

Challenge checklist – Useful for OFSTED preparation

A. Teach with fidelity to an SSP programme

The leadership team ensure that:

1. Sufficient time is given to teaching phonics, reading and writing
2. All teachers and TAs teach the chosen SSP programme confidently
3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained
4. Pupils' letter-sound knowledge and word reading is assessed every term /half term
5. The SSP programme is continued for pupils until they read fluently
6. Parents are informed of what is taught and how they could provide extra practice to develop fluency; how the school will provide extra practice to prevent serious problems developing.

B. Make a strong start in Reception

Reception teachers:

1. Timetable daily SSP lessons from September
2. Ensure that sufficient time is given to the teaching of phonics, reading and writing
3. Follow the same SSP programme as Y1 and 2
4. Identify pupils who are falling behind, in their first few weeks in school
5. Ensure extra practice matches the school's SSP programme
6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons
7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home

C. Ensure cumulative progression of sounds and books

The leadership team ensure that:

1. Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are *not* sorted by traditional 'Book-Banding' criteria based on a mix of methods)
2. Pupils are *not* asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition
3. Pupils re-read these texts/books at school and home to build fluency
4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently
5. Parents know how to increase their children's fluency in reading sounds, words and books
6. Parents understand the difference between stories to share and stories that children read aloud

D. Build a team of expert reading teachers

The reading leader:

1. Has expertise in teaching phonics
2. Has dedicated time to fulfil the role
3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider's training
4. Ensures that SSP training is provided for new staff
5. Practises with and coaches reading teachers and TAs frequently
6. Coaches reading teachers who support pupils who have fallen behind.
7. Organises regular progress meetings

E. Reach the lowest 20% pupils

The headteacher and reading leader:

1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support
2. Uses the programme's SSP assessment to identify immediately pupils falling behind
3. Organises extra daily practice for pupils falling behind, following the school's SSP programme
4. Provides regular CPD for teachers to support pupils falling behind
5. Fast tracks late-entry pupils
6. Engages the support of parents, where appropriate.

F. Build talking and listening into all activities across the whole day

Teachers:

1. Identify pupils with delayed language and organise frequent one-to-one and small group discussion.
2. Teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group.

G. Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

Teachers

1. Timetable a daily 20-minute storytime
2. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding
3. Organise appealing book corners
4. Show parents how to read aloud and talk about stories with their children and send home quality books