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| **Class teacher:**  **4: Teacher conversation** | |
| **Why did you choose to teach this lesson now?**  Where does this lesson sit in your planned teaching sequence?  How do you ensure the content and sequence of your phonics programme supports pupils’ progress?  How do children increase their reading fluency?  What poetry are you planning to do this year?  How many sounds will your children be able to read at the end of each term? What books do you really want the children to know and learn?  How have you adapted your plans to take into account the impact of COVID ? |  |
| **How do you ensure that learning sticks in children’s long-term memory?**  Evidence of recall and revision  How often do children change their books?  How do parents listen to their children read these books and how are you educating parents to support their children? What do you do to support pupils who are not heard read at home? How do you support parents with hearing their child read? |  |
| **How are you instilling a love of learning in this subject?**  How do you ensure that pupils select well-loved, familiar books to share or read at home?  Can your pupils talk about their favourite books with enthusiasm and understanding?  Tell me about a book you have enjoyed reading with pupils recently?  How do you ensure that that pupils hear a range of quality texts? |  |
| **How did the lesson challenge the children?**  How did you challenge the HAP in particular?  How do you ensure that pupils who struggle with reading can access other aspects of the curriculum |  |
| **How did the lesson meet the needs of all children ?**  (fluid grouping and mastery)  How do you ensure that pupils who struggle with reading can access other aspects of the curriculum? |  |
| **How did you support SEND/LPAP? How did you adapt the lesson so all children could access it?**  Evidence of pre-teaching/text support/vocab support |  |
| **How do you use assessment information to identify pupils of all abilities who are falling behind in their learning and need help to catch up ?**  Use of TT assessment conversion grid |  |
| **How do you ensure that your catch-up interventions have impact ?**  Regular review, precision monitoring, formative assessment |  |
| **What training have you had for this subject?**  What would you like to have?  How do your leaders ensure that your knowledge of teaching reading is kept up to date? |  |
| **Summary** |  |