**English Hubs’ Early Reading Self-Audit**

The English Hubs programme aims to support excellent teaching of reading, centred on 3 priority areas; effective phonics teaching, language development and love of reading. To support schools during this time, we have prepared the following audit to help schools review their current Early Reading provision.

Our aims:

**Age appropriate phonics provision**

Encouraging best practice in systematic synthetic phonics teaching from school based early years provision to the end of key stage 1 and as the primary reading strategy throughout the school. This includes:

* Encouraging fidelity to a single systematic synthetic phonics programme
* Supporting effective use of decodable books in the early stages of learning to read to establish phonic decoding
* Supporting effective practice in formative assessment in relation to phonics / early reading.

**Early language development**

Providing evidence-based approaches to early language development and closing the word gap in school-based early years settings, including appropriate use of formative assessment. Building children's speaking and listening skills in a language rich provision that are well matched to the children's individual abilities. This allows for planning for progression and preparing children to learn to read.

**Promoting a love of reading**

Encouraging reading for enjoyment; supporting whole school reading approaches, reading to children at least once a day and encouraging reading at home as well as developing teachers’ knowledge of appropriate children’s literature. Ensuring that reading and language is embedded across the curriculum and is taught in a purposeful way. Children are confident presenting their work and using different types of texts to achieve their goals. Developing reflective practitioners who can talk confidently about books and use this creativity in their own work.

The audit below can be carried out by Headteachers, members of SLT, Reading Leaders and / or teachers to identify current early reading practice in your school. Please note that this is an internal audit, to accurately assure your results by a team of English Hub specialists, please [complete in a self referral form](https://www.yeatenglishhub.co.uk/seecmsfile/?id=1) and return to [hspencer@yeat.co.uk](mailto:hspencer@yeat.co.uk). From there, the hub will be in touch if you qualify for an English Hub led audit, and funding to support you in achieving the targets identified.

**English Hubs’ Audit Tool**

Matched to [Ofsted’s Education Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework) (EIF) and Challenge Checklist

*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.’* [*School inspection handbook*](https://www.gov.uk/government/publications/school-inspection-handbook-eif) *(SIH) p87: 298*

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| --- | --- | --- | --- | --- |
| The leadership team ensure that: | A | B | C | Comments |
| 1. Sufficient time is given to teaching phonics, reading and writing 2. All teachers and TAs teach the chosen SSP programme confidently 3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained 4. Pupils’ letter-sound knowledge and word reading is assessed every term /half term 5. The SSP programme is continued until for pupils until they read fluently 6. Resources are used consistently, effectively and in line with the SSP programme 7. 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. |  |  |  |  |

**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 | Comments |
| 1. Timetable daily SSP lessons from September 2. Ensure that sufficient time is given to the teaching of phonics, reading and writing 3. Follow the same SSP programme as Y1 and 2 4. Identify pupils who are falling behind, in their first few weeks in school 5. Ensure extra practice matches the school’s SSP programme 6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons 7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home |  |  |  |  |

**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: 298*

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| The leadership team ensure that: | A | B | C | Comments |
| 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) 2. 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 3. Pupils re-read these texts/books at school and home to build fluency 4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently 5. Parents know how to increase their children’s fluency in reading sounds, words and books 6. Parents understand the difference between stories to share and stories that children read aloud |  |  |  |  |

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

*‘The school has developed sufficient expertise in the teaching of phonics and reading.’ SIH p88: 298*

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| The reading leader: | A | B | C | Comments |
| 1. Has expertise in teaching phonics 2. Has dedicated time to fulfil the role 3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider’s training 4. Ensures that SSP training is provided for new staff 5. Practises with and coaches reading teachers and TAs frequently 6. Coaches reading teachers who support pupils who have fallen behind. 7. Organises regular progress meetings |  |  |  |  |

**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 p88: 298*

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| The headteacher and reading leader: | A | B | C | Comments |
| 1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support 2. Uses the programme’s SSP assessment to identify immediately pupils falling behind 3. Organises extra daily practice for pupils falling behind, following the school’s SSP programme   Provides regular CPD for teachers to support pupils falling behind   1. Fast tracks late-entry pupils 2. Engages the support of parents, where appropriate |  |  |  |  |

**F. Build talking and listening into all activities across the whole day**

(Not EIF)

*‘High quality adult-child interactions are important and sometimes described as talking* with *children rather than just talking* to *children. Adults have a vital role to play in modelling effective language and communication.’ EEF Preparing for Literacy, June 2018*

