Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A strategy and guidance for inspecting literacy for pupils aged 3 to 18 years

September 2011

Iechyd ar Waith – Cyrraedd y Nod – The Corporate Standard – Health at Work

Safon Amgylcheddol y Ddraig Werdd – Green Dragon Environmental Standard

Investors in People | Gold

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- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community learning;
- youth and community work training;
- local authority education services for children and young people;
- teacher education and training;
- work-based learning;
- careers companies;
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- provides advice on quality and standards in education and training in Wales to the Welsh Government and others; and
- makes public good practice based on inspection evidence.

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Introduction

This document contains a strategy and guidance on inspecting literacy in schools. It is a central source of information, which includes material from Estyn's 'Supplementary Guidance on inspecting skills 2008', as well as information from published remit reports on reading and writing.

Literacy has a very high priority in education in Wales. The key tasks for inspectors are to judge:

- whether all pupils have the reading and writing skills needed to **access** the whole curriculum; and
- how well the wider curriculum itself develops pupils' literacy skills.

In the Inspection Framework, the most weight is given to literacy skills, as these skills underpin all elements of pupils' learning. You should focus in particular on the skills of **reading and writing**.

You should **report** on pupils' literacy skills in every inspection and, where appropriate, you should also report on any outcomes in indicators that are associated with these skills.

This document contains a lot of information about school provision for literacy in order to help you judge the quality of the work. However, you should always remember that **the main focus is on outcomes for pupils**, in terms of their standards of literacy and ability to use their reading and writing skills in work across the curriculum.

The following guidance is intended to support inspectors in making and reporting on these judgements.

Section 1: Inspecting literacy in the Foundation Phase and key stage 2

Specific guidance for reporting inspectors

The pre-inspection analysis of data and the self-evaluation report

From the pupil performance **data** you should consider:

- baseline assessment data and value added data;
- outcomes for pupils in English/Welsh at seven and 11 years of age, pupils' performance at the higher levels, trends over three years and comparisons with family and free-school-meals benchmarks;
- performance in the separate attainment targets (reading, writing, oracy), trends over three years and comparisons with family and free-school-meals benchmarks; and
- performance in English/Welsh in relation to the core subject indicator (CSI)[1] and free-school-meals benchmarks.

The school's **self-evaluation report** (SER) may provide additional evidence about pupils' literacy skills such as standardised test data or RAISE data. You should analyse this information to gain a full picture of pupils' literacy standards. You should consider:

- any analysis by the school of the reading abilities of particular groups, for example more able and talented pupils;
- evidence of the percentage of pupils on literacy intervention programmes who maintain their gains and the percentage who go onto achieve level 2+ and level 4+;
- the school's analysis of other reading and spelling tests on pupils' performance; and
- other evidence provided by the school about standards in literacy.

The SER may also provide you with additional information about the school's provision for literacy. You should consider:

- the school's systematic tracking and monitoring of progress in literacy;
- the effectiveness of literacy intervention programmes (Catch-up programmes, Reading Recovery etc);
- how well the school continues to track progress of those with literacy support and measure what they attain at the end of key stages 1 and 2;
- how well the school co-ordinates skills provision to plan for progression;
- evidence of pupils applying higher-order reading and writing skills across the curriculum;

[1] The expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum

- how well planning addresses all pupils' needs, particularly those working below expected levels and those more able learners; and
- how well the school develops dual literacy skills and makes links with other languages, where appropriate.

From your analysis of the data and evidence from the SER, you should decide whether literacy will be a **major** or **standard** line of enquiry.

RED APPROACH – literacy is a **MAJOR** line of enquiry and is normally triggered when:

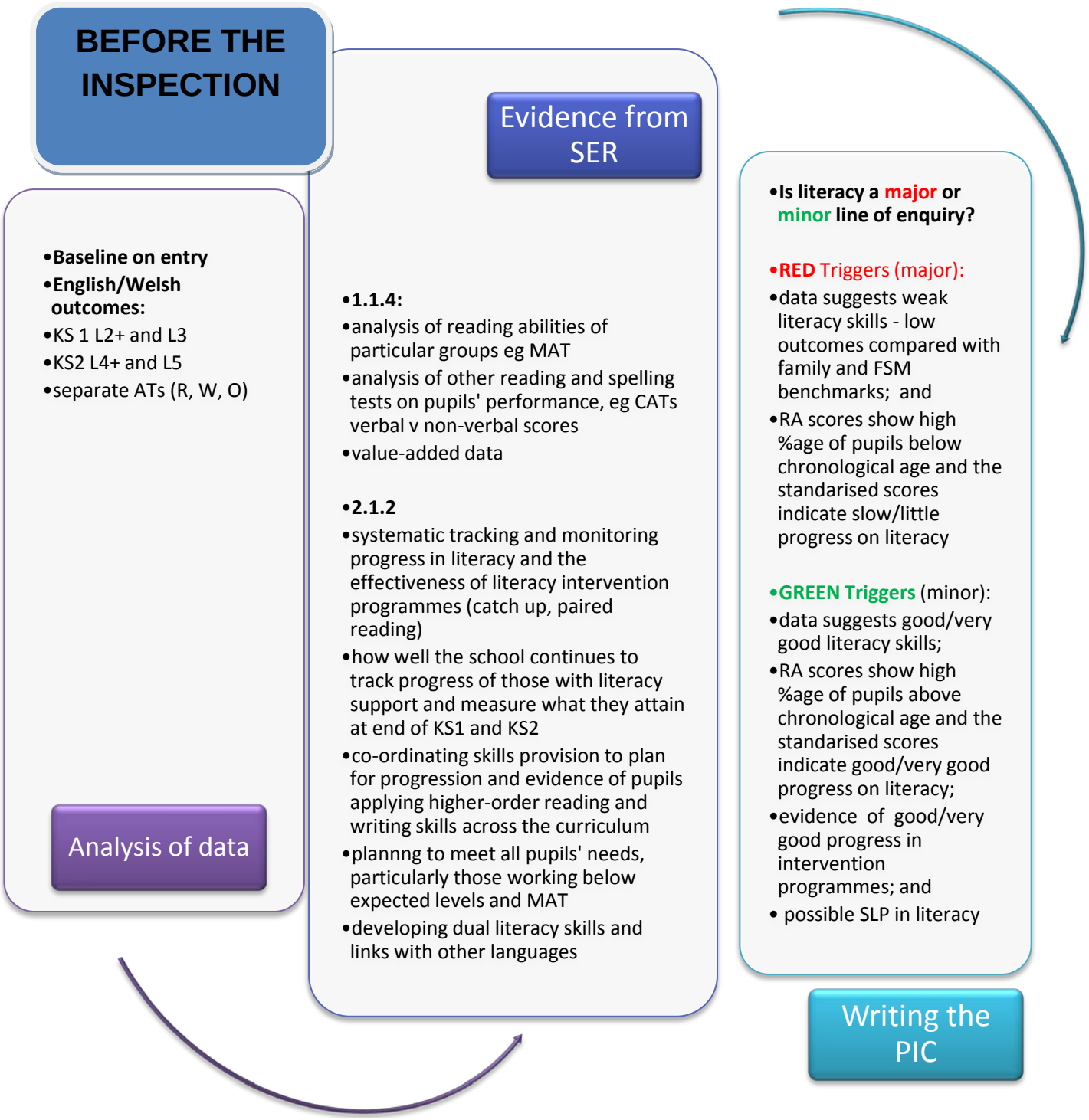
- an analysis of the data suggests that pupils have weak literacy skills, for example lower outcomes in English/Welsh when compared with family and free-school-meals benchmarks;
- standards of English/Welsh were identified as a recommendation for improvement in the last inspection;
- pupils' standardised reading scores indicate low levels of performance and/or limited progress by pupils over time; and
- the overall evidence indicates issues to do with a lack of progress, support, monitoring, tracking and analysis of literacy in the school.

GREEN APPROACH – literacy is a **STANDARD** line of enquiry and is normally triggered when:

- an analysis of the data suggests that pupils have good or very good literacy skills, for example higher outcomes in English/Welsh when compared with family and free-school-meals benchmarks;
- pupils' standardised reading scores indicate high levels of performance and/or very good progress by pupils over time; and
- there is evidence of very good, sustained progress in literacy intervention programmes or the possibility of sector-leading practice in the provision and outcomes for literacy in the school's SER.

Following the pre-inspection analysis, you should consider carefully the **allocation of responsibilities for inspecting skills**. Normally, you should allocate responsibility for 1.1.4 skills and 2.1.2 skills provision to one inspector.

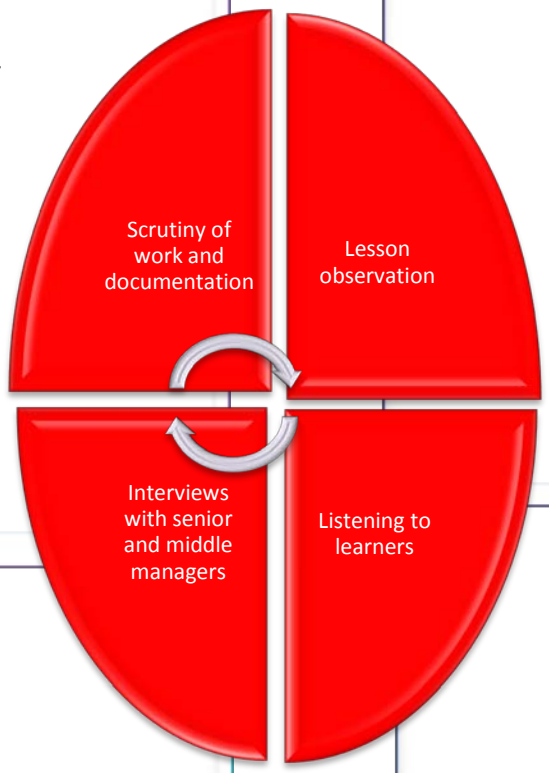
During the inspection, you should direct inspectors to take into account the outcomes of judgements about 1.1.4 and 2.1.2 when judging leadership and management in Key Question 3. Leadership and management are unlikely to be good if there is insufficient evidence of the success of the school's policies and strategies for improving and maintaining high standards of pupils' literacy skills.


BEFORE THE INSPECTION
Evidence from SER
•Baseline on entry
•English/Welsh outcomes:
•KS 1 L2+ and L3
•KS2 L4+ and L5
•separate ATs (R, W, O)
Analysis of data
•1.1.4:
•analysis of reading abilities of particular groups eg MAT
•analysis of other reading and spelling tests on pupils' performance, eg CATs verbal v non-verbal scores
•value-added data
•2.1.2
•systematic tracking and monitoring progress in literacy and the effectiveness of literacy intervention programmes (catch up, paired reading)
•how well the school continues to track progress of those with literacy support and measure what they attain at end of KS1 and KS2
•co-ordinating skills provision to plan for progression and evidence of pupils applying higher-order reading and writing skills across the curriculum
•plannng to meet all pupils' needs, particularly those working below expected levels and MAT
•developing dual literacy skills and links with other languages
•Is literacy a major or minor line of enquiry?
•RED Triggers (major):
•data suggests weak literacy skills - low outcomes compared with family and FSM benchmarks; and
•RA scores show high %age of pupils below chronological age and the standarised scores indicate slow/little progress on literacy
•GREEN Triggers (minor):
•data suggests good/very good literacy skills;
•RA scores show high %age of pupils above chronological age and the standarised scores indicate good/very good progress on literacy;
•evidence of good/very good progress in intervention programmes; and
• possible SLP in literacy
Writing the PIC

Guidance for inspecting literacy – RED approach

DURING THE INSPECTION

- **Monday-Tuesday**
- Work scrutiny of at least two subjects of a sample of pupils for each year group - use prompts documents E and F and record on EF
- Work scrutiny of English/Welsh for a sample of pupils for each year group - use prompts doc E and F and record on EF
- Examine literacy data - select pupils to track in lessons and talk to as a group, if appropriate
- Examine school documentation on literacy, including teachers' reading records
- **Tuesday** - team meeting focuses on outcomes of work scrutiny, discussing 1.1.4 and 2.1.2 led by TI with responsibility for skills



- **Tuesday/Wednesday**
- TIs observe a range of sessions across the curriculum
- TIs observe a few English/Welsh sessions
- Team focuses on identified pupils, use specific lesson prompts, record on SOF;
- TI observes a range of intervention programme(s) and talks to pupils, where appropriate
- discussion in team meeting, led by TI with responsibility for skills

- **Tuesday-Wednesday**
- Lead for skills interviews HT
- Lead for skills interviews SLT members / literacy co-ordinator

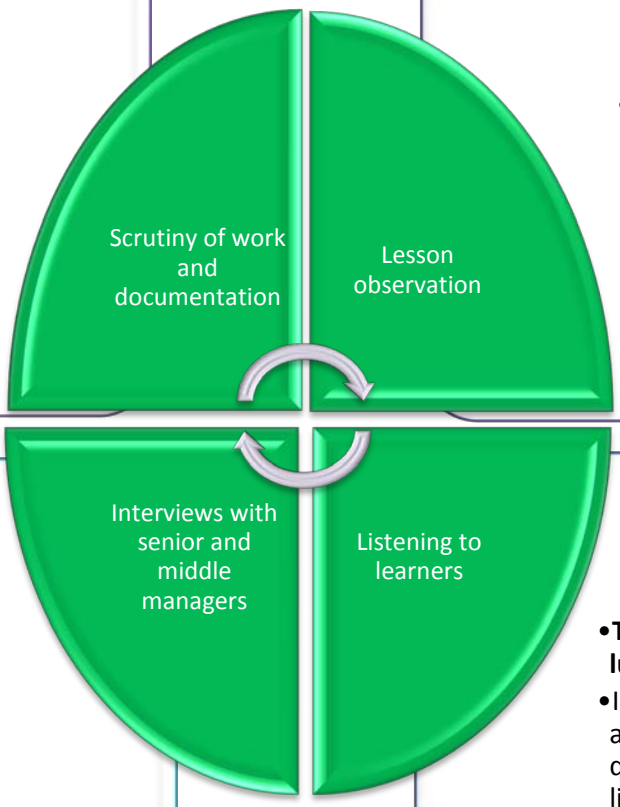
- **Tuesday/Wednesday lunchtime**
- In L2L and the School Council, TI s ask specific questions related to literacy

Guidance for inspecting literacy - GREEN approach

DURING THE INSPECTION

- **Monday -Tuesday**
- Work scrutiny of two subjects focusing on Y2 and Y6 - use prompts document E and F and record on EF
- Analyis of literacy data as appropriate
- Examination of selected documentation
- **Tuesday** - team meeting focuses on Y2 & Y6 work; discussing 1.1.4 and 2.1.2

- **Tuesday/Wednesday**
- TIs observe sessions across the curriculum, which may inlude one or two English/Welsh sessions
- TI may observe intervention programme(s) and talk to pupils



- **Tuesday-Wednesday**
- Lead for skills may interview HT or SLT or literacy co-ordinator

- **Tuesday/Wednesday lunchtime**
- In L2L, TIs may choose to ask a few specific questions related to literacy

Guidance for inspectors leading on skills

Standards

Gathering evidence and making judgements about pupils' literacy skills 1.1.4

You will need to examine data about pupils' literacy standards but the range and extent of this work will depend on whether literacy is a **MAJOR** or **STANDARD** line of enquiry. However, in all inspections, you should:

- analyse **data** about the reading abilities of particular groups, eg more able and talented pupils;
- scrutinise evidence of the outcomes and proportions of pupils on literacy intervention programmes who maintain their gains and the percentage who go onto achieve level 2+ and level 4+;
- analyse pupils' performance in reading and spelling tests and any other evidence provided by the school about standards in literacy for pupils in Year 2 and Year 6; and
- analyse evidence of pupils applying higher-order reading and writing skills across the curriculum, particularly in Year 2 and Year 6.

Schools should have whole school, cohort and individual targets for pupils. You should consider the progress pupils are making towards achieving those targets, particularly pupils in Year 2 and Year 6.

All inspectors, except the lay inspector, should be involved in **listening to pupils read**. There are prompts for listening to pupils read (documents A and B) and guidance on age-related expected levels in popular reading schemes and other books in this section. Annex 1 provides information about Foundation Phase Outcomes and National Curriculum levels.

You should also use opportunities in session observations to evaluate **how well pupils apply their reading skills**, such as in reading back their writing, reading texts for information and reading information on-screen.

You should be particularly alert to situations where pupils' **access** to the curriculum is affected by their reading skills and where these skills are a barrier to their progress in learning across the curriculum. You will need to identify the possible causes for this, including:

- pupils' lack of skills in Welsh or English; and/or
- pupils' inability to transfer skills to a new context (their lack of ability to apply their Welsh or English knowledge and skills).

Inspectors should scrutinise samples of work to judge how well pupils:

- develop their independent writing skills and are not over-reliant on support (worksheets, writing frames, too much copying of information etc.); and
- apply their literacy skills at a level that is age-related.

In making judgements about the standards of literacy, you should refer to the guidance in this section, including the prompts for scrutinising pupils' written work as well as the Foundation Phase Outcomes and National Curriculum levels in Annex 1.

Provision

Gathering evidence and making judgements about provision for literacy

You will need to examine documentation about the school's provision for literacy but the range and extent of this work will depend on whether literacy is a **MAJOR** or **STANDARD** line of enquiry.

The guidance that follows is intended to support you when examining and judging the quality of the school's provision.

2.1.2 Provision for skills

Policies

You should consider whether the school has a comprehensive and robust literacy policy and strategies for teaching oracy, reading and writing.

