strategies; effective assessment and target setting; literacy interventions; and how to involve the whole community?

Does the literacy leader steer a lead literacy group, which includes representatives from all departments, students, community and governors? Is the school's literacy vision clearly disseminated and central to the whole School Improvement Plan and Department Improvement Plans?

Does the lead literacy group ensure that literacy has high status within the school, by giving updates at regular intervals with 'all' staff so that they know how they contribute to it and how it will help pupils in their subject?

Does the lead literacy group have regular meetings to collect and analyse key literacy data; organise literacy events and interventions; and plan different ways of developing staff's literacy pedagogy? Do they conduct and share action research with staff to keep literacy on the agenda?

## Data

Does the lead literacy group collect and analyse data about pupils' engagement and attainment, attitudes and enjoyment of reading and writing to identify the skills they feel confident about and those that need improving? Is this data analysed in relation to national data and used to develop literacy priorities in the School Improvement Plan?

Is key data about students' literacy collected at key points throughout the year to monitor and evaluate progress and judge impact of actions?

In the regular monitoring and analysis of pupil's progress, does the Literacy Leader make adjustments to the school improvement plan, ensuring weaknesses are addressed?

Is data about staff literacy confidence, attitudes, behaviours and enjoyment collected to determine relevant training about literacy pedagogy and to determine how literacy events will be delivered in the school?

## Curriculum

Do all staff understand the broader definition of literacy? Literacy is not limited to speaking and listening, reading and writing, but seen as enabling pupils "to engage with challenging concepts, to make constructive connections between subjects and to learn from the thinking and experience of others".

Are enjoyment and skill development (including stamina and independence) in reading, writing and spoken language priorities in all subjects? Pupils must be able to talk, listen, read and write in a range of forms, in a range of contexts and on a range of topics.

Are literacy interventions in place for those pupils who are behind their peers? These should be targeted and timely.

## Staff

Is literacy seen as an integral part of teaching and learning, embedded in all subject areas? Is it a constant item on the teaching and learning agenda?

Through observations, is it clear that all departments value how they can use language to promote learning in their subject area? Do they draw on a number of approaches to literacy and make it explicit to their pupils? ?

In developing teaching and learning, does your school make effective use of staff with specialist knowledge to support departments and teachers? Are teachers encouraged to learn from each other's practice in different areas of the curriculum, with an emphasis on practical ideas that teachers can use in schemes of work?

## Ethos, environment and community

Does the literacy leader ensure all members of the school and its wider community contribute to promoting literacy and implementing the School Improvement Plan.

Does the whole community value literacy as the school makes the curriculum to do with 'real-life'? Does the school/ departments make use of the wider community such as parents and business volunteers to engage pupils and prepare them for the next steps?

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