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**Phonics and Early Reading Audit Tool**

**Please look at the following statements in each section and self-assess your current practise against the following judgements**

***A = strong; B = some development required; C = significant development required***

**A. Teach with fidelity to an SSP programme**

*‘The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.’ SIH p87: 293*

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| **The Leadership Team ensure that:** | **A** | **B** | **C** | **Guidance**  | **Signpost support**  |
| 1. Sufficient time is given to teaching phonics, reading and writing
 |  |  |  | Depending on the SSP you are following this could be a:* 30 minute session of phonics if you have additional Literacy within the day
* Full hour of phonics, reading and writing all linked within your SSP lesson.
 | Contact your SSP trainer in order to check the time needed to cover the teaching of phonics following their specific SSP guidance.  |
| 1. All teachers and TAs teach the chosen SSP programme confidently
 |  |  |  | Are staff clear about the purpose of the different elements of the lesson?Is there consistency across all teaching groups?  |  |
| 1. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained
 |  |  |  | Each SSP should provide an expectation of progress grid in order to:* Clearly identify children who are not at expected after each assessment point
* Give reading teachers a clear indication of where their children should be at half termly points.

Pace is both in lessons but also progression through the programme.  | Contact your SSP provider for their progress grid. |
| 1. Pupils’ letter-sound knowledge and word reading is assessed every term /half term
 |  |  |  | This needs to be through a consistent assessment tool used for all children accessing phonics. If using more than one assessor then training is essential to ensure consistency, agreement about how to deliver the assessment and how to record children’s responses.  | Contact SSP trainer for their assessment tool. Contact your local English Hub for advice  |
| 1. The SSP programme is continued for pupils until they read fluently
 |  |  |  | A child’s phonics screen score is an indication of whether they are confident when decoding words. This does not assess a child’s fluency.  |  |
| 1. 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.
 |  |  |  | Important for parents to understand the importance of reading and rereading the decodables that are sent home in order to build fluency. |  |
| **Actions**  |

**B. Make a strong start in Reception**

*‘Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception’ SIH 2019*

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| **Reception Teachers:** | **A** | **B** | **C** | **Guidance**  | **Signpost of support**  |
| 1. Timetable daily SSP lessons from September
 |  |  |  | Once baseline is carried out in the first week or 2 of starting school, then a daily phonics sessions should be taught.  | RWI – Strong start in Reception document  |
| 1. Ensure that sufficient time is given to the teaching of phonics, reading and writing
 |  |  |  | Ensure at least 20 minutes is given to the teaching of phonics, reading and writing from the start and this builds to at least 45 minutes by the end of the year. This may be one session or organised throughout the day.  |  |
| 1. Follow the same SSP programme as Y1 and 2
 |  |  |  | There should be fidelity to one SSP throughout school. Ensure that there is not a mix and match of programmes.  |  |
| 1. Identify pupils who are falling behind, in their first few weeks in school
 |  |  |  |  |  |
| 1. Ensure extra practice matches the school’s SSP programme
 |  |  |  | Strategies for reinforcing the learning should be known by all staff, giving pupils practise in reading letter sound correspondences and oral sound blending throughout the day. Follow clear tutoring steps that target children’s learning efficiently.  | Tutoring steps should be available through your SSP training  |
| 1. Ensure all pupils sit where they can see the teacher and resources during SSP lessons
 |  |  |  | Important that adults seat children in a V of vision i.e. no child at the side of the adult teaching with restricted view of resources. Spotlight children (highlighted from assessments as key children in the group for e.g behaviour, focus, difficulty in retention) should be in the direct line of vision. Assessment opportunity maximised by adult facing the children as they teach.  |  |
| 1. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home
 |  |  |  | Options:* Face to face information sessions
* Run remotely
* Presentations/ information for parents on website
* Handouts
* Invited into sessions

Recommend that information gets shared termly with parents in order to keep them informed of the current phonics teaching being accessed by their child.  |  |

**C. Ensure cumulative progression of sounds and books**

 *‘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.’ SIH p87: 293*

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| **The Leadership Team ensure that:** | **A** | **B** | **C** | **Guidance**  | **Signposted support**  |
| 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)
 |  |  |  | Decodable means books that are matched to a child’s phonetic knowledge. The books that are given to a child to take home in order to reinforce learning to read must be decodable in line with the phonics teaching.  |  |
| 1. 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
 |  |  |  |  |  |
| 1. Pupils re-read these texts/books at school and home to build fluency
 |  |  |  | Children should read the books in school with an adult before these are sent home to read. At home these books should be read at least 3 times before returning to school. |  |
| 1. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently
 |  |  |  | Decodable books should be used for any child assessed as still needing to access phonics. |  |
| 1. Parents know how to increase their children’s fluency in reading sounds, words and books
 |  |  |  |  |  |
| 1. Parents understand the difference between stories to share and stories that children read aloud
 |  |  |  | Stories to share – RFP. Parents reading to or with their child Stories that children read aloud – Decodable books used to reinforce a child’s learning to read.  |  |

**D. Build a team of expert reading teachers**

*‘The school has developed sufficient expertise in the teaching of phonics and reading.’ SIH p87: 293*

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| **The Reading Leader:** | **A** | **B** | **C** | **Guidance**  | **Signposted support**  |
| 1. Has expertise in teaching phonics
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| 1. Has dedicated time to fulfil the role
 |  |  |  | RL should have weekly release time to carry out drop ins to phonic sessions with the opportunity to support staff through on the spot coaching. Weekly practice sessions with staff Release time to carry out /analyse half termly assessments. | St Wilfrid’s EH website for RL training guidance  https://stwenglishhub.co.uk/ |
| 1. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider’s training
 |  |  |  |  | Contact SSP providers for specific training details.  |
| 1. Ensures that SSP training is provided for new staff
 |  |  |  |  |  |
| 1. Practises with and coaches reading teachers and TAs frequently
 |  |  |  | On the spot coaching should be carried out by the RL during weekly drop insShort weekly practise sessions should be carried out with the reading team |  |
| 1. Coaches reading teachers who support pupils who have fallen behind.
 |  |  |  | RL trains the adults who are responsible for carrying out 1-1 tutoring sessions in the steps that are needed to run these sessions.  | For tutoring guidance contact your SSP provider |
| 1. Organises regular progress meetings
 |  |  |  | Fortnightly with HT to discuss the progress of the lowest 20% Pupil progress meetings Discussions with reading team following assessments Informal discussions with staff  |  |

**E. Reach the lowest 20% pupils**

‘*The ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately.*’ *SIH p87: 293*

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| **The Headteacher and Reading Leader:** | **A** | **B** | **C** | **Guidance** | **Signpost support**  |
| 1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support
 |  |  |  |  |  |
| 1. Uses the programme’s SSP assessment to identify immediately pupils falling behind
 |  |  |  | Assess more regularly the children that are of most concern/ accessing tutoring sessions.  |  |
| 1. Organises extra daily practice for pupils falling behind, following the school’s SSP programme
 |  |  |  | Short term, focused and highly targeted intervention/ 1-1 tutoring. These sessions need to be closely monitored for impact. | Steps for these intervention should be available through your SSP trainerFor support with this contact the EH  |
| Provides regular CPD for teachers to support pupils falling behind |  |  |  | Staff need to be trained on the specific tutoring steps.  |  |
| 1. Fast tracks late-entry pupils
 |  |  |  | Those children who join the school part way through the school year.  |  |
| 1. Engages the support of parents, where appropriate
 |  |  |  | How to engage the parents of the lowest 20%?  |  |