Schemes of work across the curriculum

You should consider how well staff have:

- embedded literacy skills into learning experiences across all subjects and/or areas of learning;
- developed links between subject schemes of work and/or areas of learning in developing progression in pupils' reading and writing skills;
- ensured that pupils' literacy skills gained in English or Welsh lessons are reinforced, enhanced and developed further in other subjects and/or areas of learning;
- adapted programmes of study when pupils are working significantly below or above expected levels of reading/writing skills
- planned in the Foundation Phase to provide a good balance between structured activities for direct teaching of reading and writing skills and active approaches, including play-based learning;
- planned opportunities for pupils to read and write in areas of continuous provision both indoors and outdoors;
- encouraged reading and writing in role-play areas;

- planned to build on pupils' previous learning and develop the work progressively through to key stage 2;
- progressively increased the level of challenge in the work and if activities take account of pupils' learning needs, such as stretching more able and talented pupils and matching work to the specific needs of less able pupils;
- planned for the development of pupils' thinking, planning, creative and problem-solving skills; and
- planned together so that all practitioners, including learning support assistants, can contribute to the development of pupils' literacy skills.

In particular for reading

You should consider whether:

- there is work to develop pupils' phonological and phonemic awareness;
- there is a systematic phonics programme delivered in a clearly defined sequence that is swift enough for pupils to make good early progress in decoding words;
- phonics teaching continues into key stage 2. For example, pupils should be helped to revise and consolidate the blending of phonemes and learn to identify syllabic patterns in multi-syllabic words;
- there is a strong focus on pupils' understanding and comprehending what they read;
- the planning ensures that pupils acquire a range of decoding strategies to help them become fluent readers and use punctuation to aid expression;
- the planning includes provision for reading in different ways for different purposes, including using prediction, skimming and scanning etc; and
- there are regular planned opportunities for pupils to gain information retrieval skills and make use of the library.

In particular for writing

You should consider whether:

- pupils have opportunities to write for different purposes and in a range of forms using paper and information and communication technology (ICT) for composition;
- there is planning for pupils to write in ways that test their information retrieval and evaluative skills and ability to present information in a reasoned and logical way;
- writing tasks are interesting, varied and appealing to all pupils, including boys;
- pupils have regular opportunities to write for a wider audience than the teacher;
- pupils have opportunities to plan, draft and review their writing, alone and with others;
- writing tasks and activities demand sufficient writing effort and enable pupils to write at length;
- pupils have opportunities to gain a range of strategies to help them spell and punctuate accurately; and
- pupils are taught to use a dictionary effectively.

You should liaise with the inspector taking the lead on **aspect 2.2.2** to consider the coherence and consistency of teaching to develop pupils' reading and writing skills across all subject areas and areas of learning.

You should liaise with the inspector taking the lead for **aspect 2.3.4** to ensure that pupils' needs are identified and provided for and their progress is tracked and evaluated.

You should also liaise with the inspector taking the lead for **Key Question 3** to consider the attention leaders and managers give to the development of pupils' literacy skills in providing strategic direction for the work and planning and improving quality.

Making judgements about the teaching of literacy 2.2

All inspectors will be involved in observing teaching and learning sessions across the curriculum and should consider the following guidance when judging the quality of teaching.

2.2.1 Teaching

When observing sessions, you should consider whether the **teaching**:

- demonstrates good use of language, which influences the development of pupils' reading and writing skills;
- provides opportunities for discussion, uses probing and open-ended questions to improve pupils' understanding, ensure that pupils are involved with the text, and help them to elaborate on their answers and make learning connections;
- develops pupils' reading skills, such as when pupils are required to use their comprehension and information retrieval skills to gain and synthesise information from text, tables, charts and graphs etc; and
- where appropriate, includes direct teaching of reading and writing skills, such as developing pupils' proof-reading and redrafting skills, aiding the spelling of subject specific terminology and using approaches, such as scaffolding or modelling, to support the development of writing skills. Pupils should also be given specific guidance on how to develop and apply dual literacy skills.

You should be alert to approaches which inhibit the development of pupils' writing skills, such as overuse of writing frames or unnecessary use of worksheets, which limits opportunities for pupils to be independent and write at length.

The teaching of reading

It is crucial that the teaching of reading is carried out in a consistent way across the whole school. This means that staff should have agreed how to teach reading and how they will ensure that work is progressing more challenging.

In the Foundation Phase, the teaching of initial reading should enable pupils to use all the clues available to get meaning from the text. These include phonic, word recognition, grammatical and graphic, and contextual clues. While it is important that schools give attention to pupils' decoding skills, it is also crucial that they develop pupils' comprehension skills (such as understanding, reorganisation, evaluation and appreciation) at the same time. You should make certain that schools focus on both these aspects as part of the teaching of reading.

Most pupils in key stage 2 will have progressed beyond initial decoding and schools should be teaching pupils to be more analytical about texts and their responses. At this stage, it is important for pupils to know that there are different kinds of reading that are appropriate for different purposes. Pupils need to know which kind of reading strategy to adopt as they read in a range of activities across the curriculum and in the outside world. You should make certain that pupils have opportunities to read in different ways and for different purposes. As pupils become more effective readers, their developing skills will enable them to come to grips with the complexity of English/Welsh morphology (the way words are built up), which will underpin their writing and spelling.

In the past, teachers spent a great deal of time hearing pupils read individually. Some still do and there are major benefits for some pupils, particularly those whose reading skills are below the expected level. However, over recent years, the benefits of shared and guided reading approaches have been recognised as more effective ways to model and teach the reading process for the majority of pupils. Shared and guided reading are important elements of the active and specific teaching of reading that should be present in all classrooms. These strategies are relevant to readers of all stages and abilities and should form part of every teacher's repertoire of teaching approaches.

In **shared reading**, the teacher models the process of reading by demonstrating the ways an effective reader thinks as they read a text. This usually takes place in a whole-class situation where everyone can see the text, such as using a big book, projecting text onto a screen or whiteboard. Usually, pupils listen to the text read aloud, join in and follow the reading, and learn from the teacher's example of analysing the text.

In **guided reading**, a small group of pupils of similar ability are guided through the text by the teacher. The teacher will draw pupils' attention to a range of features in the text and model ways of predicting and summarising etc. Usually, the teacher will listen to pupils read individually within the context of the group.

More information about shared and guided reading is included later in this section.

You should always examine teachers' **reading records** and consider the frequency of reading activities, who reads most often with pupils, the range and extent of pupils' reading and the use of records to identify pupils' progress and plan for improvement. You should discuss the teaching of reading with staff to gain a view about the quality of the teaching of reading in the school.

The teaching of writing

In order to make progress in gaining and using writing skills, pupils need good teaching that includes:

- the explicit teaching of writing skills;
- the modelling of different forms and purposes of writing;
- regular opportunities for pupils to develop their skills in work across the curriculum as well as in English/Welsh; and
- effective assessment practice that leads pupils to understand how best to improve their work.

Like reading, it is crucial that the teaching of writing is carried out in a consistent way across the whole school. This means that staff should have agreed how to teach writing and implement consistently the school's marking policy.

As pupils progress in gaining independent writing skills, schools should encourage them to see writing as a process that includes planning content, drafting, evaluating, revising and editing as stages that lead to the final product. While it is not possible to go through this whole process for each piece of writing, the process needs to become part of pupils' thinking so that although they may have limited time to spend on their written work they can apply these aspects to improve their work.

Schools may use approaches such as shared and guided writing in the same way that they do for the teaching of reading.

The tracking and monitoring of pupils' progress in literacy, particularly reading

You should consider how well the school:

- identifies those pupils who need support for skills and track their progress;
- tracks the progress of individual pupils as well as groups of pupils at year group, key stage and whole-school level;
- sets targets for improvement;
- continues to track the progress of those with literacy support and measure what they attain at seven and 11 years of age;
- analyses information about pupils on 'catch up' programmes who maintain gains in reading and the percentage of these pupils who go on to achieve level 2+ and 4+;
- analyses the effectiveness of literacy intervention programmes (Catch-up programmes, Reading Recovery etc); and
- evaluates how well it continues to track progress of those with literacy support and measure what they attain at key points, including at seven and 11 years of age.

Gathering evidence and making judgements about additional learning needs 2.3.4

You will need to examine the school's provision for additional learning needs but the range and extent of this work will depend on whether literacy is a **MAJOR** or **STANDARD** line of enquiry. The guidance that follows is intended to support you when examining and judging the quality of the school's provision.

You should consider how well the school:

- monitors and evaluates the co-ordination of provision to plan for progression;
- evaluates how well planning addresses all pupils' needs, particularly those working below expected levels and more able learners; and
- how well dual literacy skills and links with other languages are developed, where appropriate.

Intervention programmes

You should consider how well:

- intervention programmes meet pupils' literacy needs;
- information about pupils' reading and writing skills and progress is shared between staff;
- staff adapt teaching and learning strategies for pupils receiving intervention. You should liaise with the lead inspector for the quality indicator 2.2 to consider the quality of teaching of literacy;
- information about assessment is used to provide work that is well matched to pupils' literacy needs; and
- assessment is used to inform decisions about whether pupils remain in support programmes or no longer need intervention work.

Leadership

Gathering evidence and making judgments about the role of leaders and managers in raising standards of literacy

You will need to examine the role of leaders and managers but the extent of this work will depend on whether literacy is a **MAJOR** or **STANDARD** line of enquiry. Document H contains a series of questions that you may find helpful in gathering evidence to support your judgements. Document J contains additional questions to use when literacy is a major line of enquiry.

You should hold **discussions with leaders and managers**, including governors, to consider how well they initiate and support effective skills strategies and policies across the range of the school's work. The inspection work undertaken to answer 1.1.4 and 2.1.2 should provide evidence of the success of these policies and strategies. This information will also help in evaluating how well leaders and managers have embedded

policies and strategies in the work of the school and how much difference they are making to pupils' progress and development. This information may include the school's work to gain the Basic Skills Quality Standard, support for pupils with basic skills needs, and how well underachieving pupils catch up with their peers.

You should consider how well leaders and managers focus on raising standards and if they know how well pupils are progressing, including those receiving targeted support or extension.

Through **discussions with staff**, you should consider how well staff work as a team in supporting the development of pupils' skills, particularly reading and writing skills, where appropriate. This will include how effectively staff undertake roles and responsibilities in this area of work, such as whether the school has appointed a member of staff to lead skills developments, and how well this work is co-ordinated and managed. For example, have links been made between subjects in writing for different purposes and audiences? Does the school use a common vocabulary and marking policy?

You should consider how schools have audited resources and the development of pupils' and staff skills across the curriculum to ensure that subjects identify and provide opportunities for pupils to develop their skills. You should also consider how far teachers have agreed common approaches to the development of pupils' skills.

You should scrutinise the school's **strategic and operational plans** and other documentation, which relate to the development of pupils' skills. These include any relevant action plans and evaluations of progress and trends in taking this area of provision forward.

You should consider how well the school has included the monitoring and evaluation of pupils' levels of skills, and their successful development by staff, within its **monitoring** and **planning for improvement** policies and procedures.

You should consider the **professional training** that staff undertake to develop pupils' and their own skills and how this translates into effective whole-school practice, for example displaying key assessment criteria in classrooms and sharing work among staff to evaluate the marking of pupils' written and presentational skills in subjects and areas of learning.

An overview of good practice in literacy in the Foundation Phase

In the **Foundation Phase**, there should be a balanced approach to teaching literacy, including:

- phonological awareness – rhymes, jingles, syllables, onset and rime;
- phonics – recognising letter shapes and letter sounds;
- high frequency words (through repeated encounters – wall stories, shared and individual reading, Big Books, own writing etc);

- graphic knowledge – looking carefully at the visual appearance of words (them and then);
- grammatical awareness – the order in which words are placed in a sentence follow rules (‘a’ and ‘the’ before a noun);
- developing comprehension skills; and
- developing speaking and listening, reading and writing together, for example listening to a story, discussing a response and recasting it in writing.

Schools may use a variety of methods, including:

- the regular teaching of phonics in whole class and group sessions;
- shared reading using Big Books, wall stories, whiteboard etc.;
- guided group reading to encourage children to learn and apply reading strategies effectively;
- group reading – taking turns to read aloud – providing practice in reading more than teaching reading;
- silent reading;
- individual reading;
- literature circles – more able children in Year 2 will read a book together, discuss their likes and dislikes, record on tape or make a presentation to the class;
- paired reading – working with a partner reading at a similar ability level or older child reading with a younger child;
- enabling children to experiment with mark making, using a variety of media;
- developing communication through using symbols, pictures and words, such as in emergent writing approaches;
- shared writing – writing modelled by class teacher and read by children; and
- the planning of writing, through mind maps, drafting and reviewing writing.

Using continuous provision to develop pupils’ language, literacy and communication skills

Book area

- books displayed attractively and easily accessible
- good quality story books including old and modern fairy tales
- poetry
- joke books
- non-Fiction texts
- multicultural texts
- books about Wales
- bilingual texts
- comics, pamphlets
- story sacks
- puppets
- listening centres – CDs with accompanying books and facilities for children to record

their own stories, poems and plays
- plays

Writing area

- range of writing materials
- paper, postcards, envelopes, notepads, sticky notes etc
- support for writing such as story beginnings and endings
- high-frequency words on display
- topic word banks
- class books
- photo-stories with captions
- children's display board
- stimulus for writing such as story cards
- teachers' and pupils' writing on display
- magnetic letters
- small whiteboards and felt pens
- computer

What would you expect to see?

- A rich and dynamic indoor and outdoor literacy environment, where speaking and listening, reading and writing are all given high status
- Plenty of good-quality opportunities for children to read and write in all areas of learning
- Listening area, reading area, writing area, ICT area and play areas that are well equipped with resources for reading and writing
- Good quality displays illustrating the forms and purposes of writing
- Frequent use of story-reading and story-telling sessions, including poetry and role-play
- Practitioners who are good language role models for speaking and listening, reading and writing

An overview of good practice in literacy in key stage 2

In **key stage 2**, pupils should build on the skills, knowledge and understanding acquired in the Foundation Phase. There should be a balanced and progressively challenging approach to teaching literacy, including:

- continuing to build on and develop pupils' phonic, graphic and grammatical knowledge, word recognition and contextual understanding, such as work on syllables and distinguishing between fact and opinion;
- developing pupils' fluency and accuracy in reading;
- developing comprehension skills, such as when pupils are required to reflect on what they read and express opinions;

- developing reading in different ways and for different purposes, such as skimming and scanning and using inference and deduction;
- using information retrieval strategies, including ICT;
- retrieving and collating information and ideas from different sources;
- using the standard form of English/Welsh, such as nouns, adjectives, connectives and verb tenses;
- using punctuation and developing a range of strategies for spelling;
- presenting writing appropriately, such as developing a legible script;
- writing for a range of purposes, such as to inform, explain, persuade, recount etc;
- writing in a range of forms, such as letters, reports, stories;
- planning, drafting and editing of work, including the use of ICT as appropriate; and
- continuing to develop speaking and listening, reading and writing together. For example, when reading non-fiction, pupils respond orally to what they read, select evidence to support their views and write about what they have read with a clear sense of purpose and audience.

Schools may use a variety of methods, including:

- the regular teaching of phonics in whole class and group sessions, such as developing syllable awareness so that pupils can hear parts or segments of phonemes that comprise the rhythm of the word;
- guided group reading - to encourage pupils to learn and apply reading and comprehension strategies effectively;
- group reading – taking turns to read aloud – providing practice in reading more than teaching reading;
- silent reading;
- individual reading;
- paired reading – working with a partner reading at a similar ability level or older child reading with a younger child;
- writing in response to a wide range of stimuli; and
- the planning of writing, through mind maps, drafting and reviewing writing.

What would you expect to see?

- A rich and dynamic literacy environment where speaking and listening, reading and writing are all given high status
- Plenty of good-quality opportunities for pupils to read and write in all areas of the curriculum
- Good quality displays illustrating the forms and purposes of writing
- Frequent use of literature, including stories, poetry and non-fiction
- The use of drama and role-play and approaches such as hot-seating
- Practitioners who are good language role models for speaking and listening, reading and writing.

Further guidance on questions to use to evaluate pupils' high-order reading skills in key stage 2

Literal questions, which require pupils to locate facts, ideas, particular information, a sequence of events, similarities and differences, characteristics of a person etc, for example:

- What is the boy's name?
- Which is the tallest animal?

Reorganisation, which requires pupils to analyse, synthesise and/or organise the ideas or information which is explicitly stated in the text, for example:

- classifying – placing people, things places and or events into categories;
- summarising – condensing the content of the passage, using direct quotation or paraphrased statements; and.
- synthesising – bringing together ideas or information from more than one source/section.

Inferential questions, which require pupils to use the ideas and information in the passage, his or her intuition and his or her personal experience as a basis for making conjectures or hypotheses, for example:

- What else might the author have included to make the passage more interesting to boys?
- Why did the girl behave as she did?
- Why does the author use the word …?

Evaluative questions, which require pupils to make a judgement based either on the passage alone or on his/her prior knowledge and experience, for example:

- What is the author trying to make you think when he says …?
- Is the character right or wrong to act as s/he does in view of the situation described?
- Is the information accurate? Does it agree with what you have found out from other sources?

Appreciative questions, which require an emotional and/or aesthetic response from pupils to the content and style of the passage, for example:

- Which description did you find most lifelike/frightening/effective?
- Which words most helped you to imagine what was happening?

