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**Reading Deep Dive**

* *Talking to leaders and teachers*
* *Observing teaching*
* *Listening to pupils read*

**The Different Aspects:**

1. Ofsted will start by finding out how school prioritises reading.
2. Ofsted is interested to find out how school develops children’s love of reading.
3. Ofsted will explore the content and sequence of the phonics programme and how this supports the progress that children make.
4. Ofsted will want to know how school makes sure that books are matched to the sounds that children know.
5. Ofsted will discuss how quickly children start to read in Reception.
6. Ofsted will talk to leaders and teachers about how school makes sure that pupils keep up and what happens if anyone falls behind.
7. Ofsted will ask leaders how they ensure staff develop the expertise so that every child learns to read.
8. **Ofsted will start by finding out how school prioritises reading.**

* The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations

1. **Ofsted is interested to find out how school develops children’s love of reading.**

* Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

1. **Ofsted will explore the content and sequence of the phonics programme and how this supports the progress that children make**

* The school’s phonics programme matches or exceeds the expectations of the English national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.

1. **Ofsted will want to know how school makes sure that books are matched to the sounds that children know.**

* The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

1. **Ofsted will discuss how quickly children start to read in Reception.**

* Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

1. **Ofsted will talk to leaders and teachers about how school makes sure that pupils keep up and what happens if anyone falls behind.**

* The ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace and targeted support is given immediately.

1. **Ofsted will ask leaders how they ensure staff develop the expertise so that every child learns to read.**

* The School has developed sufficient expertise in the teaching of phonics and reading