1. Does your school have no formal early English language (phonics) scheme in place, or poor uptake of an existing scheme?
2. If using an existing scheme, does it. . .
   1. Absorb an unacceptable amount of your budget?
   2. Require an unacceptable amount of planning from your teachers?
   3. Require an unreasonable amount of experience, training or English teaching skills from your teachers?
   4. Place a combined burden on budget, planning and teaching skills that is unsatisfactory?
3. If you are using an alternative method to a formal scheme, are you. . .
   1. Using an inconsistent or unstructured collection of different resources?
   2. Relying on a significant amount of teacher planning?
   3. Relying on planning or resources that are years old and in need of an overhaul?
4. Do your teachers speak with a strong accent (i.e. if English is their second language) that may detract from comprehension if imitated?
5. Do your teachers, teaching assistants and/or volunteers need access to structured and effective resources that easily facilitate interventions for students requiring more support?
6. Could the presence of easy-to-use English teaching tools enable you to increase the capability of your volunteers’ (i.e. parents or university students looking for experience), maximising the overall teaching power of your school?
7. Do your teachers and students need, but lack, a comprehensive bank of effective early-English homework that can. . .
   1. Be easily tailored to the specific learning needs of each student?
   2. Be assigned with no prior planning or preparation?
   3. Easily allow for parental engagement to better guarantee learning?
   4. Be assigned to provide learning over a whole school holiday?
8. Is your school eager to better involve parents in developing their child’s English learning at home?
9. Do you have students that are not able to attend school for long periods (i.e. more than a month), due to illness, disability, pandemic lockdown, or the impact of a natural disaster (for example), and does your school have an effective plan in place for providing them with early-English education?

If you answered “No” to all the above questions, then See Say Write is not for you.

If you answered “Yes” to any of the questions, please use the table below to understand how See Say Write can benefit your school, students and teachers:

|  |  |
| --- | --- |
| **Questions** | **Value added** |
| 1 to 4 | Curriculum support |
| 5 to 6 | Interventions |
| 7 to 8 | Homework |
| 9 | Remote learning |