Reference: Adapted from Barrett's Taxonomy in Reading: Today and Tomorrow, Melnik Merritt (University of London/Open University 1972) as published in Guidance on the teaching of higher-order reading skills, Welsh Assembly Government March 2010

Shared and guided reading: how they differ

Shared reading	Guided reading
Will usually involve a large mixed-ability group/class. The teacher and pupils work co-operatively to develop meaning from the text.	Will usually involve a group of pupils with similar ability/needs. Each pupil is helped to read and understand the text independently, though the rest of the group will be involved. The rest of the class work on other tasks.
The teacher models effective reading; reads the lines, between the lines and beyond the lines of the text, extracting meaning and interpreting it in relation to pupils' experiences and knowledge.	Individual pupils read the text to themselves and out loud to the teacher and the group using strategies they know. The teacher reinforces and extends these strategies, helping pupils to understand the text fully.
The main focus is on finding meaning by interrogating the text, paying close attention to the words, the sentence structures, the punctuation and other features of presentation.	The focus is on developing and practising strategies to cope with unfamiliar text. Teaching will be tailored to the specific needs of the group members.
Most of the reading is oral. Predictions about the text that follows may be made; predictions will be confirmed or rejected as reading continues.	Some of the reading is silent as pupils tackle a text for themselves then attempt to read it aloud, supported by the teacher and their peers who give them strategies to cope.
The teacher is prepared to do most of the reading; pupils are encouraged to 'come in and out of the reading' as they can. Some in the group will read the text with the teacher; others will read very little of the text on their own but will be attending to the text and learning.	Pupils will do most of the reading, supported by the teacher as above.
Will focus on both new, unfamiliar texts and familiar texts. Shared reading of a new text will have different purposes from shared reading of familiar texts. Each time a text is revisited; the teacher should have a new, or additional, purpose.	Will generally focus on new, unseen text. Pupils will test their reading strategies on unfamiliar text, make predictions, check them, and either confirm or reject them. Guided reading of familiar texts should have different purposes.

Reference: Adapted from Guidance on the teaching of higher-order reading skills Welsh Assembly Government 2010

The effective learning and teaching of phonics

Phonics is the study of the way in which spellings represent the sounds that make up words. Around 75% of words in English and almost all words in the Welsh language are phonically regular. Learning about sound and symbol relationships is therefore important in learning to read. In the most effective schools, staff skilfully integrate phonics with work on other aspects of language. Integrating language work is important so that pupils do not gain phonic skills in isolation from other areas of literacy

Characteristics of effective work on phonics include:

- staff's knowledge of the principles which underpin the content and sequence of phonic work;
- a clearly structured programme that is consistently implemented throughout the school;
- clear learning objectives, which are shared with pupils and short, brisk teaching sessions that link phonics with other aspects of language and literacy learning, such as writing and spelling;
- imaginative, interactive teaching approaches;
- high expectations of what pupils can achieve;
- attention to pupils' enunciation of sounds;
- teaching the skill of blending sounds together;
- regular opportunities to repeat work to ensure that pupils consolidate their learning;
- a stimulating mix of resources and play activities to gain and maintain pupils' interest; and
- multi-sensory approaches to cater for different learning styles.

Guidance for inspectors on the readability levels of reading resources

This guidance provides information about age-related popular reading resources used by schools. While the list is comprehensive, it is not intended to be definitive.

The first stage includes picture books with no text for the youngest pupils and the final stage identifies books that the average 11-year-old can read fluently. The typical levels of the reading resources are listed in order of difficulty to show progression within each age range.

The list provides an approximate guide linking national levels of expectations and the levels of books that pupils with an average reading ability will be able to read. As pupils' learning is rarely linear, you will find that some pupils may be able to read fluently from books in more than one stage, particularly if they are highly motivated or interested in a story or topic.

The information in this list should not be applied rigidly or prescriptively but will support you in making a professional judgement about standards of reading.

Age	Foundation Phase Outcome/National Curriculum level	Title of reading resource	Typical levels
Up to six years of age	Working within FPO4 and towards/within FPO5	All aboard	Easy start Stage 1 Introductory Stage 1 Stage 2 Stage 3 core and booster books Stage 4
		Dorling Kindersley readers	Pre-level 1
		Kaleidoscope reading sets	Stages 0-6 Yellow stages 0-5
		Lighthouse	Pink A and B (rec) Red (rec) Yellow (Y1) Blue (Y1)
		Literacy land	Story street fiction Beginner step F Beginner steps 1-3 Beginner genre range Beginner step 4
		Longman book project	Fiction beginner level 1 Fiction beginner level 2 Fiction beginner level 3 Fiction band 1 Fiction band 2
		One two three and away	Picture book packs Blue pre-readers Starter stage Blue platform books 1-4 Green books Blue platform books 5-8 Green platform books 1-10
		Oxford reading tree	Stage 1 Stage 1+ Stage 2 Stage 3 First story rhymes pack A Stages 4-6 Play scripts
		Pathways	Stage 0 Blue pre-readers Stage 1 Stage 2 sets A and B

		Reading 360	Levels 0-3
		Read, Write, Inc	A phonics programme for pupils to age 7
		Sails	Foundation Pink A Pink B Pink C
		Story chest	Stage 1 Set A/ Set AA Set B/Set BB Set C/CC Set D/DD
		Wellington Square	Level 1
6 to 7 years of age	Working within FPO5 and towards/within FPO6	All aboard	Stages 5 & 6 core readers Stage 6 traditional tales Lower key stage 1 plays
		Dorling Kindersley readers	Level 1
		Kaleidoscope reading sets	Red
		Lighthouse	Green and Orange
		Literacy land	Story street fiction Beginner step 1 Emergent Genre range – beginner to emergent
		Literacy world	Fiction beginner level 1 Fiction band 2
		Longman book project	Fiction band 3 Non-fiction A
		One two three and away	Red books 3, 3a, 3b, 4, 4a, 4b Red platform books 1-10
		Oxford reading tree	Stages 3-7 Play scripts Guided reading traditional tales Fact finders Unit A
		Pathways	Stage 0 Blue pre-readers Stage 1 Stage 2 sets C-F
		Reading 360	Level 4 Plays for infants

		Read, Write, Inc	A phonics programme for pupils to age 7
		Sails	Foundation Pink A
		Story chest	Stage 1 Stage 2 Bridges sets A, B, C
		Wellington Square	Level 2
7 to 8 years of age	Working within NC L2 and towards/within NCL3	All aboard	Stages 7 and 8 Core readers, plays, poetry anthology Stage 9 Traditional tales
		Dorling Kindersley readers	Level 2
		Kaleidoscope reading sets	Red Blue (younger) Silver (older)
		Lighthouse	Turquoise Purple and gold
		Literacy land	Emergent step 6 Genre range Competent steps 7 and 8
		Literacy world	Stage 1
		Longman book project	Fiction band 4
		One two three and away	Yellow books 5, 6, 7 Yellow 8, 9, 10 Yellow platform 1-10
		Oxford reading tree	Stages 5-6 Stages 6-7 play scripts Stages 6, 7 ,8 robins Stage 7 owls Stage 8 snapdragons Woodpeckers books 2-5 Factfinders Unit B Story rhymes sets A/B Stages 7-8 glow worms, fireflies Stages 8-9 glow-worms and magpies Stages 9-10 robins Stage 10
		Pathways	Stage 3 Stage 4 sets A, B, C Longdale Park set A
		Reading 360	Level 5

			Core and little books Level 6 core Year 3 pocket books Level 6
		Read, Write, Inc	A comprehension programme for pupils aged 7 to 9 who can read
		Story chest	Stages 3 and 4 Stages 5 and 6
		Wellington Square	Level 3 and 4
8 to 9 years of age	Working within NCL3 and towards NCL4	All aboard	Stage 10
		Kaleidoscope reading sets	Blue (younger) Silver (older)
		Literacy land	Competent step 9 Genre range – competent/fluent
		Literacy world	Core stage 1 Satellites stage 3
		Longman book project	Fiction band 6 Non-fiction B tier 1 Plays 2
		One two three and away	Yellow books 11 and 12
		Oxford reading tree	Stages 8-10 branch library Stages 8/9 true stories Stage 9 fireflies Stage 9/10 citizenship stories Stage 10 snapdragons Stages 10 and 11 glow-worms Stage 11 branch library
		Pathways	Stage 4 sets D/E Stage 5 Longdale Park
		Reading 360	Levels 7/8 core Year 4 pocket books L7/8 Plays for lower juniors
		Read, Write, Inc	Comprehension programme for pupils aged 7 to 9 who can read
		Wellington Square	Level 5

9 to 10 years of age	Working within NCL3 and towards/within NCL4	All aboard	Stage 11-13
		Dorling Kindersley readers	Level 3 Level 4
		Ginn history	eg Invaders and settlers, Ancient Greece
		Kaleidoscope reading sets	Orange (younger) Green (older)
		Literacy land	Fluent steps 10/11 Fluent Independent Fluent step 12 Independent Plus
		Literacy world	Core stage 2 Satellites stage 4 Comets stage 1 Core stage 3 Comets stage 2
		Longman book project	Fiction bands 7/8 Non-fiction B Plays 3/4 Fiction bands 9/13 Non-fiction B
		Nuffield primary science	Key stage 2
		Oxford reading tree	Stages 14/15 treetops, play scripts
		Pathways	Stage 5 sets A-E Stage 6 set A Longdale Park set A Stage 6 set B-E Stage 7 set A
		Reading 360	Level 9 core Levels 10/11 core Plays for upper juniors
		Read, Write, Inc	Comprehension plus programme for pupils aged 9 to 11
		Wellington Square	Extra!
10 to 11 years of age	Working within NCL4 and towards NCL5	All Aboard	Stages 14

		Francis Lincoln paperbacks	eg Christy's dream, Out for the count, Encore Grace!
		Ginn history	e.g Victorian Britain
		Literacy land	Independent Independent Plus
		Literacy world	Core stage 4 Comets stages 3 and 4
		Longman book project	Fiction bands 14-16
		Nuffield primary science	Key stage 2
		Oxford reading tree	Stages 9 and 10 Stages 12, 12+, 13, 13+ Stages 14 and 15 Treetops Play scripts
		Passports to literacy	Packs 1, 2 and 3
		Pathways	Stage 5 sets A-E, Stage 6 set A-E Stage 7 set A
		Reading 360	Level 9 core Levels 10 and 11 core Plays for upper juniors
		Read Write Inc	Comprehension plus programme for pupils aged 9 to 11
11 to 12 years	Working beyond NCL4	All aboard	Stage 14
		Skyways	Level 7
		Storyworlds	Stage 11
		Cambridge reading	Extended reading B Cambridge Plays
		Corgi books	Random House Children's books
		Focus on literacy	Year 6
		Literacy land	Independent standard Independent Plus Genre range
		Literacy world	Core: Stage 4 Comets Stages 3 and 5
		Longman book project	Fiction bands 14-16
		Oxford reading tree	Stage 16 Treetops
		Pathways	Stage 7 Sets B-E
		Read Write Inc	Anthology 6

Aide Memoires – Efs and Prompts

Document A:	Evidence Form and prompts for listening to pupils read in the Foundation Phase
Document B:	Evidence Form and prompts for listening to pupils read in key stage 2
Document C:	Questions for listening to learners in the Foundation Phase
Document D:	Questions for listening to learners in key stage 2
Document E:	Evidence Form and prompts for scrutinising pupils' written work – the Foundation Phase
Document F:	Evidence Form and prompts for scrutinising pupils' written work in key stage 2
Document G:	Evidence form and prompts for scrutinising the range of writing across the curriculum and marking
Document H:	Teaching and assessment of literacy in the Foundation Phase and key stage 2
Document I:	Interview prompts for the headteacher/senior manager overseeing literacy/literacy co-ordinator
Document J:	Questions to ask in relation to pupils who have English as an additional language (EAL)
Document K:	If inspectors have concerns about pupils' literacy standards they should also consider

Document A

Evidence Form and prompts for listening to pupils read in the Foundation Phase

Provider name & location:		Inspector:		Number:	
Ability range MA A LA		Year group			
Reading and thinking skills					
Attitude • Shows interest and enthusiasm in stories/books and handles as a reader • Can choose books independently / express preferences • Becoming absorbed for a reasonable amount of time					
Reading strategies • Use of reading strategies: phonic, graphic, syntactic, contextual • Overall independence – accuracy, fluency, sense of meaning, awareness of punctuation • Developing skills to read for different purposes					
Reading response • Willingly listens/participates when stories are read • Can talk about favourite stories • Talks readily about the story plot and characters • Discusses favourite part of the story • Explains choice of book and offers an opinion about the book and its author • Names a favourite author/titles • Can compare the book to similar books that he/she has read • Understands the difference between fiction and non-fiction • Recalls some poetry					
Information retrieval strategies Towards the end of the Foundation Phase, pupils should: • use alphabetical order/contents/index to locate books/find information • use reference materials, including using ICT					

Document B

Evidence Form and prompts for listening to pupils read in key stage 2

Provider name & location:		Inspector:		Number:	
Ability range MA A LA		Year group			
Reading and thinking skills					
Attitude • Becoming absorbed for sustained periods • Self-motivated and confident reader • Reads aloud for others and for themselves • Reads closely to find information • Reads thoughtfully when pondering over a challenging text					
Reading strategies • Able to use more than one reading strategy (phonic, graphic, syntactic, contextual) to establish meaning • Skims a text quickly to gain an overall impression • Reads with fluency and expression: attention to punctuation • Developing/gaining skills for reading for different purposes • Predicts the course of a narrative or an argument					
Reading response • Talks readily about aspects of stories/poems and non-fiction they like/dislike • Shows comprehension and understanding of ideas/events/characters • Has an awareness of different types of stories and authors • Follows a set of instructions accurately • Assesses the force of an argument or opinion in a text using the text to illustrate points • Beginning / is able to analyse the writer's use of language and skill in using ideas, techniques and effects • Understands that the text does not always mean what it says • Begins/evaluates content in terms of quality, effect and reliability					
Information retrieval strategies • Understands and can use classification/index/contents/glossary etc • Can scan a text to find a particular item of information • Can search competently and retrieve information from a variety of sources, including ICT • Can collate information and ideas from a range of sources and present in different ways eg creating a flow chart, note taking					

Document C

Questions for listening to learners in the Foundation Phase

Reading

Younger pupils

- What is your book about?
- What is happening in the pictures?
- What do you think will happen next?
- How will the story end?
- What do you do if you don't know a word?
- Can you tell me about the difference between a letter, word sentence or paragraph?
- Can you read this …? check understanding of initial sounds, blends

Older pupils

- What has happened so far in your book? Tell me about the character…?
- What do you think will happen next? Why?
- What is your favourite part of the book and why?
- Do you have a favourite character? Why do you like this character?

Writing

Younger pupils

- Do you like writing?
- What do you like writing about?
- Can you write your name and what you like doing in school if I help you?
- What do you do if you can't spell a word?
- Do you sometimes write on the computer?

Older pupils

- What type of writing do you like best – writing stories or information writing?
- What do you find easy about writing?
- What do you find difficult about writing?
- Do you sometimes plan your writing? Do you sometimes plan with a friend or in a group?
- What do you do if you can't spell a word?
- Do you sometimes write on the computer?
- Tell me how you wrote this story/account etc?

Document D

Questions for listening to learners in key stage 2

Reading

- What is your book about?
- What has happened so far in your book? Tell me about the character/plot…?
- What do you think will happen next? How will the story end?
- What do you do if you don't know a word?
- Do you have a favourite character/part of the book? Why do you like this character?
- What does the author mean by the phrase…?
- Which words do you think were the most effective to describe x? Why do you think the author chose these?
- Do you think x could really happen?
- Can you explain what kind of person x is?
- How often do you use the library? Can you take books home?
- Do you use the computer for research?
- Can you show me how to find…in this reference book?
- Tell me how you search to find information. What are indexes, contents pages and glossaries used for?

Writing

- Do you like writing?
- What do you like writing about?
- What do you do if you can't spell a word?
- Do you use the computer for writing?
- What type of writing do you like best – writing stories or information writing?
- What do you find easy about writing?
- What do you find difficult about writing?
- Do you plan your writing? Do you sometimes plan with a friend or in a group?
- How do you check your writing?
- Tell me how you wrote this story/account etc?
- Can you explain why it is important to know who will be reading your writing?
- Can you tell me how you would set out a letter/list/invitation/report/story etc?

Document E

Evidence Form and prompts for scrutinising pupils' written work – the Foundation Phase

Provider name:		Inspector:		Number:	
Ability range MA A LA		Year group			
Writing and thinking skills					
Skills • Can experiment with mark making, using a variety of media • Communicates meaning using pictures, symbols and words • Recognises and begins to use the alphabetic nature of writing • Produces pieces of emergent writing • Progresses to writing in a conventional way, using words, phrases and short sentences • Understands the purpose of writing eg remembering, source of enjoyment, organising • Writes with increasing fluency and accuracy that engages the reader • Develops ideas in a sequence of sentences, sometimes demarcated by full stops and capital letters • Makes plausible attempts at spelling common words and can usually spell high-frequency words accurately • Develops and uses a range of strategies for spelling, such as knowledge of letter patterns, phonics, word banks, dictionaries etc. • Begins to shows control over the formation of letters/develops a legible style of handwriting • Begins to develop/progresses to using the standard forms of Welsh/English eg nouns, adjectives etc.					
Composition • Able to use talk to share and develop ideas, such as in teacher shared and modelled writing/progresses to collaboration on writing with others • Can write with support and progresses to writing independently • Writes in response to a range of stimuli • Begins to plan writing, drafts and improves work, using ICT as appropriate • Begins to organise and present imaginative and factual writing in different ways					
Range • Begins/uses the main features of different forms of writing • Writes confidently in a range of forms and genres in line with their age and ability • Can write for a range of audiences eg peers, adults, their family					

Inspectors should expect to see opportunities for pupils to develop their literacy skills in the indoor and outdoor learning environments and through a range of adult planned and child-initiated activities.

