1. Develop pupils’ speaking and listening skills and wider understanding of language

- How do you use speaking activities to support pupils’ writing?
- How do you use structured peer work to develop pupils’ language skills?
- How do you explicitly teach pupils to understand and use new vocabulary?
- How do you teach pupils to use different language structures in different contexts, i.e. formal and informal language structures?

2. Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills

- Do you have the same balance between decoding and comprehension for all pupils?
- How does the balance change as pupils’ reading develops?
- What do you consider when selecting texts for pupils to use?

3. Effectively implement a systematic phonics programme

- How do you train and support teachers and teaching assistants to use your phonics programme?
- How does your phonics teaching respond to individual pupils’ progress?
- How do you motivate and engage pupils during phonics lessons?
- If you use a commercial programme:
  - What evidence suggests it is effective?
  - Are you using it as the developer recommends?
- If you developed your own programme:
  - What evidence suggests it is effective?
  - What things did you consider when you designed the programme?

4. Teach pupils to use strategies for developing and monitoring reading comprehension

- How do you develop pupils’ reading comprehension?
- What do you consider when selecting texts for pupils to use?
- Do you explicitly teach reading comprehension strategies (e.g. inference, questioning, predicting, clarifying and summarising)?
  - How do you scaffold pupils’ use of the strategies?
  - How do you support pupils to monitor their use of strategies?
  - How do you support pupils to use the strategies with increasing independence?
5. Teach pupils to use strategies for planning and monitoring their writing composition

- How do you develop pupils’ writing composition?
- Do you explicitly teach writing composition strategies (e.g. pre-writing, sentence combination, revising and summarising)?
  - How do you scaffold pupils’ use of the strategies?
  - How do you support pupils to monitor their use of strategies?
  - How do you support pupils to use the strategies with increasing independence?

6. Promote fluent written transcription skills by encouraging extensive and effective practice, and explicitly teaching spelling.

- Do children get extensive opportunities to practise their handwriting?
- When giving feedback about transcription does it have the following characteristics:
  - Specific, accurate and clear;
  - Compares what a learner is doing right now with what they have done previously;
  - Uses praise sparingly so that it remains meaningful; and
  - Encourages and supports further effort
- Do you explicitly teach spelling, or do you mainly test it?
- What strategies do you use to develop pupils’ spelling?

7. Use high-quality information about pupils’ current capabilities to select the best next steps for teaching.

- When a child is struggling with their literacy, what is the first thing that teachers in your school are encouraged to do?
- How do you use diagnostic tools (e.g. Simple View of Reading) to select next steps for teaching?
- What do you consider before choosing an appropriate assessment?
- How do you collect well-timed information so that you can respond appropriately?
- How do you use high-quality information to change your teaching approach (e.g. scaffolding or a more engaging approach)?

8. Use high-quality structured interventions to help pupils who are struggling with their literacy

- What evidence supports the effectiveness of your chosen interventions?
- Are you using any published interventions as recommended by the developer?
- Does the person delivering the intervention have time to plan and is there time for teaching staff to consider how interventions complement classwork?
- How effective are TAs and teachers at reviewing work taking place in intervention sessions?
- How do you support pupils to make links between interventions and classwork?
- How do you match pupils to interventions?
- How do you evaluate the impact of your interventions?