

Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Developing early reading	I have started to develop my knowledge of the breadth of children’s literature. I can reflect on my own literacy development to make connections to children’s learning,	I have gained knowledge of the school’s SSP scheme including lesson structure, GPC progression map, specific teaching approaches and the reading of decodable texts. I have planned and taught, with some degree of success and independence some SSP lessons and lessons where children apply phonics to the reading of decodable texts. I have started to assess children’s success and misconceptions within individual lessons and to respond appropriately. I have made children aware of why they learn phonics. I have demonstrated accurate content subject knowledge. I have read aloud to children, including for pleasure.	I have gained knowledge of the school’s SSP scheme including lesson structure, GPC progression map, specific teaching approaches and the reading of decodable texts in KS2. Independently, I have successfully planned and taught, some intervention reading lessons. I have started to assess children’s success and misconceptions within individual intervention lessons and to respond appropriately. I have made children aware of why they learn phonics. I have demonstrated accurate content subject knowledge. I have read aloud to children, including for pleasure, engaging children effectively through use of voice, pace and discussion. I have started to use reading assessment data to make adaptations to written resources across the curriculum, with support.	I have demonstrated secure knowledge of the school’s SSP scheme including lesson structure, GPC progression map, specific teaching approaches and the reading of decodable texts in both KS1 and KS2. Independently, I have successfully planned and taught SSP lessons and lessons where phonics is applied to read decodable texts. I make strong links in all phonics lessons to how phonics helps children become independent readers. I have demonstrated accurate content subject knowledge and teach the scheme with fidelity. I have read aloud to children, including for pleasure, on a regular basis. I demonstrate awareness of quality texts and engage children effectively through use of voice, pace and discussion. I assess children’s success and misconceptions within individual lessons and across lessons to track progress. I use assessment appropriately to make adaptations to lessons and to written material across the curriculum if necessary. I support children to become accurate and fluent readers.
Developing literacy skills		I demonstrate emerging subject knowledge when introducing and reading KS1 texts. I ask children appropriate questions about texts. I sometimes think aloud when reading to demonstrate comprehension skills such as inference. I model writing accurately, taking into account children’s learning in phonics, spelling and grammar. I demonstrate enthusiasm for reading and writing.	I can articulate the links between literacy levels and life chances. I demonstrate secure subject knowledge when reading KS2 texts. I ask children a range of questions about texts. I have started to use my knowledge of the links between reading and talk to plan purposeful talk about texts. I have started to model key reading skills thinking aloud as a reader to demonstrate connection-making. I have started to model key writing skills, thinking aloud as a writer to demonstrate the thought process. I promote a love of reading. I have started to explicitly teach grammar, spelling and handwriting. I use and model the use of standard English where and when appropriate.	I demonstrate my high expectations that all children can be good readers and writers. I demonstrate secure subject knowledge when reading different texts and can identify and explain authorial intention and impact. I ask well-designed questions that facilitate a range of responses from children and can respond to misconceptions and sophisticated responses ‘in the moment’. I use my knowledge of the links between reading and talk to plan purposeful talk about texts. I explicitly model key reading skills thinking aloud as a reader to demonstrate connection-making. I explicitly model key writing skills, thinking aloud as a writer to demonstrate the thought process; I regularly and successfully do this at all stages of the writing process: planning, drafting, revising and editing. I use the context of quality texts to teach grammar. I profile purpose and audience to give meaning to the writing and regularly design opportunities for children to write for a real audience. I support pupils to become fluent and effective writers by balancing the teaching of composition and transcription.
Developing oracy skills		I have started to plan lessons which structure classroom talk through a range of strategies including questioning, discussions, paired work and group work. I practice clear teacher talk in my lessons, modelling the use of vocabulary in context. I give instructions and explain clearly, using Standard English.	I design and implement structured talk in my lessons through a range of strategies. I teach explicit talk protocols and expectations to ensure meaningful dialogue between pupils. I can deploy scaffolds such as speaking frames or sentence stems for those who need support. I model, scaffold and encourage the understanding and use of vocabulary in the classroom. I use wait time effectively to improve responses.	I design and implement purposeful talk-focussed activities that clearly support pupils to deepen their knowledge and understanding across the curriculum and allow pupils adequate time to talk. I can ensure structured talk activities are embedded into a sequence of lessons. I can confidently and successfully facilitate small group or whole class dialogue that deepens understanding and progressively builds specific aspects of pupils’ oracy skills. I model and scaffold specific oracy skills and facilitate the understanding and use of vocabulary across the full range of subjects. I analyse the