Document F:

Evidence Form and prompts for scrutinising pupils' written work in key stage 2

Provider name & location:		Inspector:		Number:	
Ability range MA A LA		Year group			
Writing and thinking skills					
Skills • Writes with increasing fluency and accuracy – writing is lively and thoughtful • Writes confidently in narrative and non-narrative forms • Writes at an appropriate length for the task • Develops and uses a range of strategies for spelling, such as knowledge of letter patterns, phonics, word banks, dictionaries/spell checker on the computer etc. • Shows a sense of knowing the audience and purpose of the piece • Spells accurately and consistently • Spells unfamiliar words – checks what they write • Punctuates work appropriately • Develops a legible style of handwriting and can adopt different styles for different purposes • Uses the standard forms of English/Welsh, eg nouns, adjectives etc. •					
Composition • Writes confidently in response to a range of stimuli • Plans, drafts and improves written work, using ICT as appropriate • Organises and presents imaginative and factual writing in different ways					
Range • Writes for a range of purposes eg explain, persuade, imagine, generate ideas etc. • Writes in a range of forms eg letters, stories, lists, accounts etc. • Uses a range of techniques for literary and non-literary writing eg linguistic and stylistic features • Able to use the characteristics of different genre eg fantasy stories • Can write for a range of audiences eg peers, adults					

Document G

Evidence form and prompts for scrutinising the range of writing across the curriculum and marking

Provider name & location:		Inspector name:		Number:	
Ability range MA A LA		Year group			

Scrutiny of pupils' written work across the curriculum.

Tystiolaeth/Evidence

Range of writing	En/LCC	Welsh/LCC	Subject/area of learning
accounts			
captions			
comprehensions			
descriptions			
diagrams			
imaginative accounts			
instructions			
invitations			
journals			
labels			
letters			
lists			
memos			
notes			
notices			
personal accounts			
persuasive			
plans			
poems			
posters			

Arfarniad/Evaluation

Marking/feedback/quality of written comments

Document H

Teaching and assessment of literacy in the Foundation Phase and key stage 2

- Is the teaching dynamic and do staff share their enthusiasm for language and literature with pupils?
- Do staff have sound subject expertise and knowledge and use these effectively to help pupils develop and secure their skills in English and Welsh?
- Do staff link oral, reading and writing activities in lessons so that pupils learn that these modes are interdependent?
- Do staff teach reading and writing skills explicitly through demonstration and explanation and do pupils have opportunities to apply what they have learnt for themselves?
- Do staff scaffold pupils' learning through approaches such as shared and guided reading and writing?
- Are reading and writing activities well matched to pupils' learning needs and abilities?
- Does teaching recognise and promote sharing information and ideas orally to aid thinking and responding?
- Is there good questioning and discussion about pupils' reading and writing, which stimulates pupils to think of ideas for themselves?
- Is there a clear focus on using talk and developing ideas orally in response to what pupils read?
- Do staff teach writing as a process of composition that includes planning, creating, revising, editing and sharing drafts with others?
- Is there shared writing so that pupils understand how writing involves different aspects of composition?
- Do staff recognise the powerful motivator of real audiences in writing well and helping pupils understand the specific purpose of writing tasks?
- Are there consistent approaches to the teaching of spelling, punctuation, grammar and handwriting?
- Do staff use motivating resources, including the library and ICT, to help pupils become enthusiastic readers and researchers of information?
- Can staff adjust to and innovate successfully when there are changes in the language character of the school, for example when there are growing numbers of pupils with EAL or an increased proportion of pupils from non-Welsh speaking homes in a school which teaches through the medium of Welsh?
- Do staff draw on 'learning to learn' strategies and develop thinking skills to enable pupils to become independent learners?
- Do staff make certain that pupils know the objectives of activities and tasks and what they are learning to achieve?
- Do staff make certain that assessment information informs day-to-day planning?
- Do staff use clear criteria and apply these consistently to judge pupils' progress?
- Is there close monitoring of pupils' progress in developing language skills, particularly fluency, accuracy and confidence?

- Do staff provide guidance and feedback to individual pupils so pupils know what they are learning and how well they are doing?
- Do staff involve pupils in the target-setting process, express targets in an accessible way and make certain that targets are visible and obvious reminders for pupils so that they can readily refer to them when working?
- Are there opportunities for pupils to assess their own and others' work?

Document I

Interview prompts for the headteacher/senior manager overseeing literacy/literacy co-ordinator

You should select the most appropriate questions depending on whether literacy is a **STANDARD** or **MAJOR** line of enquiry.

1.1 Standards

- How much difference is being made to pupils' progress and development? (For example, how well are underachieving pupils catching up with their peers?)
- Is there a clear focus on which boys are underachieving?
- How does the work for more able and talented pupils stretch and challenge them so that they work to the highest level of their ability?

2.2 Teaching

- Do staff know how well pupils are progressing, including those receiving targeted support or extension?
- Is there close monitoring of pupils' work with specific support for pupils who need help with organising their work?
- Is there careful selection of materials, including fiction and non-fiction, media and moving image texts that appeal to boys and girls?

2.4 The learning environment

- How does the school's library contribute to the development of pupils' literacy skills?

3.1 Leadership

- Is the headteacher directly involved in driving up standards in reading and writing to give status to the work throughout the school and to ensure it is a whole-school priority?
- Does the school have a designated member of staff who can lead, advise, support and challenge work in literacy? How effective is this work in practice?
- How do leaders and managers make certain that there are high expectations for pupils' achievement, expressed as challenging individual, class and whole school targets?

3.2 Improving quality

- Is developing pupils' reading and writing skills a regular part of the school improvement plan and do managers maintain a well-informed overview of literacy work?
- Do senior managers have a well-planned programme to review and evaluate the impact of literacy initiatives and do they use the findings to plan for further improvement?
- Does the school target initiatives for improvement on the weaker aspects of reading and writing and for groups of pupils who make least progress in developing their reading or writing skills?
- Is there a regular audit of the range of pupils' work to make certain that all pupils have full, rich and challenging experiences of reading and writing?
- Is there frequent monitoring and thorough evaluation to make certain that the learning and teaching of reading and writing are as good as they can be?
- Do staff engage widely in sharing good practice and professional learning to strengthen and extend their capacity for improvement?

3.3 Partnership working

- How well does the school involve parents in their children's reading?

3.4 Resource management

- Do staff receive regular and relevant training for teaching reading and writing and are they involved in literacy initiatives?
- Is there good deployment of support staff so that they make a full contribution to supporting pupils' literacy standards?

Document J

Questions to ask in relation to pupils who have English as an additional language (EAL)

1.1/1.4 Standards/skills

- Do pupils with EAL attain standards in line with their ability and/or stage of language acquisition?
- Do pupils apply their literacy skills in work across the curriculum in line with their ability and /or stage of language acquisition?

2.1 Meeting the needs

- Is there a whole school policy for supporting pupils with EAL, and, if so, is it implemented consistently?
- Do pupils with EAL have full access to the curriculum?

- How are in-class and withdrawal sessions, where applicable, structured to meet the specific needs of pupils with EAL?
- How does the school meet the needs of pupils with when no specific support teaching is available?

2.2 Teaching

- Do staff use information about the languages spoken by the pupils?
- How does the school use pupils' first language to support learning?
- How effective is the liaison between EAL staff and mainstream staff?
- Does the tracking of pupils with EAL include an analysis of attainment/ achievement?
- Do staff use information to identify targets for improvement in standards and provision?

2.3 Care, support and guidance

- How does the school assess the needs of pupils with EAL when they may be considered as also having additional learning needs, for example special educational needs or when they are more able and talented?

2.4 Learning environment

- Is the environment welcoming for pupils with EAL?

3.1 Leadership

- How does the school target the success of its EAL provision?

3.3 Partnerships

- Does the school provide translations of school letters and documents in community languages? If not, how does it communicate with parents who have little or no English/Welsh?

3.4 Resource management

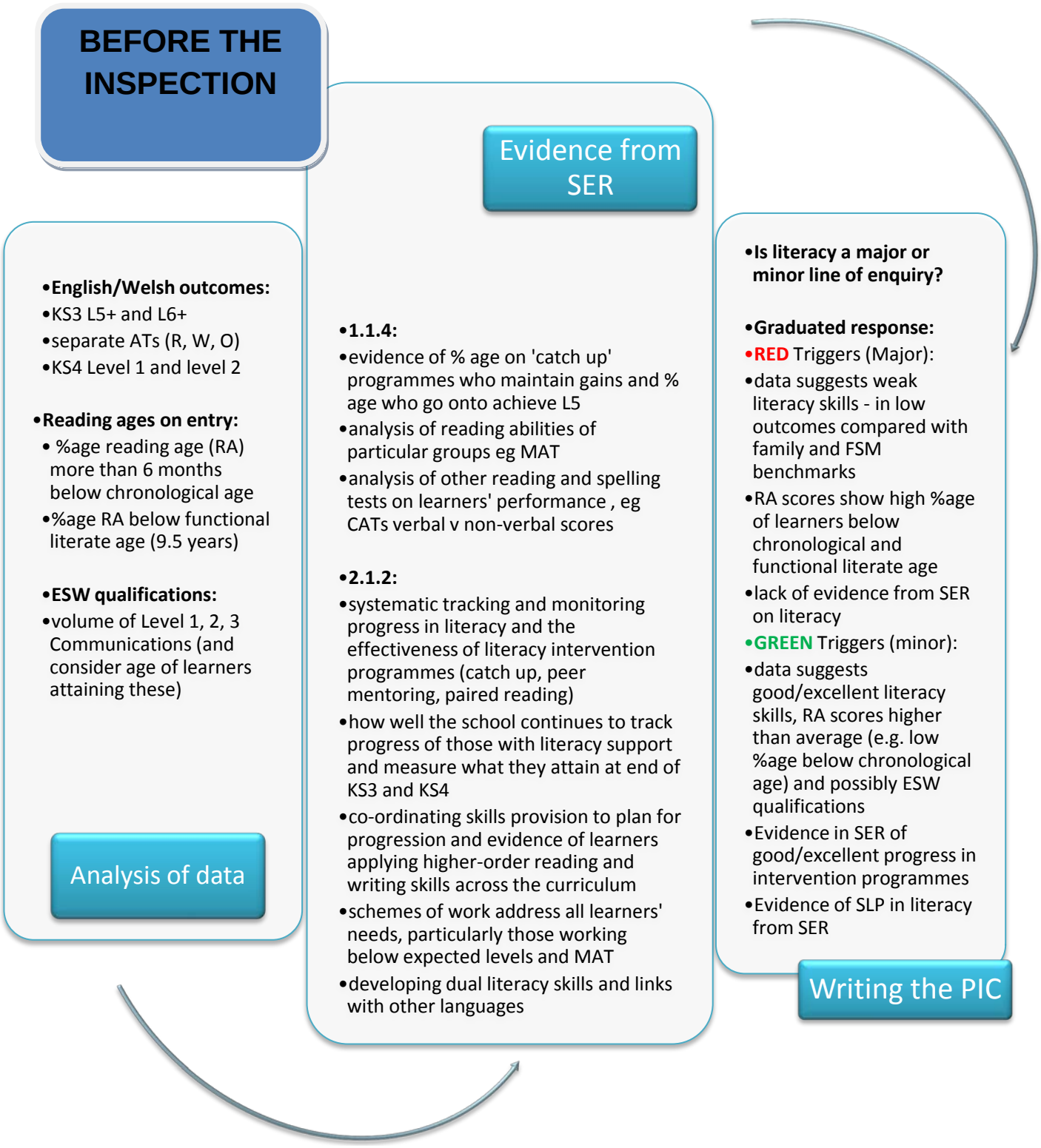
- What training have mainstream staff undertaken to help them understand the learning needs of pupils with EAL?

Document K

If inspectors have concerns about pupils' literacy standards they should also consider whether schools:

- make good use of programmes to improve standards in reading and writing (eg Basic Skills Cymru Catch up programme, RAISE website);
- ensure that all staff know the reading abilities of different learners;
- identify and map specific aspects of reading and writing to be developed progressively, so that all staff know which skills are to be taught and when;
- ensure that all staff teach the conventions of different kinds of writing;
- have well-planned programmes to review and evaluate the impact of literacy initiatives/the literacy policy;
- seek pupils' views on literacy as part of school reviews;
- make good use of authors, poets, journalists to help pupils develop their writing for real purposes and audiences;
- make good use of initiatives to motivate learners to read [for example, Basic Skills Cymru's 'Read a Million Words'];
- share information on pupils' prior literacy achievements and learning needs with partner secondary schools;
- have bridging units of work that link work done in Year 2 (FP) and Year 3 and Year 6 and Year 7, for staff to plan and assess together, and which have a strong emphasis on literacy;
- use information from target-setting to produce timely additional support for pupils who do not make progress in line with expectation;
- involve staff and pupils in tracking progress and planning for improvement in the short and longer term; and
- provide training for support staff so that they have a sound knowledge of literacy in helping to support pupils.

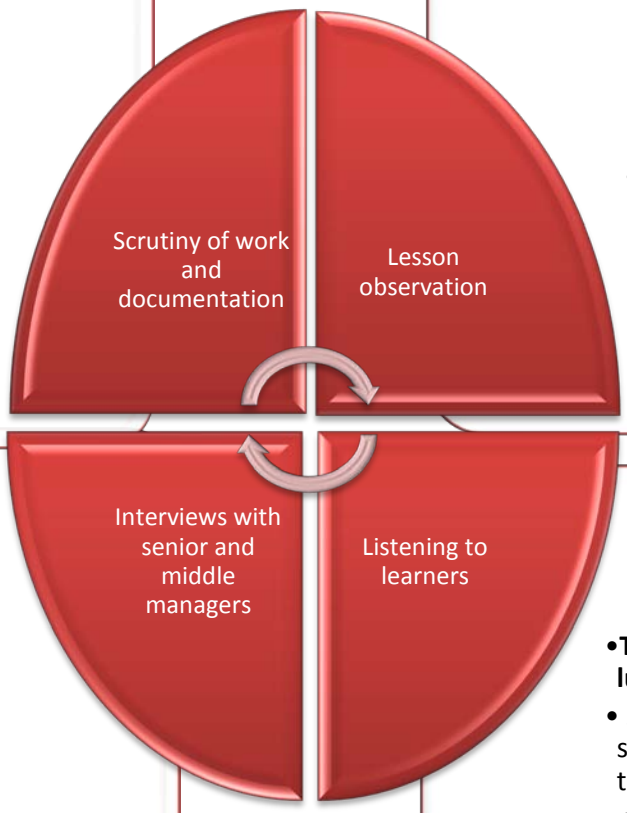
Section 2: Inspecting literacy in secondary inspections



RED APPROACH

DURING THE INSPECTION

- **Monday 16:00 - 17:00** Year 9 book scrutiny - focus on English, history, geography, RE, science (use EF form R1)
- use ESW portfolios/RA data - select learners to track in lessons and talk to as a group
- **Tuesday** - team meeting focus on Year 9 books; discuss 1.1.4 and 2.1.2
- **Wed/Thurs** - discussion on skills following further scrutiny of work and documentation on literacy



- **Tuesday/Wednesday**
- 2/3 TI follow identified learners, use specific lesson prompts form R2; record on SOF; discuss in team meeting, lead for QI leading discussion and making notes
- 2/3 TI observe intervention programme(s) and talk to learners (use prompts form R3)

- **Tuesday-Thursday**
- extra literacy question prompts for all TI interviews with middle leaders (form R5)
- Lead for QI interviews SLT/literacy co-ordinator (use prompts form R5)
- Lay inspector interviews SLT/librarian (use prompts form R6)

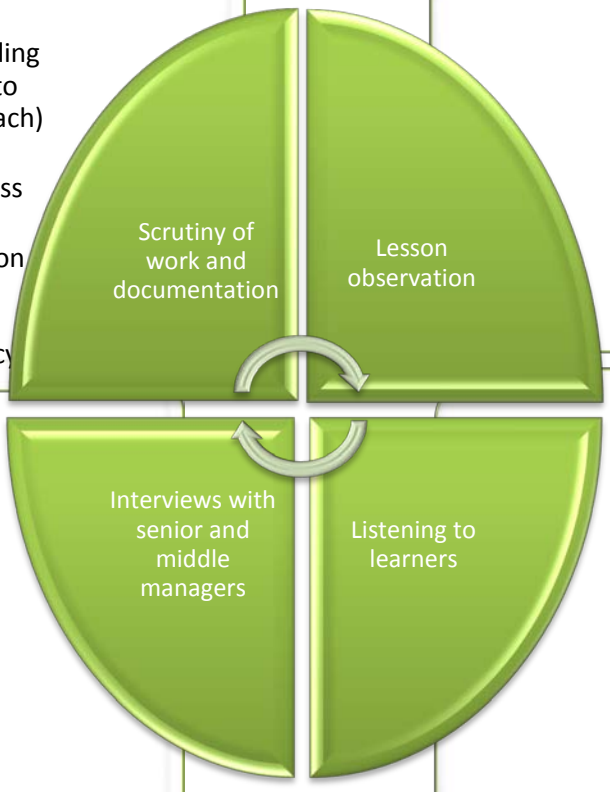
- **Tuesday/Wednesday lunchtime**
- 2 TI ask identified learners specific questions related to literacy (EF form R4)
- other TIs to meet groups for 1.2 (eg KS3, KS4, School Council)

GREEN APPROACH

DURING THE INSPECTION

- **Monday 16:00 - 17:00** Year 9 book scrutiny - focus on English, history, geography, RE, science (use prompt EF form R1)
- If considering sector leading practice, select learners to track (as with Red approach)
- **Tuesday** - team meeting focus on Y9 books; discuss 1.1.4 and 2.1.2
- **Wed/Thurs** - discussion on skills following further scrutiny of work and documentation on literacy

- **Tuesday/Wednesday**
- If possible, arrange one lesson with intervention programme and record on SOF
- discussion on literacy skills shown in lesson observations in team meeting, with inspector for 1.1.4 and 2.1.2 leading discussion and making notes



- **Tuesday-Thursday**
- Lead for QI interviews SLT/literacy co-ordinator using prompts form G2
- If considering sector-leading practice, include some of the more detailed prompts on intervention (from Red approach - prompts form R5)

- **Tuesday/Wednesday lunchtime**
- If considering sector-leading practice, nclude a session listening to specific learners on their literacy improvements (from Red approach - use EF form R4)

Methodology for inspecting literacy in secondary schools

Before the inspection

Analysis of data during Reporting Inspector preparation days

From Data Sets, consider:

- the English/Welsh outcomes at key stage 3 for Level 5+ and Level 6+, trends over three years and comparison with family and FSM benchmarks;
- performance in the separate attainment targets (reading, writing, oracy); and
- performance in English at level 1 and level 2 and in relation to the CSI and FSM benchmarks.

