

Reading Audit Report

Date: 1.3.22

Focus of Audit: phonics and reading provision across the school

Brief description of activities conducted:

Three members of SLT conducted the audit. Phonics teaching was observed in Reception, Year 1 and Year 2. Whole class reading sessions were observed in Year 3 – 6. The team listened to pupils read from all year groups, focusing on the lowest 20% and the more-able. The Phonics/ Early Reading Leader and English Leader took part in 'Deep Dive' discussions led by the Head teacher and Deputy Head teacher.

Areas of Strength:

The school prioritises reading so that pupils will learn to read, regardless of their ability. The recently implemented 'Sounds-Write' phonics approach is having a very positive impact. Consistency of approach and fidelity to the scheme were seen in all observations. The children were all engaged and are clearly used to supportive routines within lessons. The school is on track to achieve at least in line with national expectations in this year's Y1 phonics screening and this is because of the excellent phonics teaching, combined with well organised lessons and very effective same day keep up interventions, which take place every afternoon. The Phonics Leader has an excellent understanding of phonics and early reading and spoke with confidence about all systems in place; justifying why recent changes had been made and referring to research that had taken place to ensure the most effective provision for this school. It was not clear whether daily keep up phonics interventions are taking place in EY and Y2, this will be investigated further. The provision of whole class phonics teaching in Y3 and Y4 also needs further discussion to ensure all children are ready for the next stage of their learning.

Early reading: During the activity of listening to a range of KS1 children read, it was evident that the books carefully matched the ability of pupils. The reading books were fully decodable and pupils could apply their phonics skills to support their reading.

Each classroom and the whole school environment is bright, welcoming and has many examples of promotions to encourage children to read. The school has accessible reading areas and has the incentive of a book vending machine in place. The Phonics/ Early Reading Leader reported that EY and KS1 will soon be starting a RED Ted initiative to promote regular home reading.

Whole class reading sessions were observed in KS2. The majority of which showed good to outstanding practice. All classes were introducing a new text and the majority expertly set the context prior to reading by providing images, defining challenging, colloquial or historical vocabulary and language and providing background information. This vastly enhanced pupils' capability to comprehend the text they were reading. In all lessons teachers modelled exemplar reading aloud and children were also given many opportunities to read aloud to an audience. Children were required to predict, define and justify their answers or opinions and they did this with a degree of confidence. Best practice observed should be encouraged across all of KS2 to give children familiar routines in their reading lessons; reducing cognitive overload and allowing them to focus on the skills of comprehension.

During the activity of listening to KS2 children read, the majority read with fluency and were reading books that closely matched their ability. All teachers should ensure that children are aware of their ZPD so they independently choose texts of preference, from our school library, which are still at their level of competency.

The very lowest ability readers in KS2 should only be exposed to fully decodable texts, as even a book with a low ZPD still contains words that aren't easy to decode, resulting in a lack of fluency and potentially lowering confidence and enjoyment.

Areas for development as agreed with leaders:

- Source further training in the teaching of reading for all staff, particularly support staff.
- Ensure 'keep up sessions' happen daily (Rec – Y3) and this practice is fully embedded.
- Ensure particular children are identified for more detailed diagnostic testing in phonics and reading – to ensure gaps in learning are filled rapidly.
- Ensure that choral reading is taking place daily from Rec – Y3, to recognise written expression, to improve spoken expression and develop prosody.
- Develop a full 'package' for those children who are the lowest 20% in reading, including how often they read, group/ individual? How assessed and how often? Interventions in place and how to engage their parents/ carers.
- Construct a document that illustrates the strategic links in place between all we are doing in reading and phonics.
- KS2 staff to develop a standard set of power point slides that can be used routinely in whole class reading lessons, to provide consistency of practice.

Overall Evaluation:

Phonics – the 'Sounds-Write' approach has been successfully led and implemented this year. There is clear consistency across EY/ KS1, it is systematic and sequential and taught with a high level of fidelity. The school's training programme is strategic and is resulting in key staff receiving very intensive, high quality phonics training. Further development is needed in Y3/ Y4 to extend this consistency of approach, although both Y3 and Y4 teachers have already completed their Sounds-Write training.

Early reading is well promoted and it is clear that reading is valued throughout the school. Children's reading books are fully decodable and well matched in EY and KS1. This must also be ensured for the lowest ability children in KS2, who still need to focus on basic decoding and fluency.

Whole class reading lessons in KS2 were generally very strong, best practice should be shared and used to provide a more routine approach to the four stage approach currently in place.

The majority of children in KS2 who read to a leader, had books that matched their stage and ability. Class teachers must ensure that all children are clearly aware of their ZPD, to ensure they choose suitable texts.

Where observed, intervention and assessment was strong, again best practice should be shared to ensure complete consistency for all children and to accelerate progress.