

Leadership and Management supporting Early Reading

Clear leadership is an essential requirement for effective provision

All settings have a named person in charge of developing Early Reading.



Do you have a lead person for Communication, Language and Literacy (C.L.L.) including Early Reading?

What qualities, training and experience do they have?

Is the named person responsible for monitoring and evaluating the quality of C.L.L.?

Leadership and management have an awareness of the strategies for development of early reading within the setting.



Have you identified your strengths and action points for Communication, Language and Literacy (C.L.L.)?

Are they regularly reviewed and monitored?

Are all aspects of C.L.L. planned for effectively and regularly monitored?

Leadership and management support the development of practitioners' knowledge and understanding of C.L.L..



Is there an audit of staff training needs to support the assessment, planning and teaching of Communication, Language and Literacy?

Do you encourage staff to share good practice and observe each other?

Continuity of provision between settings and schools is essential.



Do you ensure information on C.L.L. is passed on to next settings?

Are you working towards shared approaches to support C.L.L.

Leadership and management need to encourage and support practitioners to develop effective practice.



Are practitioners encouraged and supported to:-

- Play alongside children, for example, in the role play area?
- Help children to enjoy and achieve in their learning?
- Provide opportunities for children to use their first language?
- Provide for children with additional needs?