From telephone call to headteacher on Stage 1 preparation day, consider:

- reading age data on entry. Ask the headteacher for the school's high-level analysis of reading age data. What percentage of the entry has reading ages six months or more below their chronological age? What percentage of the entry has reading ages below 9.5 years? (What strategies has the school put in place as a result of their analysis of learners' literacy levels?); and
- the volume of Essential Skills Wales (ESW) qualifications in Communication and the age of learners attaining these. Ask the headteacher questions about these qualifications: Are whole cohorts gaining these qualifications? How many key stage 3 learners gain the qualifications? At which levels? If the school has established the Welsh Baccalaureate at key stage 4, are learners in Year 10 gaining level 1 or 2 in Communication? Are more able learners gaining level 2 in Communication in key stage 3 or level 3 in key stage 4?

Start writing the Pre-inspection Commentary for 1.1 using the performance data.

Evidence from the SER during Reporting Inspector preparation days

From an analysis of 1.1.4, make comments in the Evaluation section of the PIC on:

- evidence of the percentage of learners on literacy intervention programmes who maintain their gains and the percentage who go onto achieve level 5 in English;
- the school's analysis of the reading abilities of particular groups, eg more able learners;
- the school's analysis of other reading and spelling tests on learners' performance, eg comparing the CATs verbal reasoning scores against non-verbal scores; and
- other evidence provided by the school about standards in literacy.

From an analysis of 2.1.2, make comments in the Evaluation section of the PIC on:

- the school's systematic tracking and monitoring of progress in literacy;
- the effectiveness of literacy intervention programmes (eg catch-up, peer mentoring, paired reading);
- how well the school continues to track progress of those with literacy support and measure what they attain at the end of key stage 3 and key stage 4;
- how well the school co-ordinates skills provision to plan for progression;
- whether the school provides evidence of learners applying higher-order reading and writing skills across the curriculum;
- how well schemes of work address all learners' needs, particularly those working below expected levels and more able learners;
- how well the school develops dual-literacy skills and makes links with other languages.

Writing the Pre-Inspection Commentary

From your analysis of the data and evidence from the SER, decide whether literacy will be a major or standard line of enquiry.

There will be different responses according to whether literacy is a major line of enquiry or not.

Triggers for literacy line of enquiry:

RED APPROACH – where literacy is a **MAJOR** line of enquiry – is triggered when:

- data suggests learners have weak literacy skills – from the lower outcomes in English/Welsh compared with family and FSM benchmarks;
- reading age scores show a high percentage (above 40%) of learners six months or more below their chronological age and/or a high percentage (above 20%) below the age of functional literacy (9.5 years);
- where entered, outcomes from Essential Skills Wales qualifications in Communication show a large proportion of learners gaining levels 1 or 2, in contrast with the lower performance at key stage 4 in the English/L2 threshold including English/Welsh and Mathematics. This raises possible concerns about the accuracy and validity of the Essential Skills Wales qualifications; and/or
- there is a lack of evidence of progress, support, monitoring, tracking and analysis of literacy in the SER.

GREEN APPROACH – where literacy is a **STANDARD** line of enquiry – is triggered when:

- data suggests that learners have good or excellent literacy skills – from higher outcomes in English/Welsh compared with family and FSM benchmarks;

- reading age scores show a low percentage of learners (below 25%) of learners six months or more below their chronological age and/or a low percentage (below 10%) below the age of functional literacy (9.5 years);
- where entered, outcomes from Essential Skills Wales qualifications in Communication show a large proportion of learners gaining levels 1-3; this could be excellent if key stage 3 learners gain level 2 Communication or key stage 4 learners gain level 3 Communication (and this is shown through pupils applying these literacy skills in lessons and in their written work); and/or
- there is evidence of excellent, sustained progress in literacy intervention programmes or evidence of sector-leading practice in the provision and outcomes for literacy in the SER.

During the inspection

The guidance for inspecting literacy will differ according to whether the RI decides that literacy should be a major line of enquiry or not.

Follow the guidance below for **RED** or **GREEN** approach, as appropriate.

An overview of good practice in literacy across the curriculum in key stage 3 and key stage 4

In **key stage 3**, pupils should build on the skills, knowledge and understanding acquired in their primary schools. In **key stage 4**, pupils should build on the skills acquired and developed in key stage 3. There should be a balanced and progressively challenging approach to developing good literacy skills in every subject area, including:

- extending the range of opportunities for using oracy so that pupils rehearse their work before completing reading and writing tasks, as well as strategies such as 'talk partners' and role play;
- developing pupils' fluency and accuracy in reading;
- developing complex comprehension skills, moving up from locating facts, using inference and deduction to evaluating and analysing the content and style in high-quality texts;
- using a wide range of information retrieval strategies, including ICT effectively to select and organise information;
- reading for different purposes through strategies such as skimming, scanning and marking the text, as well as making alternative interpretations and using note-making grids to research from different sources;
- using accurate punctuation and grammar, and developing a range of strategies for spelling;
- writing in an extended form for a range of purposes and audiences, such as to inform, explain, persuade, recount etc;
- writing accurately across the six main non-fiction text types (recount, instruction, non-chronological report, explanation, persuasion and discussion); and
- planning, drafting and editing of work, including the use of ICT as appropriate.

Schools may use a variety of methods, including:

- a range of approaches to improve pupils' fluency and comprehension skills, such as shared and group reading;
- guided reading – where the teacher models ways of exploring texts to test pupils' reading strategies by clarifying, predicting, asking open-ended questions and summarising;
- paired reading – working with a partner reading at a similar ability level or older child reading with a younger child;
- shared and guided writing – through teacher demonstration, and class discussion, to support pupils' independent writing skills;
- choosing high-quality, interesting texts to encourage pupils' personal response and extend their understanding;
- writing in response to a wide range of stimuli;
- using dictionaries, word walls and strategies to understand subject-specific vocabulary and extend pupils' vocabulary; and
- the planning of extended writing, including drafting and reviewing writing.

What would you expect to see?

- A rich and dynamic literacy environment where speaking and listening, reading and writing are all given high status;
- Plenty of good-quality opportunities for pupils to show high-order reading skills and good quality writing in all areas of the curriculum;
- Good quality displays of a wide range of texts illustrating the forms and purposes of writing, and pupil-generated examples celebrating best work;
- The use of drama and role-play and approaches such as hot-seating;
- Practitioners who are good language role models for speaking and listening, reading and writing; and
- Practitioners who support the development of good literacy skills in all areas of the curriculum, for example by using a common vocabulary and marking policy consistently, and teaching the conventions of different kinds of writing used in their subjects.

Guidance for inspecting literacy – Red approach

Before the inspection: During Reporting Inspector preparation time

Team responsibilities

- In most cases the reporting inspector (RI) will lead on 1.1, including 1.1.4 and 2.1.2; or
- if the peer inspector (PI) has experience/strength in skills/literacy, give the PI 1.1.4, 2.1.2, 2.2.2 and 2.3.4; or
- allocate an inspector to 2.1, with responsibility also for 1.1.4, 2.2.2 and 2.3.4 to link with intervention programmes; and
- allocate specific literacy responsibilities to lay inspector (see prompt for lay inspectors form R7).

Phone call to headteacher when going over the Pre-inspection Commentary (PIC)

- Ask for high-level analysis of literacy data – eg overview of entry with reading ages below chronological and functional literacy, evaluation of intervention programmes, evidence of literacy improvements across cohorts and key stages.
- Ask to speak to the nominee or ask the headteacher to arrange for pupil lists of reading age and ESW qualifications (if appropriate) for team to select individuals to observe in lessons and in the listening to learners session (see selecting learners for lesson observations).
- Tell the headteacher of the difference in selecting listening to learner sessions and lesson observations for the Red approach.

Selecting learners to follow in lesson observations: Methods of selection

Two or three inspectors select up to eight learners to observe in lessons (focusing on English, science, history, geography and religious education lessons) from the following, according to lines of inquiry:

- key stage 3 learners on ‘catch up’/intervention programme – with reading age of below nine years;
- key stage 4 learners who received intervention in key stage 3;
- key stage 3 learners with reading age two years below their chronological age;
- key stage 4 learners with reading age two years below chronological age; and/or
- more able learners in key stage 3 and key stage 4 – with reading ages much higher than their chronological age.

For schools entering cohorts for Essential Skills Wales qualifications, choose from the following, to see whether these learners are able to apply/transfer their communication skills across the curriculum:

- key stage 3 level 1 learners;
- key stage 4 level 1 learners; and/or
- key stage 4 level 2 learners.

During the inspection week

Monday team meeting

- Nominee to provide lists of learners with their reading ages (and lists of pupils who have Communications ESW qualifications, if appropriate) to select learners to track in lesson observations and for the listening to learners session. Nominee to provide extra information about learners who are on a literacy intervention programme or who have been on programmes in key stage 3.
- RI and inspector responsible for 2.1 select up to eight learners from across key stage 3 and key stage 4. Two or three inspectors follow these learners across English, science and humanities subjects by making sure they include these learners' classes in their lesson observations.
- Nominee to inform these learners that they will be interviewed on Tuesday/Wednesday lunchtime by inspector with responsibility for skills and another inspector.
- 16:00 – 17:00 Time for book scrutiny focused on Year 9 books. Team to use EF with specific prompts for literacy focus (form R1).

Tuesday/Wednesday

- Two or three inspectors follow identified learners in lesson observations and use the EF prompts on lesson observation (form R2) to make detailed notes on learners' abilities to apply their literacy skills across the curriculum. Where possible, speak to learners using the prompts from the EF (form R4) on Listening to Learners Literacy Session.
- Observation of lessons to include one session of a literacy intervention programme and brief questions to teacher of this programme (see prompts on questions to teachers of intervention programme (form R3).

Tuesday – Thursday morning

- Inspector leading on skills to interview literacy co-ordinator/SLT member in charge of skills using EF prompts (form R5).
- All inspectors to include literacy questions in their interviews with middle managers.
- Inspector leading on skills or the inspector leading on 2.3.4 to interview teacher in charge of literacy intervention programme to ask specific questions, using the EF prompts (form R6).

Tuesday/Wednesday lunchtime

- Two inspectors meet the group of identified learners using the prompts from the EF on Listening to Learners form R4 to ask questions about their skills.

Tuesday team meeting

- Inspector responsible for 2.1.2 to lead discussion on skills from Year 9 book scrutiny and make notes.

Wednesday team meeting

- Inspector responsible for skills to lead team meeting discussion on skills and make notes on team's observation of lessons, book scrutiny of Year 7 or Year 8 and Year 10 or Year 11 and feedback from interviews and listening to learners literacy session. This will also include the lay inspector's feedback from interviews with librarian (form R7) and judgement of the learning environment.

Guidance for inspecting literacy – Green approach

Before the inspection: During RI prep

Team responsibilities

- In most cases RI will lead on 1.1, including 1.1.4 **and** 2.1.2; or
- if PI has experience/strength in skills/literacy, give the PI 1.1.4, 2.1.2, 2.2.2 and 2.3.4; or
- allocate TI to 2.1, with responsibility also for 1.1.4, 2.2.2 and 2.3.4 to link with intervention programmes; and
- allocate specific literacy responsibilities to lay inspector – eg to check that learners have a good range of reading resources and library facilities (see prompt sheet).

Initial phone call to headteacher

- Ask for high-level analysis of literacy data – eg overview of entry with reading ages below chronological and functional literacy, evaluation of intervention programmes, evidence of literacy improvements across cohorts and key stages.

Phone call to headteacher to discuss PIC

- For many schools in this Green approach the RI will go through the PIC as usual and not focus specifically on literacy if it is a standard line of enquiry.
- If aspects of literacy are highlighted in the SER as sector-leading practice, or

identified in the PIC as potentially sector-leading practice, the RI may wish to select a group of learners to track thorough lesson observations and have a separate listening to learners session (as with the Red approach).
- Ask the headteacher or nominee to arrange for lists of pupils with different reading ages (see below on selecting learners for lesson observations) to be available for the Monday team meeting and pupil lists for ESW qualifications (if appropriate).
- Tell the headteacher of the approach in selecting learners for listening to learner session focused on literacy to test sector-leading practice.

To test sector-leading practice, select learners for lesson observation according to guidance on the RED approach, and use the red approach EF prompts.

During the inspection week

Monday team meeting

- 16:00 – 17:00 Time for book scrutiny focused on Year 9 books. Team to use EF for book scrutiny (or more specific prompts in EF for book scrutiny with literacy focus if this is a specific line of inquiry).

Only if testing sector-leading practice in skills, as a line of inquiry:

- Nominee to provide lists of learners with their reading ages (and lists of pupils who have Communications ESW qualifications, if appropriate) to select learners to track in lesson observations and for the listening to learners session. Nominee to provide extra information about learners who are on a literacy intervention programme or who have been on programmes in key stage 3.
- RI and TI responsible for 2.1 to select eight learners from across key stage 3 and key stage 4. Two or three TI to follow these learners across two or more subjects by making sure they include these learners' classes in their lesson observations.
- Nominee to inform these learners that they will be interviewed on Tuesday/Wednesday lunchtime by TI/RI with responsibility for skills and another TI.

Tuesday/Wednesday

- TI visit five lessons, using lesson observation prompts doc 8 and record on SOFs.

Only if testing sector-leading practice in skills, as a line of inquiry:

- Two TI to follow identified learners in lesson observations and use the EF on lesson observation to make detailed notes on learners' abilities to apply their literacy skills across the curriculum. Where possible, speak to learners using the prompts from the EF on listening to learners literacy session.
- Observation of lessons to include one session of a literacy intervention programme and brief questions to teacher of this programme (see prompts on questions to teachers of intervention programme).

Tuesday – Thursday morning

- TI leading on skills to interview literacy co-ordinator / SLT member in charge of skills using EF prompts or TI leading on 2.3.4 to interview teacher in charge of literacy intervention programme to ask specific questions, using the EF prompts, if this is a line of enquiry.
- All TI to include one or two skills questions in their interviews with middle managers.

Tuesday/Wednesday lunchtime

- Two TI to meet identified learners using the prompts from the EF on istening to learners literacy session to ask questions about their skills (if appropriate – only if testing sector-leading practice on skills).

Tuesday team meeting

- TI responsible for 2.1.2 to lead discussion on skills from Year 9 book scrutiny and make notes.

Wednesday team meeting

- TI responsible for skills to lead team meeting discussion on skills and make notes on team's observation of lessons and feedback from interviews and listening to learners literacy session (if following a specific line of inquiry). This will also include the lay inspector's feedback from interviews with librarian (if appropriate) and judgement of the learning environment.

Aide memoires and prompts

For both RED and GREEN approaches

Specific evidence to be scrutinised by the inspector with responsibility for 1.1.4

Reading age data and other literacy data (eg CATs verbal scores)

Where schools have established school, cohort and individual targets for learners, consider the progress learners are making towards achieving those targets.

Samples of work

Look at a sample of work to judge:

- how well learners apply their literacy skills; and
- whether learners are over-reliant on support (writing frameworks, worksheets, too much copying of information), without helping to develop their independent writing skills.

Tracking and monitoring progress in literacy, particularly reading

- How well does the school identify those learners who need support for skills and track their progress?
- How well does the school track the progress of individual learners as well as groups of learners at year group, key stage and whole-school level?
- How well does the school set targets for improvement?
- How well does the school continue to track progress of those with literacy support and measure what they attain at end of key stage 3 and key stage 4?
- What is the percentage of learners on 'catch up' programmes who maintain gains in reading and what percentage of learners on these programmes go on to achieve level 5?

Specific evidence to be scrutinised by the inspector with responsibility for literacy 2.1.2

Policies

- Does the school have a comprehensive and robust literacy policy and strategies?
- Is the development of literacy / raising literacy standards a high priority in the school improvement plan?
- How well has the school included the monitoring and evaluation of learners' levels of literacy skills, and their successful development by staff, within its monitoring and planning for improvement policies and procedures?
- Does this monitoring and evaluation include an analysis of the standards of learners' literacy skills in lessons and in book scrutiny?
- How well does the school's marking and assessment policy and procedures help learners to develop their reading and writing skills, to reflect on their work and make progress? Liaise with the lead on aspect 2.2.2 to consider the coherence and consistency of the approach to developing learners' reading and writing skills across all subject areas.