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| Teachers | A | B | C | Comments |
| 1. Identify pupils with delayed language and organise frequent one-to-one and small group discussion. 2. Teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group. |  |  |  |  |

G. Develop pupils’ listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

*‘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.’ SIH p87: 298*

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| Teachers | A | B | C | Comments |
| 1. Timetable a daily 20-minute storytime 2. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding 3. Organise appealing book corners 4. Show parents how to read aloud and talk about stories with their children and send home quality books |  |  |  |  |

**Summary of A to G**

*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. SIH p87: 298*

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| The headteacher can explain how: | A | B | C | Comments |
| 1. The SSP programme ensures success for *all* pupils, particularly the lowest 20%.  2. Reading is fundamental to the progress of pupils.  reading is taught from Reception, Year 1 and 2;   * Y1 pupils will meet the requirements of the PSC. * how all pupils are supported until they can read fluently.   3. How staff work as a team to ensure the elements in A to G are embedded in the school. |  |  |  |  |

**If you have mostly Bs and Cs, please contact us on englishhub@yeat.co.uk** please [complete in a self referral form](https://www.yeatenglishhub.co.uk/seecmsfile/?id=1) and return to [hspencer@yeat.co.uk](mailto:hspencer@yeat.co.uk) for further support.

n.b. depending on your results you may wish to consider spending some or all of your catch-up funding on training and/or resources to support your SSP provision. Schools are free to spend catch-up funding as they wish, as long as it is intended to support catch-up.

**Audit 2: Reading for Pleasure (RfP) Provision**

There are four core practices that, combined, motivate children to choose to read and become frequent readers.

1. **High quality reading aloud** **for pleasure.** This is in addition to reading aloud as part of literacy teaching. Reading aloud for pleasure enables children to access rich, challenging texts, offers a model for silent reading, prompts affective engagement and creates a class repertoire of ‘texts in common’ to discuss.
2. **Talking about texts reader to reader**. Talk about texts is essential to all literacy teaching, but this reader to reader talk is more informal, often spontaneous, and includes reciprocal book recommendations between children and teachers.
3. **Choice-led independent reading**Children need both time to read and support for making informed choices from a range of texts that tempt.
4. **Social reading environments** **in and around school.**These are key to creating a strong reading culture. Successful environments invite readers to engage and share the pleasures of reading.

**All of the above depend on** **teachers’ knowledge of children’s literature and non-fiction.**

Use the short checklist, below, to decide if:

* staff have a wide and deep knowledge of children’s literature and non-fiction;
* staff are familiar with and skilled in the 4 practices that motivate children to choose to read and become frequent readers;
* your books for RfP are high-quality, promote diversity and equality and are organised coherently;
* your reading/literacy leader is able to plan, support and monitor high-quality RfP provision.

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

**Is the reading for pleasure provision across your school the best it can be?**

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| --- | --- | --- | --- |
|  | A | B | C |
| **1.Check your staff know and can enthuse about**:  -  authors, illustrators and poets whose work they value (both traditional and contemporary)  -  books which skilfully promote equality and diversity |  |  |  |
| **2. Check your school RfP provision includes:**  -          daily read aloud sessions for pleasure, that are engaging and develop a love of language  -          regular informal opportunities for talking about stories, non-fiction and poetry to each other and their teachers  -          time when children to read to themselves or each other.    Avoid  A random mix of reading activities that are not rigorously planned, offered or monitored. |  |  |  |
| **3.Check your social reading environments in and around school include:**  -          high quality texts that reflect all children’s realities  -          well displayed, accessible book collections, with multiple copies of the shared set  -          appealing and relaxing spaces for reading alongside others  -          book recommendations by teachers and children.    Avoid  Emphasising the physical space at the expense of the book choices available.  Making reading a competition or offering rewards as this reduces intrinsic/long-term motivation. |  |  |  |
| **4. Check you have a reading/ literacy leader who:**  -       ensures rigorous RfP provision alongside the teaching of reading (SSP) and teaching    within the literacy curriculum  **-** organises training on staff knowledge and the 4 core RfP practices   -     monitors RfP provision and uses evidence to plan continual improvements |  |  |  |

**If you have mostly Bs and Cs, you are invited to email us on** [**englishhub@yeat.co.uk**](mailto:englishhub@yeat.co.uk) **for support or we can signpost you to research-based professional development, including web-based resources and CPD materials.**