

Handout 4. TFR Reading Audit 3 (The initial audit of reading)

School: _____

Date: _____

1. Raising standards in reading



Talk for Reading

Knowledge of reading standards	How does the school compare to national benchmarks for reading?	Well above	Above	At/ Around	Below	Well below	Brief notes regarding significant variation for pupil groups and/or variations in year groups
Pupil monitoring of reading	➤ Start of Early Years – Nursery						
Use of effective reading interventions/ additional support	➤ Start of Early Years – Reception						
	➤ End of Early Years – Reception						
	➤ Year 1 phonics screen						
	➤ End of Key Stage 1 reading standards						
	➤ End of Key Stage 2 reading standards						

For the teaching of reading ...	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Possible actions/Evidence
All staff have good knowledge and understanding of national expectations for their year group and the end of the key stage. (age-related and greater depth)						
All staff have good knowledge and understanding of the Y1 and Y2 phonics screen.						
All staff have good knowledge and understanding of the national reading assessments (SATs).						
School assessment systems quickly identify and support children with speech, language and communication needs.						
School assessment systems regularly monitor and identify all under-attaining children and those 'falling behind' in their reading.						
Effective interventions and support are used to accelerate progress in reading of identified under-attaining children and those 'falling behind'.						

2. Improving the teaching of reading		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Possible actions/Evidence
Subject knowledge	English lead has expertise in the teaching of reading and writing (including synthetic phonics).						
Planning	Sufficient time is allocated in the timetable for the teaching of synthetic phonics, reading comprehension and writing.						
Quality of the teaching of Reading	All staff understand the nature of the English alphabetic code and the principles underpinning synthetic phonics.						
Formative assessment	All staff have secure levels of subject and pedagogical knowledge to assess, plan and teach language comprehension effectively.						
Curriculum Provision	An effective synthetic phonics programme is in place in EYs/KS1 – going from ‘sound to print’, including correct letter formation.						
Timetable	School has a curriculum map of core texts allocated per year group with progression built in e.g., word knowledge and comprehension skills.						
	All staff understand why fluency is essential for language comprehension understanding.						
	All teachers listen to children read aloud 1:1 regularly to support the development fluency and check comprehension understanding.						

	All teachers know and understand the difference between formative and summative assessment in reading.						
	All staff know the children in their class ' as readers ' including their current attainment <u>and</u> their attitudes to reading.						
	Early readers access and read decodable books appropriate to the phonic phase in their reading development.						
	The whole school curriculum is designed to extend children's vocabulary and second tier words are explored in wider contexts.						
	Reading Spine – Challenging, quality texts have been identified and allocated to all year groups to read aloud. These include a range of fiction, poetry, rhymes, songs and non-fiction.						
	Teachers re-read/re-tell stories and poems and talk about them with children.						

Daily routines are well established across the whole school including:



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Reading Spine – a read aloud programme is established across the whole school, using a range of engaging, quality picture books and novels.

Poetry Spine – a read aloud programme is established across the whole school, using a range of poems, rhymes and songs.

Time is allocated for children to browse and read for pleasure from a range of engaging reading materials.

All teachers **model reading comprehension** through shared and guided reading sessions.

Explicit teaching of **second tier vocabulary** is explored from the texts read.

Shared and independent reading is planned across the wider curriculum, including exploration of second tier vocabulary.

3. Improving conditions for learning for reading		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Possible Actions / Evidence
Learning behaviours	All children express and exhibit a positive attitude to reading .						
Learning environment	Environments are made appropriately quiet and calm when learning to read.						
Resources	Furniture and classroom organisation supports children learning to read e.g., access to shared texts, access to screens and guided group work.						
Additional adults	Children are taught behaviours and routines for talk e.g., listening, standard English, spoken grammar, partner talk and responding to each other.						
	Book corners/areas, spaces to read (including libraries) are appealing, well-stocked, uncluttered and comfortable across the whole school.						
	Resources support the teaching and enjoyment of reading e.g., quality texts, series books, picture books, non-fiction, poetry, comics, magazines, news, etc.						
	There is an adequate annual budget to refresh and replenish reading materials.						
	All adults have good knowledge and skill when being deployed to support reading lessons, including additional intervention support sessions.						

4. Developing the professional learning community		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Possible Actions / Evidence
School Culture Professional Development Learning Networks	Headteacher takes responsibility for developing a strong reading culture across the whole school.						
	‘Reading for pleasure’ is central to school culture and promoted across the whole school, resulting in children avidly reading for pleasure.						
	‘Teachers as readers’ – All staff are enthusiastic and knowledgeable readers of children’s literature – fiction, poetry and non-fiction. (Traditional and contemporary)						
	Leadership regularly audits staff training needs in the teaching of reading and provides focused support.						
	English lead has sufficient time dedicated to developing the teaching of reading across the whole school.						
	Sufficient time is dedicated to planned professional development and support through training, practice and in-class coaching.						

	Professional learning opportunities include regular reading of relevant research and development in the teaching of reading.						
	Staff professional development includes discussion on the impact of actions on children, leading to the development of school policy and practices.						
	Families are informed about the school's synthetic phonics programme and how they can support through additional practice at home.						
	Families are informed and supported around the benefits of the read aloud programme in school and how they can support at home.						
	Families have access to books to share with their children at home.						
	Governance is positively and actively engaged with raising standards in reading , holding the school to account and supporting school actions.						
	Leadership makes effective use of relevant local and national professional learning networks.						<p>© Talk for Writing</p> <p>This resource may be reprinted to support in-school training but should not be used for commercial gain, placed on the internet or used with other schools or institutions.</p>