Samples of schemes of work

- How well staff have embedded literacy skills into learning experiences across all subjects.
- How well developed links are between subject schemes of work in developing progression in learners' reading and writing skills.
- How well literacy skills gained in English or Welsh lessons are reinforced, enhanced and developed further in other subjects.
- How well subject areas adapt areas of learning/programmes of study when learners are working significantly below expected levels of reading/writing skills.
- How well subject areas adapt programmes of study to provide more able learners with work at significantly higher levels in reading and writing skills, in response to a greater degree of challenge (for older and more able learners extending the breadth and depth of studies as well as providing opportunities for independent learning).

Samples of short term planning, such as lesson plans

- How well staff exploit opportunities to develop literacy skills

Intervention programmes: prompts could be shared with inspector with responsibility for 2.3.4

Consider how well information:

- about learners' reading and writing skills is shared between staff;
- relating to learners' progress on intervention programmes is shared with staff;
- influences the teaching and learning strategies used by staff (liaise with lead on QI for 2.2);
- about assessment is used to provide work that is well matched to learners' literacy needs; and
- about assessment is used to inform decisions about whether learners remain in support programmes or no longer need intervention work.

Questions to ask in relation to English as an additional language

1.1/1.4 Standards/skills

- Do pupils with EAL attain standards in line with their ability and/or stage of language acquisition?
- Do pupils apply their literacy skills in work across the curriculum in line with their ability and/or stage of language acquisition?

2.1 Meeting the needs

- Is there a whole school policy for supporting pupils who learn English as an additional language (EAL), and, if so, is it implemented consistently?
- DO EAL pupils have full access to the curriculum?
- How are in-class and withdrawal sessions, where applicable, structured to meet the specific needs of EAL pupils?
- How does the school meet the needs of EAL pupils when no specific support teaching is available?

2.2 Teaching

- Do staff use information about the languages spoken by the pupils?
- How does the school use pupils' first language to support learning?
- How effective is the liaison between EAL staff and mainstream staff?
- How does the school target the success of its EAL provision?
- Does the tracking include an analysis of attainment/achievement?
- Do staff use information to identify targets for improvement in standards and provision?

2.3 Care, support and guidance

- How does the school assess the needs of EAL pupils when they may be considered as also having additional learning needs, for example, special educational needs or when they are more able and talented?

2.4 Learning environment

- Is the environment welcoming for EAL pupils?

3.2 Involvement in professional development

- What training have mainstream staff undertaken to help them understand the learning needs of pupils with EAL?

3.3 Partnerships

- Does the school provide translations of school letters and documents in community languages? If not, how does it communicate with parents who have little or no English/Welsh?

Evidence Form R1 for secondary book scrutiny with literacy focus

Provider name & location:		Inspector name:		Number:	
Book scrutiny		Year group or subject			
Writing skills					
Spelling, punctuation, grammar and vocabulary					
Developing independent writing skills (not over-reliant on support from worksheets, writing frames or copying information)					
Range and quality of extended writing tasks for different purposes and audiences: through accurate use of the six main non-fiction text types: (recount; instruction; non-chronological report; explanation; persuasion; discussion)					
Use of language to present material appropriately (eg are the word choices used appropriate for the purpose and audience of the text? Use of subject-specific terms?)					
Marking and assessment					
Is marking up-to-date? Are there are many gaps in pupils' books, or missing work? Does the teacher notice this? Is there a common marking policy within and between subjects, not just in grading but with regard to correcting spelling, improving presentation etc? Are comments on pupils' books diagnostic and do they show pupils how to improve? Do pupils follow up teachers' comments eg to redraft, correct or complete work? Is there self or peer marking and self or peer assessment? Are 'toolkits' and marking matrices for reading and writing used?					
Any obvious differences between different groups, including boys and girls, different ability groups and disadvantaged learners?					
Reading skills					
A range of reading materials, especially non-fiction and media texts, to appeal to boys and girls					

Complex reading skills: Moving up from literal comprehension, locating facts; analysing, synthesising and reorganising explicit ideas or information in a passage, identifying patterns; using inference and deduction, making hypotheses, reading behind the lines, drawing conclusions; towards more higher-order reading skills of evaluating a passage or group of texts, linking with experience/prior knowledge, considering evidence and reliability; appreciation and analysis of content and style, an argument/debate, writers' techniques	
A range of information retrieval strategies (eg highlighting, summarising, sequencing text by reordering paragraphs or creating a flow chart/ storyboard, using reference books, using index, bibliography, note-making grids to select and organise information	
A range of strategies to read for different purposes: eg skimming, scanning – marking the text, highlighting, making alternative interpretations, using KWLS or QUADS grids	
Applying understanding to wider contexts, everyday life, new situation	
Numeracy/ICT	
Able to use a range of number and computational skills accurately; applying these skills in areas of measurement, shape and space and in analysing data	
Can gather information in a variety of ways, record, interpret and present it in charts or diagrams and convey appropriate conclusions	
Able to select accurately and use a range of ICT resources to suit task, purpose and audience	
Thinking skills	
Depth and breadth of understanding (key concepts, connections, bigger picture)	
Complex skills (identifying patterns, making inferences or predictions, drawing conclusions)	
Researching answers from a range of sources, considering evidence and its reliability, weighing up pros and cons	

Evidence Form R2 for secondary lesson observation – focus on literacy

Provider name & location:		Inspector name:		Number:	
Lesson observation	Year group and subject				

Standards: How well do learners...?	
listen and respond to others (making significant contributions to discussion, communicating clearly and effectively in a way that suits the subject, audience and purpose)?	
ask questions and think questions through for themselves?	
have a depth and breadth of understanding (understanding key concepts and ideas, making connections between different aspects of the work, understanding the big picture)?	
apply understanding to wider contexts, everyday life, new situation?	
locate, select and use information (selecting, summarising, identifying key points, synthesising information)?	
respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, making inferences or prediction, drawing conclusions, discussing, considering a range of interpretations)?	
research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons, cope with the demands of reading and writing tasks/activities?	
organise and present ideas and information clearly/effectively in their writing (planning, proof-reading, editing/revising work)?	
write accurately (spelling, punctuation, grammar, vocabulary, matching style to purpose and audience); demonstrate a range of good extended writing, creative work, different non-fiction text types and problem-solving?	
from different groups respond (boys and girls, different ability groups and disadvantaged learners)?	
Numeracy/ICT prompt	
Progress in learning	

Teaching - How well does the teaching...?	
demonstrate good use of language to help the development of learners' reading and writing skills?	
use role-play, drama and collaborative group work before writing to extend learners' thinking?	
provide opportunities for discussion?	
use probing questions to improve learners' understanding?	
help learners to elaborate on their answers and make learning connections?	
develop learners' higher-order reading skills (in helping learners to use their comprehension and information retrieval skills to gain and synthesise information from a range of texts, charts, tables, graphs etc, skimming, scanning, inference, deduction, prediction)?	
directly teach reading and writing skills for particular tasks (for example developing learners' proof-reading and re-drafting skills; helping in spelling subject-specific terminology; using scaffolding/modelling to support development of writing skills; giving specific guidance on how to develop and apply dual literacy skills)?	
encourage paired and group reading, which helps 'active' participation in reading activities?	
Is there an increasing level of challenge in texts given for learners to read, and a choice of writing tasks?	
make effective use of 'buddy' systems where learners read each other's work and edit for accuracy?	
provide progressively more challenging texts in key stage 3 which build on learners' prior reading experience and extend their reading skills?	
How well does the environment of the classroom celebrate and promote literacy skills (eg displays of subject-specific vocabulary; model responses for writing tasks) ? Does teaching make use of suitable opportunities to develop reading and writing skills across the curriculum?	
Other prompts on teaching:	

Evidence Form R3 for interview about literacy intervention programme

Provider name & location:		Inspector name:		Number:	
Interview					
How is reading taught? What is the frequency of these sessions?					
How do you identify the learners who need support to improve their literacy skills?					
What are you doing with the data to improve their reading ability?					
How effective are your intervention strategies in helping learners catch up with their peers?					
Do teaching assistants and peer buddies who deliver the intervention programme receive appropriate training?					
How is the progress of learners on the intervention programmes communicated to managers and other staff?					
How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes? What strategies does the school use to make sure they use similar strategies and resources in their lessons?					
Other questions:					
EVALUATION					

Evidence Form R4 for listening to specific learners

Provider name & location:		Inspector name:		Number:	
Interview	Year groups	No. of learners			
Are you making progress in improving your reading and writing skills? How do you know?					
Do you know what you have to do to improve your reading and writing skills further?					
What kinds of reading do you do in subjects?					
Are you given frameworks, such as sentence starters, or sample layouts (eg of letters), to help you improve the structure of your work? Do you find these useful?					
Can you think of examples where you have read and written reports, instructions/explanations, letters and persuasive articles in subjects other than English or Welsh?					
Do subjects other than English or Welsh help you improve your spelling, punctuation and the way you write sentences and paragraphs?					
Are you given work to complete by yourself/yourselves independently?					
Do you use the library and/or internet or ICT for research? Is this in particular lessons or at lunchtime/after school? Are you given any help in looking for information and reading the information?					

Do you use the library to choose books to read? Are you encouraged in school to read for pleasure?	
For those on intervention programmes:	
Do you enjoy being on an intervention programme to support your literacy?	
Do you think you have made good progress since being involved in the programme?	
Has the programme helped you to improve your reading and/or writing?	
Do any of your teachers use similar resources to those used in the intervention programme in other lessons to help you with your reading and/or writing?	
For those who are no longer on intervention programmes:	
Did the intervention programme help you to improve your skills in reading and/or writing?	
Do you think you are making the same progress in using your reading and/or writing skills as others in your class? If not, why not?	

Inspection document R5

Interview prompts for the senior manager overseeing literacy/literacy co-ordinator

Select the most appropriate questions according to lines of inquiry:

1.1 Standards

- Do you know how well learners are progressing, including those receiving targeted support or extension?
- What is the impact of the school's literacy policy in helping learners develop skills systematically, over time and in a broad range of contexts?
- How well do all staff follow this policy and procedures for literacy?
- How much difference are you making to learners' progress and development (for example Basic Skills Agency Quality Standard, support for learners with basic skills needs, how well underachieving learners catch up with their peers)?

2.1 Meeting the needs

- Have you audited the development of learners' literacy skills across the curriculum to ensure that subjects identify and provide opportunities for learners to develop their literacy skills?
- How do you ensure that all staff know the reading abilities of different learners, so that reading materials and tasks are pitched at the right level?
- How do you identify and map specific aspects of reading and writing to be developed progressively, so that all staff know which skills are to be taught and when?
- Are there bridging units of work that link work done in Year 6 and Year 7 that staff plan and assess together? Is there sufficient emphasis on literacy in these units of work?
- Do you provide an accelerated learning programme in key stage 3 for all learners whose reading age is lower than 9.5 years?
- Do you make good use of programmes to improve standards in reading and writing (eg Basic Skills Cymru Catch up programme, RAISE website)?
- Do you make good use of authors, poets, journalists to help learners develop their writing for real purposes and audiences (for example through Academy, Media 4 Schools)?
- Do you make good use of initiatives to motivate learners to read (for example shadowing the Carnegie Medal book award, Basic Skills Cymru's 'Read a Million Words', TES Lit Quiz)?

2.2 Teaching

- Do staff work as a team in supporting the development of literacy skills?
- Are there agreed common approaches to the development of learners' literacy skills? If so, what are they?

- How do you ensure that all staff teach the conventions of different kinds of writing that are used in their subjects?
- How do you use information from target-setting to produce timely additional support for learners who do not make progress in line with expectation?
- How do you involve staff and learners in tracking progress and planning for improvement in the short and longer term?
- How do you ensure that all staff implement the school's marking policy consistently?

2.4 Learning environment

- How does the school's library contribute to the development of learners' literacy skills?
- How does the school's ICT contribute to the development of learners' literacy skills?

3.1 Leadership

- Has the school appointed a member of staff to lead literacy skills development?
- Does this person have the necessary experience and expertise in teaching literacy?
- How well is this literacy work co-ordinated and managed (for example links made between subjects in writing for different purposes and audiences; using a common vocabulary and marking policy consistently; all staff considering the readability of texts)?

3.2 Improving quality

- How does your school improvement plan develop learners' literacy skills?
- How effective are your action plans and evaluations of progress in learners' literacy skills?
- Do you have a well-planned programme to review and evaluate the impact of literacy initiatives/the literacy policy? Do you seek learners' views on literacy as part of this review?

3.3 Partnerships

- Do you share information on learners' prior literacy achievements and learning needs with partner primary schools? How is this information used to make sure learners make the best possible progress when they transfer from Year 6 to Year 7?

3.4 Resource management

- What professional training have staff undertaken to develop learners' literacy skills?
- How has this translated into effective whole-school practice (for example displaying key assessment criteria in classrooms; sharing work among staff to evaluate the marking of learners' written skills in subjects)?
- What training do you provide for support staff and learning coaches so that they have a sound knowledge of literacy initiatives in helping to support learners?

Inspection document R6

Specific questions on literacy for interviews with middle managers

For all inspectors to ask their chosen middle manager(s)

Select the most appropriate questions, according to lines of inquiry:

2.1 Meeting the needs

- How well do you work with the literacy co-ordinator to plan opportunities for learners to apply and improve their skills in reading and writing?
- How well do you work with the literacy co-ordinator and/or English or Welsh subject leader to agree common teaching and learning strategies for literacy?
- Is there a termly focus for improving literacy?
- How effective is the whole-school literacy policy in improving learners' literacy skills in your subject area?

2.2 Teaching

- Do staff in your subject area understand how best to support those with low literacy skills?
- How do you ensure that your staff teach the conventions of different kinds of writing that are used in your subject?
- How do you reinforce and enhance the literacy skills gained in English or Welsh lessons in your subject?
- How well do you adapt programmes of study when learners are working significantly below or above expected levels of reading/writing skills?
- How do you ensure that staff in your subject area implement the school's marking policy consistently?

2.3 Support for learners

- How well do you adapt programmes of study to provide more able learners with work at significantly higher levels in reading/writing skills, in response to a greater degree of challenge (extending the breadth and depth of studies as well as providing opportunities for independent learning)?
- Are you aware of the teaching and learning strategies and the resources used in the literacy intervention programmes? Do you use similar strategies and resources in your lessons?

Inspection document R7

Lay inspector prompts for literacy

Interview librarian/senior teacher responsible for resources

2.4 Learning environment

Reading resources

- Ask about the range of reading resources available to all learners – is there a wide range of books and non-book information sources, including non-fiction and media, appealing to boys as well as girls?
- What criteria are used to buy resources?

Use of the library

- How often do learners use the library for research and for enjoyment?
- Do staff in all subject areas use the library to extend the work that learners do in class?
- What help do you give learners to find information and read?
- How is the library used outside lesson times?
- Is the library regularly and successfully involved in supporting and promoting school initiatives to motivate learners to read and develop their literacy skills (for example homework clubs, reading circles, shadowing the Carnegie Medal book award, Basic Skills Cymru's 'Read a Million Words', TES Lit Quiz, and young writers' groups)?
- Is the library linked to local library services or used by the wider community?

During tour of school

- Does the library have accommodation that is attractive and accessible to learners in and out of school hours?
- Observe in classrooms and the corridors to judge how well the environment celebrates and promotes literacy skills (eg through displays of subject-specific vocabulary, modelled responses for writing tasks).

Whole-school literacy: questions could be asked by RI/lead for 2.1.2 and 3.1

- Do you have a good understanding of the literacy levels of learners so that reading materials are pitched at the right level to meet the needs and interests of all learners?
- How effective are your links with subject leaders and the literacy co-ordinator to ensure that reading resources are suitable for all learners and help them to make progress?
- What is your involvement with the school's literacy policy and strategies? Is the library central to the school's drive to foster reading for pleasure and for learning?

Inspection document G1

Interview prompts for the senior manager overseeing literacy/literacy co-ordinator

Select the most appropriate questions according to lines of inquiry:

1.1 Standards

- Do you know how well learners are progressing, including those receiving targeted support or extension?
- What is the impact of the school's literacy policy in helping learners develop skills systematically, over time and in a broad range of contexts?
- How well do all staff follow this policy and procedures for literacy?
- How much difference are you making to learners' progress and development (for example Basic Skills Agency Quality Standard, support for learners with basic skills needs, how well underachieving learners catch up with their peers)?

2.1 Meeting the needs

- Have you audited the development of learners' literacy skills across the curriculum to ensure that subjects identify and provide opportunities for learners to develop their literacy skills?
- How do you ensure that all staff know the reading abilities of different learners, so that reading materials and tasks are pitched at the right level?

2.2 Teaching

- Do staff work as a team in supporting the development of literacy skills?
- Are there agreed common approaches to the development of learners' literacy skills? If so, what are they?
- How do you involve staff and learners in tracking progress and planning for improvement in the short and longer term?

2.4 Learning environment

- How does the school's library contribute to the development of learners' literacy skills?
- How does the school's ICT contribute to the development of learners' literacy skills?

3.1 Leadership

- Has the school appointed a member of staff to lead literacy skills development?
- Does this person have the necessary experience and expertise in teaching literacy?
- How well is this literacy work co-ordinated and managed (for example links made between subjects in writing for different purposes and audiences; using a common vocabulary and marking policy consistently; all staff considering the readability of texts)?

3.2 Improving quality

- How does your school improvement plan develop learners' literacy skills?
- How effective are your action plans and evaluations of progress in learners' literacy skills?

3.4 Resource management

- What professional training have staff undertaken to develop learners' literacy skills?
- How has this translated into effective whole-school practice (for example displaying key assessment criteria in classrooms; sharing work among staff to evaluate the marking of learners' written skills in subjects)?

