

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Developing early reading	I understand the fundamental importance of literacy, reading and oracy for the holistic development pupils.	I have observed and can begin to articulate how experienced teachers support pupils who struggle with reading in secondary contexts. I understand that systematic synthetic phonics is an effective approach for teaching decoding. I am aware of the reading demands in my subject area.	I can identify pupils who struggle with reading in my classes. I adapt materials appropriately to support pupils with different reading abilities, based on data. I can work with specialist colleagues to understand strategies that support pupils with reading difficulties. I understand the reading demands of my subject and plan accordingly.	I can implement appropriate strategies to support pupils with reading difficulties in my subject. I collaborate with colleagues to ensure consistent approaches to supporting struggling readers across the curriculum. I balance support and challenge appropriately for all readers.
Developing literacy skills		I have observed and can articulate how experienced teachers build vocabulary and comprehension skills in my subject. I understand the importance of literacy skills for pupil outcomes across the curriculum.	I incorporate specialist vocabulary and comprehension into my lessons. I deploy appropriate activities that require/encourage pupils to read. I can begin to adapt reading materials and provide scaffolds to pupils who are at different reading levels. I am beginning to explicitly teach subject-specific reading and writing skills.	I can design and deliver sequences of lessons that build vocabulary, comprehension and writing skills. I create challenging reading and writing opportunities for all pupils. I can teach subject-specific literacy skills and I am beginning to monitor their development.
Developing oracy skills		I have observed and can articulate how experienced teachers structure classroom talk through questioning, discussions, paired work and group work.	I can design and implement structured talk in my lessons, for example through think-pair-share activities. I teach explicit talk expectations to ensure meaningful dialogue between pupils. I can deploy scaffolds such as speaking frames for those who need support. I encourage the use of specialist vocabulary in the classroom. I use wait time effectively to improve responses.	I can design and implement structured talk activities that progressively builds pupils' oracy skills. I can ensure structure talk activities are embedded into a sequence of lessons. I can confidently facilitate small group or whole class dialogue that deepens understanding. I model and require the use of specialist vocabulary in the classroom. I am beginning to analyse the impact of my oracy teaching on pupil outcomes.