For schools to test Sector-leading practice: additional questions to choose, according to lines of inquiry

2.1 Meeting the needs

- How do you identify and map specific aspects of reading and writing to be developed progressively, so that all staff know which skills are to be taught and when?
- Are there bridging units of work that link work done in Year 6 and Year 7 that staff plan and assess together? Is there sufficient emphasis on literacy in these units of work?
- Do you provide an accelerated learning programme in key stage 3 for all learners whose reading age is lower than 9.5 years?
- Do you make good use of programmes to improve standards in reading and writing (eg Basic Skills Cymru Catch up programme, RAISE website)?
- Do you make good use of authors, poets, journalists to help learners develop their writing for real purposes and audiences (for example through Academi, Media 4 Schools)?
- Do you make good use of initiatives to motivate learners to read (for example shadowing the Carnegie Medal book award, Basic Skills Cymru's 'Read a Million Words', TES Lit Quiz)?

2.2 Teaching

- How do you ensure that all staff teach the conventions of different kinds of writing that are used in their subjects?
- How do you use information from target-setting to produce timely additional support for learners who do not make progress in line with expectation?

3.2 Improving quality

- Do you have a well-planned programme to review and evaluate the impact of literacy initiatives/the literacy policy? Do you seek learners' views on literacy as part of this review?

3.3 Partnerships

- Do you share information on learners' prior literacy achievements and learning needs with partner primary schools? How is this information used to make sure learners make the best possible progress when they transfer from Year 6 to Year 7?

3.4 Resource management

- What training do you provide for support staff and learning coaches so that they have a sound knowledge of literacy initiatives in helping to support learners?

Annex 1: Guidance on Foundation Phase Outcomes and National Curriculum levels for reading

FPO 1	Children increasingly want to join in nursery rhymes, songs and actions. They begin to follow stories read to them and start to respond appropriately.
FPO 2	Children listen to stories and rhymes and express some interest and enjoyment. Children look at books with/without an adult and show an interest in their content. They begin to follow stories from pictures and differentiate between print and pictures.
FPO 3	With support children repeat / memorise rhymes and songs. They retell familiar stories in a simple way. Children handle books as a reader and talk about its content. They begin to recognise he alphabetic nature of reading and writing and understand that written symbols have sounds and meaning.
FPO 4	Children recognise familiar words in simple texts and when reading aloud, use their knowledge of letters and sound-symbol relationships to read words and establish meaning. They respond to poems, stories and non-fiction, sometimes needing support.
NC L1	Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships to read words and establish meaning. In these activities they sometimes need support. They express their response to poems, stories and non-literacy texts by identifying aspects they like.
FPO 5	Children's reading of simple texts is generally accurate. They show understanding and express opinions about major events or ides in stories, poems and non-fiction. They use a range of strategies when reading unfamiliar words and establish meaning.
NC L2	Pupils' reading of simple texts is generally accurate and shows understanding. They express opinions about major events or ideas. They use more than one strategy (phonic, graphic, syntactic and contextual) in reading unfamiliar words and establishing meaning.
FPO 6	Children read a range of texts with growing accuracy, fluency and emphasis. They read independently, using appropriate strategies to establish meaning. They respond to texts and express preferences. They show an understanding of the main points and talk about significant details. They use their knowledge of the alphabet to locate books and find information.
NC L3	Pupils read a range of texts fluently and accurately. They can use appropriate strategies to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
NC L4	In responding to texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use effectively ideas and information on a specific topic from more than one source.
NC L5	Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction, where appropriate. In their response, they identify

	key features, themes and characters and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources.

Guidance on Foundation Phase Outcomes and National Curriculum levels for writing

FPO 1	Children begin to draw using their preferred hand and experiment with mark making.
FPO 2	Children try out a variety of instruments to make marks and shapes on paper or other appropriate material.
FPO 3	Children hold writing instruments appropriately, discriminate between letters and begin to write in a conventional way.
FPO 4	Children's writing communicates meaning through simple words and phrases. In their reading and writing, they begin to demonstrate an understanding of how sentences work. Children form letters, which are usually clearly shaped and correctly orientated. They begin to understand the different purposes and function of written language.
NC L1	Pupils' writing communicates meaning through simple words and phrases. In their reading and writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.
FPO 5	Children's writing communicates meaning. They use appropriate and interesting vocabulary showing some awareness of the reader. Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency. Simple words are generally spelled correctly and, where there are inaccuracies, the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
NC L2	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly and, where there are inaccuracies, the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
FPO 6	Children's writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately. Words are chosen for variety, interest and effect. The basic grammatical structure of sentences is usually correct. Punctuation is generally accurate. Spelling is usually accurate. Children produce legible writing.
NC L3	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops capital letters and question marks – is used accurately. Handwriting is joined and legible.
NC L4	Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to extend meaning by using grammatically

	complex sentences within paragraphs. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence, including inverted commas. Handwriting style is fluent, joined and legible.
NC L5	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Annex 2: Broad lines of progression in the national curriculum level descriptions for reading

Reading increasingly demanding texts using a repertoire reading of strategies	A significant marker of progress in reading (levels 1 to 3) is the increasing ability to read with independence, and to make sense of a text beyond decoding. The development of independence in reading is characterised not just as reading without support, but also in terms of the appropriate selection of reading strategies. Progression throughout the levels will also be seen in pupils' confidence in understanding texts that are more challenging in terms of length, complexity of language and sophistication of ideas.
Response to texts, including analysing and evaluating	In the early stages, pupils' responses to their range of reading are characterised at the level of personal preferences, such as simple likes or dislikes (levels 1 to 3), and progression from this is seen in the ability to support these preferences by reference to the texts read (levels 4 to 6). From this develops the ability to identify, select and respond to key features of texts (levels 5 to 6) and then show critical appreciation of what has been read (level 6 to Exceptional Performance).
Reading for information.	Reading for information is required in all key stages, and increased demand is seen in the progress from locating information for a specific purpose (levels 3 and 4), to collecting and synthesizing it for different purposes (levels 5 to 6), and then putting such material to further use (level 7 to Exceptional Performance). In reading for these purposes (from level 4), pupils develop and select appropriate reading strategies, for example skimming and scanning. The increasing level of difficulty and the range of types of text contribute to the challenge outlined in the higher levels.

National Curriculum level descriptions for reading

Level 1	Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like.
Level 2	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
Level 3	Pupils read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
Level 4	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively.
Level 5	Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources.
Level 6	In reading and discussing a wide range of texts, pupils select relevant words, phrases and information in order to comment on their significance and effect. They are able to identify different layers of meaning in text. They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. They summarise a range of information from different sources.

Level 7	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to literary and non-literary texts, showing awareness of their thematic, structural, linguistic and visual features. They select and synthesise a range of information from a variety of sources.
Level 8	Pupils' response is shown in their appreciation of and comment on a range of texts. They analyse and evaluate how particular effects are achieved through the use of linguistic, structural and presentational devices. They select, analyse and synthesise information and ideas, commenting on the ways in which they are presented in different texts.
Exceptional Performance	Pupils confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

Broad lines of progression in the national curriculum level descriptions for writing

Use of skills in writing	From level 1, pupils develop control over the physical processes of writing, and over the conventions of written language, including spelling and punctuation. Knowledge of conventions is demonstrated, for example, in the use of punctuation firstly to demarcate words and sentences (from level 2), then to mark divisions within the sentence (from level 4), then using the full range of punctuation marks selectively and with increasing accuracy for clarity and effect (level 5 to Exceptional Performance). Important early understanding of spelling relates to letter strings and sound-symbol relationships (level 1). Pupils then build on this understanding to spell increasingly complex words (levels 2 to 5). Independence in spelling is seen in pupils' ability to spell unfamiliar words (level 6 to Exceptional Performance), and to check what they write.
Control of different forms of written text	Pupils' growing understanding of how texts are organised differently is seen in their ability to vary vocabulary, sentence construction and overall shape of texts for a variety of purposes (from level 2). Increasingly, pupils' work will show general competence and flexibility across a range of forms and styles. At the early levels, pupils learn to use the main features of narrative and non-narrative writing (levels 1 and 2). Then the range of forms becomes more extensive and pupils' confidence in using them grows (levels 3 and 4). At the higher levels, pupils show control of a range of narrative techniques and are able to adopt the styles characteristic of formal or impersonal writing (level 5 to Exceptional Performance).
Adaptation for meaning and effect	In the level descriptions for writing, at all levels, the impact of the writing and its interest to the reader are significant. This is a continuing theme in the overall assessment of the quality of pupils' written work, and links with the opportunities to write for a range of audiences and purposes as set out in each programme of study. Pupils' ability to use and adapt their vocabulary, grammar and overall style relates to the degree of challenge in the task, its intended purpose and the implied readership.

National curriculum level descriptions for writing

Level 1	Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.
Level 2	Pupils' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary, and showing some awareness of form and the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
Level 3	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is legible and work is appropriately presented.
Level 4	Pupils' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous and words are sometimes used for effect. Pupils are beginning to extend meaning and use different sentence structures. They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately and pupils are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.
Level 5	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions, supported by reasons. Vocabulary choices are imaginative and words are often used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation is generally used accurately. Work is legible and well presented.

Level 6	Pupils' writing often engages and sustains the reader's interest. They show some adaptation of style and register to different forms, including using an impersonal style where appropriate. They present information for various purposes and express opinions, developing some points in support of a point of view. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. A range of punctuation is usually used correctly to clarify meaning. Ideas are organised into effective paragraphs. Work is legible and well presented.
Level 7	Pupils' writing is confident and shows appropriate choices of style in a range of forms. Writing is coherent, sustained and developed. In literary writing, characters and settings are developed and, in non-literary writing, ideas are organised and coherent. They sustain arguments and offer convincing evidence in support of their views. A range of sentence structures and vocabulary is accurately and effectively used. Spelling is correct, including that of complex irregular words. Paragraphing and correct punctuation are used for clarity and effect. Work is legible and well presented.
Level 8	Pupils' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Flair and originality is evident within their written work. Literary writing shows control of characters, events and settings and shows variety in structure. Non-literary writing is coherent and gives clear points of view. They structure their arguments, offering evidence consistently. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the effective use of punctuation and paragraphing. Work is legible and well presented.
Exceptional Performance	Pupils' writing has shape and impact and shows control of a range of styles, maintaining the interest of the reader throughout. Literary writing uses structure as well as vocabulary for a range of imaginative effects, and non-literary writing is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole. Work is legible and well presented.

Annex 3: Overview of good practice in provision for literacy

Good curriculum planning for language, literacy and communication in the Foundation Phase and English in primary and secondary schools is shown where:

- the learning and teaching of oracy, reading and writing are integrated into a high quality scheme of work that includes clear teaching objectives and the specific knowledge, understanding and skills that pupils should gain;
- there are interesting and varied tasks and specific learning outcomes for each aspect of language;
- planning builds on what pupils learn in the Foundation Phase and enables pupils to develop literacy skills progressively through key stages 2 and 3;
- staff plan ways to ensure pupils make the best possible progress when they transfer, such as from Year 2 to Year 3, from Year 6 to Year 7 and from Year 9 to Year 10;
- staff plan to make good use of the outdoors for developing literacy in the Foundation Phase;
- reading and writing tasks and activities become increasingly more challenging and complex and enable pupils to develop and refine their literacy skills;
- there is good coverage of a rich and wide range of literary and non-literary texts and media across different genres and forms to develop reading and writing to high levels; and
- planning refers to reading materials and writing tasks that will appeal to boys' and girls' interests, including hobby and sport related materials and graphic writing, where appropriate.

Good planning for reading is shown in schools where:

- planning ensures the progressive development of pupils' reading skills;
- there is a continuing focus on phonics in key stage 2, particularly in English, which helps to secure pupils' knowledge of language and their ability to use this knowledge to decode words;
- work encourages pupils' personal response to a wide range of interesting and varied texts in poetry, prose and drama and non-literary and media texts;
- staff provide reading lists and initiatives that encourage pupils to read independently and to explore a wide range of books beyond their favourite authors and kinds of texts;
- pupils' higher-order reading skills, including skimming, scanning, inference and deduction, are progressively developed;
- there are progressively more challenging texts in key stages 2 and 3, which build on pupils' prior reading experience and extend their reading skills;
- there is a strong focus on pupils' understanding and comprehension of what they read and opportunities for them to check their assumptions against the text; and
- there is good attention made to the development of library and information retrieval skills and staff plan regular opportunities for pupils to use school and public libraries and the internet for pleasure and research.

Good planning for writing is shown in schools where:

- work develops pupils' independent writing skills in the Foundation Phase and enables the progressive development of their writing skills;
- at all stages, planning includes writing for in different forms and for purposes and audiences;
- in key stages 2 and 3, work focuses on the stylistic features and characteristics of different kinds of writing, including informal and formal modes of writing;
- there is progressive development of the skills pupils need to express and organise ideas, using different sentence structures, paragraphing and layout of texts from the Foundation Phase to key stage 3;
- there is a focus on words and their meaning so that pupils learn to extend their vocabulary and to express themselves with increasing precision;
- attention is given to strategies to help pupils spell and punctuate accurately;
- there are opportunities for pupils to talk about their own and others' writing and understand how language is used for effect; and
- attention is given to planning, drafting, revising, proofreading and polishing pieces of written work, using ICT where appropriate.

Good planning for the development of communication skills across the curriculum is shown in schools where:

- work is guided by a whole-school literacy policy that ensures coherence and makes developing pupils' communication skills the responsibility of all staff;
- the specific aspects of reading and writing to be developed progressively throughout the school are clearly identified so that staff know which skills are to be taught and when;
- the development of reading and writing skills is strongly embedded in all areas of learning/subject schemes of work and lesson plans;
- there are opportunities for pupils to use their developing reading and writing skills according to the nature of the subject, such as applying their higher-order reading and research skills to their studies in history and geography or writing up investigations in science;
- all staff in secondary schools know the reading abilities of different pupils, so that reading materials and tasks studied in subjects are pitched at the right level, in terms of length and challenge**;**
- staff teach and explain the meaning of subject terminology**;**
- staff ensure that pupils read from a range of sources, including the internet, and carry out research independently;
- staff discuss and develop ideas orally with pupils before asking them to write**;**
- staff teach pupils directly the conventions of the kinds of writing that are used in their subjects**;**
- staff help pupils to develop their ideas through judicious use of 'writing frames' or 'scaffolds' that help pupils structure and extend their writing and where they reduce this support as pupils are able to be independent; and
- staff help pupils to write accurately by giving attention to spelling, punctuation,

vocabulary, sentence structure and the expression of ideas relevant to writing in their subjects**.**

Annex 4: Good practice in the leadership and management of literacy

This is shown in schools where:

- the headteacher is directly involved in driving up standards in literacy to give status to the work throughout the school and to ensure it is a whole-school priority;
- there is a whole-school literacy strategy and a senior manager responsible for literacy throughout the school;
- leaders and managers make certain that there are high expectations for pupils' achievement, expressed as challenging individual, class and whole school targets;
- developing pupils' literacy skills is a regular part of the school improvement plan and where managers maintain a well-informed overview of literacy work;
- senior managers have a well-planned programme to review and evaluate the impact of literacy initiatives and where they use the findings to plan for further improvement;
- staff with leadership responsibilities have allocated time to plan with all staff, provide support, monitor and review and report on literacy to the senior management team and governors;
- the school targets initiatives for improvement on the weaker aspects of literacy and for groups of pupils who make least progress in developing their reading or writing skills;
- the school makes good use of RAISE and Basic Skills Cymru programmes to improve standards in reading and writing;
- senior managers regularly review and sample pupils' work and feedback findings to all staff;
- all key staff have a sound knowledge of the learning and teaching of literacy;
- staff receive regular and relevant training for teaching reading and writing and are involved in literacy initiatives;
- the school uses a wide range of intervention strategies that have a proven track record so that pupils can be helped to catch up with their peers;
- there is good deployment of support staff so that they make a full contribution to supporting pupils;
- there are strong links between infant and junior schools and between secondary schools and their partner primary schools so that pupils' transition is seamless; and
- there is frequent monitoring and thorough evaluation to make certain that the learning and teaching of reading and writing are as good as they can be.

Annex 5: Prompts for evaluating the school's work to meet the needs of different groups of learners

Evaluating the school's work to tackle the underachievement of boys 1.1/1.2

- Is there a clear focus on **which boys** are underachieving?
- Does oral work precede reading and writing so that it helps to rehearse and better prepare all pupils for tasks?
- Are all pupils helped to gain confidence in their literacy work and are they shown how to be successful, which is particularly important for boys as they need to see themselves as writers?
- Are writing tasks clearly structured and purposeful, and is each stage explained to pupils so that they know what they must do?
- Do pupils write for real audiences, which promotes pride in spelling and presentation?

2.2

- Are lessons well planned with clear achievable aims that are shared with pupils and do pupils have a variety of stimulating activities?
- Do staff use approaches such as role play, drama and collaborative group work used to aid pupils' learning?
- Is there careful selection of materials, including fiction and non-fiction, media and moving image texts, that appeal to boys and girls?
- Do staff use strategies, such as peer-mentoring and paired reading programmes, that help all pupils to make progress?
- Do staff use resources, such as writing frames and templates, effectively and judiciously to support pupils' learning?
- Is there close monitoring of pupils' work with specific support for pupils who need help with organising their work?
- Do all pupils receive detailed feedback from staff about their work, which is particularly motivating for boys?
- Is there a keen emphasis on pupils checking their own work for accuracy and improved expression, matching their achievements to clear criteria?
- Is technology used to motivate and enable communication, reading and research?
- Are the seating and grouping arrangements in lessons varied and organised according to different criteria, so that these aspects bring maximum benefits to boys' and girls' learning?

2.4

- Do staff challenge perceptions of gender stereotypes about reading and writing?

Evaluating the school's work to meet the needs of less able pupils

- Are pupils who have difficulties with reading and writing identified at the earliest opportunity?
- Do they receive effective additional support according to their needs in reading and writing?
- Do they receive enough help to enable them to become willing and competent writers?
- Can the school show that pupils make suitable progress according to their ability?
- Does the school continue to track pupils' progress so that they can analyse the benefits of intervention programmes and ensure pupils continue to make progress?

Evaluating the school's work to meet the needs of more able and talented pupils

- Are more able and talented pupils stretched to work at their highest level of ability?
- What arrangements are in place to encourage them to read widely and ambitiously?
- What kind of writing tasks are set that require research and high-level skills in original fiction, discursive, persuasive and polemical writing?

Annex 6: Prompts for evaluating the effectiveness of transition between primary and secondary schools

- Do primary and secondary school staff plan common schemes of work in Welsh and English for pupils from the age of 7 to 14?
- Is there continuity across key stages 2 and 3 in using the most effective teaching methods and forms of classroom organisation for learning?
- Are there bridging units of work that link work done in Years 6 and 7, which staff plan and assess together?
- Do staff from primary and secondary schools share information about pupils' prior achievements and learning needs in reading and writing so that teaching can be pitched at the right level and work is challenging?
- Do staff in secondary schools know what texts pupils have read before, in class and on their own, in order to plan increasingly challenging reading as the next step?
- Is staff's knowledge of pupils' writing abilities based on first-hand evidence of pupils' work, to ensure that pupils make further progress when they change schools?
- Do primary and secondary school staff assess and moderate the work of Year 6 pupils together and use portfolios of work that they have put together to agree levels of achievement in reading and writing?

Annex 7: Using communication skills across the Foundation Phase curriculum for children aged 3 to 7 years of age

You should use the following information to help you make judgements about how well children's communication skills help them **access** areas of learning and how well the wider curriculum itself develops their oracy, reading and writing skills.

You need to ascertain how well children progress from needing support to becoming both independent and interdependent learners who can use their communication skills effectively.

You may consider whether the teaching and provision for Personal and Social Development, Wellbeing and Cultural Diversity enables children to:

- listen to others, ask questions and respond to ideas and information;
- talk about their views, feeling and emotions and the choices they make;
- share and, where appropriate, read stories to raise questions and evaluate the decisions made by characters;
- develop knowledge of the different languages that exist in Wales; and
- express their views in writing, where appropriate.

You may consider whether the teaching and provision for Language, literacy and communication skills enables children to:

- listen to others and respond appropriately;
- talk about matters of immediate interest and progress to speaking with confidence using the conventions of discussion and conversation;
- join in with rhymes, songs and stories;
- follow stories read to them and respond as appropriate, progressing to reading a range of fiction and non-fiction materials, including ICT-based resources and showing an understanding of the main ideas or events and information; and
- progress from mark-making to writing independently for a variety of purposes, planning and reviewing their writing, spelling common words correctly, using simple punctuation and sentence structure correctly and developing a legible style of handwriting.

You may consider whether the teaching and provision for Mathematical Development enables children to:

- listen, ask and respond to mathematical questions;
- understand and use mathematical language to discuss their work and explain their methods of reasoning;
- represent their work in writing, where appropriate, in a clear and organised way; and
- present their work in a variety of forms, including words.

You may consider whether the teaching and provision for Welsh Language Development enables children to:

- listen to and show understanding of basic instructions;
- use simple words, greetings and expressions with increasingly correct pronunciation and appropriate intonation;
- join in with rhymes, songs and stories;
- look at, share and show an interest in books, progressing to reading simple texts independently, showing an understanding of the main ideas or events; and
- progress from mark-making to writing independently for a variety of purposes, spelling common words correctly and using simple punctuation and sentence structure correctly.

You may consider whether the teaching and provision for Knowledge and Understanding of the World enables children to:

- ask questions, listen to the answers and others' ideas;
- describe what they have found out and offer simple explanations;
- use and become familiar with common words and phrases for their world;
- use different sources to find information, such as books, pictures and ICT sources; and
- progress from mark-making to writing independently, such as keeping records of their observations, spelling simple words correctly and using simple punctuation and sentence structure correctly.

You may consider whether the teaching and provision for Creative Development enables children to:

- listen, talk and discuss the work of others;
- use descriptive vocabulary to respond to pictures, words and a range of different stimuli; and
- record, pictorially at first and progressively in writing, their work and that of others in art and music.

You may consider whether the teaching and provision for Physical Development enables children to:

- listen and respond to instructions;
- use a growing vocabulary to convey meaning; and
- devise games and rules using pictorial and written forms, where appropriate.

You may consider if the teaching and provision for religious education enables children to:

- listen and respond to others, asking questions about themselves, their families, other people and the wonders of the world;

- express their own feelings and opinions and speak with increasing confidence to peers and others;
- progress from looking at texts with/without an adult to reading independently, expressing opinions about major events or ideas and using simple information devices and clues to deduce meaning; and
- progress from mark-making to writing independently, spelling simple words correctly and using simple punctuation and sentence structure correctly.

Using the skill of communication across the curriculum for pupils aged 7 to 18 years of age

You should use the following information to help you make judgements about how well pupils' communication skills help them **access** the whole curriculum and how well the wider curriculum itself develops their **oracy, reading and writing** skills.

You need to ascertain how well pupils progress from needing support to becoming both independent and interdependent learners who can use their communication skills effectively.

You may consider whether the teaching and provision for Welsh or English and modern foreign languages, where applicable, enables pupils to:

- communicate their ideas and information in a variety of forms and media as listeners, viewers and speakers and for a range of purposes, including taking account of the needs of their audience;
- read accurately and synthesise and present information obtained from a variety of sources, orally and in writing;
- develop discussion and evaluation skills in responding to texts;
- respond to the style and organisation of literary, information and media texts;
- write clearly and coherently in a variety of forms and styles and for a range of purposes and audiences;
- work with increasing accuracy and complexity in spelling, grammar and punctuation; and
- appraise their own work and that of others to become reflective and evaluative in speaking and listening, reading and writing tasks.

You may consider whether the teaching and provision for mathematics enables pupils to:

- acquire and use a wide range of mathematical vocabulary and notation accurately when speaking and writing about mathematics;
- listen carefully and ask and answer questions using mathematical terminology accurately in their descriptions and accounts; and
- use their writing skills to present data in a variety of ways, such as ordering events in time, setting out an argument and using tables and graphs as effective means of communication.

You may consider whether the teaching and provision for science enables pupils to:

- acquire a vocabulary of scientific terms;
- listen carefully and ask and answer questions using scientific terminology accurately in their descriptions and accounts;
- read, select and analyse information accurately from text, photographs, diagrams, tables, charts and graphs; and
- write clear, well-presented accounts of investigative and experimental work using suitable forms of writing.

You may consider whether the teaching and provision for design and technology enables pupils to:

- listen carefully and ask and answer questions using suitable terminology accurately in their descriptions and accounts;
- acquire a vocabulary of DT terms;
- read source material accurately and select written and visual information appropriate to the task;
- choose and use suitable forms of writing, including ICT, to present design ideas; and
- produce clear, well-presented written evaluations of their work.

You may consider whether the teaching and provision for information and communication technology enables pupils to:

- improve their oral work and develop their knowledge and use of language through the use of audio and video equipment;
- acquire a vocabulary of ICT terms;
- obtain, prepare, process and present information from a wide range of ICT sources, including the Internet;
- improve the quality of their writing by drafting, editing and re-drafting their work using their word-processing skills; and
- consider carefully the framing of questions when undertaking work involving questionnaires or when interrogating a database.

You may consider whether the teaching and provision for history enables pupils to:

- improve their oral work and develop their knowledge and use of language through discussion, evaluation and interpretation of historical evidence;
- acquire a vocabulary of historical terms;
- read widely to obtain, interpret and present information from a wide range of historical sources, including ICT, recognising and discounting bias where appropriate; and
- organise and communicate effectively in writing, their knowledge and understanding of the past.

You may consider whether the teaching and provision for geography enables pupils to:

- improve their oral work and develop their knowledge and use of language through discussion, evaluation and interpretation of geographical evidence;
- listen carefully and ask and answer questions using geographical terminology accurately in their descriptions and accounts;
- acquire a vocabulary of geographical terms;
- read accurately to obtain and interpret information from a wide range of sources, including written and electronic sources; and
- use a range of forms of writing competently and with increasing complexity to show their geographical knowledge, understanding and skills.

You may consider whether the teaching and provision for art and design enables pupils to:

- acquire a vocabulary of art terms;
- read accurately to obtain and interpret information from a wide range of sources, including written and electronic sources; and
- use a range of forms of writing competently and with increasing complexity and accuracy.

You may consider if the teaching and provision for music enables pupils to:

- develop their oral skills, in particular diction, when discussing music;
- acquire a vocabulary of musical terms;
- listen carefully and ask and answer questions using musical terminology accurately in their descriptions and accounts;
- read accurately to obtain and interpret information from a wide range of sources, including written and electronic sources; and
- use a range of forms of writing competently and with increasing complexity and accuracy.

You may consider if the teaching and provision for physical education enables pupils to:

- listen attentively to others, such as teaching instructions and when planning sequences and solving problems;
- talk about, describe, evaluate accurately and make judgements about their own and others' performances;
- acquire and use appropriate terminology when analysing, evaluating and explaining aspects of their work;
- read accurately to obtain and interpret information from a wide range of sources, including written and electronic sources; and
- use a range of forms of writing competently and with increasing complexity and accuracy.

You may consider if the teaching and provision for religious education enables pupils to:

- develop their understanding of language through the forms and character of religious texts and their use of similes, metaphors and other symbolic and figurative language;
- acquire a vocabulary of religious terms;
- develop their oral skills in posing questions, narrating, explaining and comparing features of religious belief and practice;
- read accurately to obtain and interpret information from a wide range of sources, including written and electronic sources; and
- use a range of forms of writing competently and with increasing complexity and accuracy.

Annex 8: Reading tests

This section will be updated once the national reading test has been commissioned. From September 2011, all local authorities will implement the same tests in schools – the NFER group reading test for English-medium schools and the All Wales Reading Test for Welsh-medium schools.

This section refers to the most common reading tests used in schools. Reading tests are norm referenced and used to compare a pupil's reading with that of pupils of a similar age.

Reading tests provide information about a pupil's reading age in relation to their chronological age as well as a standardised score. You should ensure that you analyse not only pupils' reading ages but particularly their standardised scores to gain a full picture of reading standards. If, having analysed end of phase data and reading test information, pupil reading performance is not as good as it should be, you should consider adding the following statement:

Pupils' overall performance in reading shows that most pupils do not achieve as well as they should.

Approaches to reading tests

Schools should provide high-level analysis of pupils' progress in reading and show how groups of pupils are tracked and monitored for progress in literacy across the key stages.

All primary schools should administer the same reading test on an annual basis in the early part of the summer term.

If schools have scattergraphs showing the distribution of pupils' reading ages or verbal scores against their non-verbal reasoning scores, ask the literacy co-ordinator how the school uses this information to support different groups of pupils in developing their literacy, for example pupils with high non-verbal scores and low reading ages or verbal scores, who have the potential to achieve highly with support.

In selecting pupils to follow in lessons in the Red approach in secondary schools, it may be useful to pick individual pupils from the school's scattergraph data, for example a more able pupil, with high verbal and non-verbal scores, or a pupil with high non-verbal and low verbal scores.

NFER group reading test 6-14: This screening and monitoring test measures how pupils are performing against their peer group throughout the UK. It gives standard age scores, reading ages and NC levels.

There are two tests:

1 **Sentence completion** – 45 questions for pupils to select the most appropriate word into a gap in a sentence. There are two types of this test, forms A and B (age range 6 to 12 years) can be given to lower ability pupils with reading ages below 9 years and forms C and D (age range 9 to 14 years). This tests pupils' ability to decode words and their vocabulary.

2 **Context comprehension** – a test where .pupils place missing words into a series of four continuous prose passages (age range 9 to 14 years). This test is more difficult as it tests pupils' ability to read and understand the context of longer non-fiction passages. This tests inference, deduction and other higher order reading skills.

New Group Reading Test – NFER

This is a revised and redeveloped version of the group reading test. It has an age range from 5 years to16 years, 11 months.

There are four multiple choice tests:

1 Phonics knowledge.
2 Sentence completion for word reading, decoding and vocabulary and passage comprehension (literal comprehension, inference and deduction).
3 As test 2, but testing authorial intent in passage comprehension.
4 As test 3, but with figurative and idiomatic language and other higher-order reading skills.

As with the group reading test, raw test scores are converted into standardised scores, reading ages, percentiles, stanines. There are separate scores for sentence completion and passage comprehension.

All Wales Reading Test – (age range 5 years 10 months to 12 years 9 months): These multiple choice tests have been developed from Swansea local authority and are available in English and Welsh (Welsh age range goes up to 13 years 9 months). The format of the tests differs from other tests as one is presented as a comic ('Our Story' age range 5 years 10 months to 9 years 9 months), with pictures alongside text (for Year 4 pupils and Year 6 pupils with below average reading ages) and narratives based around school/adventure ('Our Adventure' age range 6 years 10 months to 9 years 9 months, and 'Our School' age range 9 years 10 months to 12 years 9 months). The test takes the form of picture-word identification and single word sentence completion. This test does not assess higher-order reading skills.

Raw test scores are converted into standardised scores, reading ages and percentiles.

Other reading tests

Suffolk reading scale – NFER (6 to 14 years 11 months): multiple-choice, sentence completion tests. The scale has three levels: level 1 (6 to 8 years), level 2 (8 to 11 years) and level 3 (11 to 13 years). It gives standard age scores, reading ages and NC levels.

Vernon Warden reading test – (age range 8 years to adult)
Similar to the sentence completion test, where pupils select the most appropriate word from a choice of five words to fill a gap in the sentence. A timed test: 15 minutes for pupils up to Year 8; 10 minutes for Year 9 and older pupils, with 42 sentences to complete.

Given by special educational needs departments to assess pupils before further referral for literacy intervention. The test measures reading accuracy, fluency and comprehension.

Reading tests where pupils read aloud to an adult

Schonell reading test: (age range 5 to 14 years): This is a graded reading test where pupils read aloud a list of individual words which become progressively more difficult. If they cannot read the word they continue to the next word and the test is stopped after the pupil has made eight consecutive errors. Pupils are given one mark for every correctly pronounced word. Marks are converted to a reading age.

Neale analysis of reading ability (NARA) – NFER: (age range 5 years to 12 years, 11 months): This is a test of oral reading, based on a series of short narratives. It provides detailed diagnostic information as well as summative reading age scores. It measures text reading rate, accuracy and comprehension. This test is usually conducted by the special educational needs department following low scores from other reading tests to gain more detailed diagnostic information to support pupils' literacy. The test provides standardised scores, reading ages and extension passages for older pupils.

Salford Sentence Reading test – (age range 5 to 10 years): This is a test of oral reading, also useful for less able readers up to 12 years. There are 13 sentences in

order of increasing difficulty. Pupils read sentences where individual words carry a reading age. The teacher notes down any incorrect words. After the sixth incorrect word spoken the test is stopped. The record sheet indicates which word the pupil stopped on and it gives their reading age.

Spelling tests

Single Word Spelling Test (SWST) – NFER (age range 6 to 14 years):
Pupils spell 50 words from an age-related test. Test words are given a contextualised sentence. Tests are graded in difficulty from Test A (Year 2) to Test I (Year 9). The scores convert to a spelling age and also link to NC writing levels.

Young's Spelling Test – also known as Parallel Spelling Test (age range from 6 to 15 years): Teachers select words from a bank of sentences at random or according to a preferred set of spelling patterns. Test words are given a contextualised sentence. It enables teachers to chart the progress of pupils' spelling from Year 2 to Year 7.

Other literacy tests

CATs verbal reasoning battery: (age range 7 years 6 months to 17 years+):
This is one of the three tests of cognitive ability. The CATs tests have eight levels of difficulty from level A (Year 4) to level H (Year 11+). Within the verbal reasoning battery there are three separate timed subtests: verbal classification (where pupils have to recognise the conceptual a link tying three given words together and choose another word from several options which belongs to the original set of words), sentence completion (the same test questions as in the NFER group reading sentence completion test), and verbal analogies (where pupils have to work out the relationship between a given pair of words and choose another word from several options to complete the analogy for a third given word).

Overall scores in each of the subtests are given as well as standardised scores and predicted NC levels, and GCSE and A level grades. There is also a cognitive strengths and weaknesses profile for each group of pupils. This is a graphical display of the verbal reasoning against non-verbal reasoning scores and can give schools very useful information about pupils' preferred or stronger way of working. If pupils score highly in non-verbal but low in verbal, they have poor literacy skills but have the potential to perform well if given sufficient intervention to improve their verbal scores.

BPVS (British Picture Vocabulary Scale) Test – (age range 3 to 16 years):
This is a standardised assessment of receptive (hearing) vocabulary. For each question the teacher says a word and the pupil responds by points to the picture (from four options on a page) that best illustrates the word's meaning. Words are chosen from a range of content areas (eg actions, animals, toys, emotions, parts of speech) across all levels of difficulty. It is a useful test to identify pupils with delayed or gaps in their vocabulary, and more likely to be found being tested in the special educational needs department for pupils with identified literacy difficulties.