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**English Hubs: Initial audit of provision - Teaching early reading through Systematic Synthetic Phonics**

**Facilitating excellent teaching of reading and early language in Reception and KS1**

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| School Name |   |
| Supporting English Hub: | **Kingsnorth English Hub** |
| Headteacher’s name |   |
| English/Phonics Lead’s name |  |
| Contact details | Phone number: Email address:  |

 **Data Analysis** -This should have already been shared through the Expression of Interest (EOI) form.

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| 1. **A systematic synthetic phonics programme of proven effectiveness is followed with rigour and fidelity.**
 |
| **Fundamentals of effective provision** | **Satisfactorily in place** | **Some development needed** | **Not yet satisfactorily in place** | **Comments** |
| * All staff are full trained in delivery of the programme\*
 |  |  |  |  |
| * The programme is started almost immediately children enter Reception.
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| * The pace of the programme is maintained.
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| * Enough time and priority are given to fully implement the programme; teaching of the programme is not necessarily limited to former NLS ’20 minutes’.
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| * Teaching extends beyond ‘dedicated time’ and is applied and reinforced when appropriate throughout day.
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| * The programme is carried through until at least the point where children can read almost all words fluently.
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| * There is no mix-and-match of programmes.
 |  |  |  |  |
| 1. **Children practise early reading with fully decodable books that:**
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| **Fundamentals of effective provision** | **Satisfactorily in place** | **Some development needed** | **Not yet satisfactorily in place** | **Comments** |
| * ‘Are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.’ (National Curriculum[[1]](#footnote-1))
 |  |  |  |  |
| * are closely matched to programme used (often integral)
 |  |  |  |  |
| * are fully decodable at child’s current level and do not simply practice phoneme(s) most recently taught
 |  |  |  |  |
| * are not mixed with non-decodable books for independent reading practice
 |  |  |  |  |
| * include a controlled, small number of ‘tricky words’ the decoding of which has been specifically taught
 |  |  |  |  |
| * Are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.
 |  |  |  |  |
| * In all Independent reading, children apply phonic decoding as the route to reading unknown words, avoiding alternative strategies
 |  |  |  |  |
| * Comprehension is rigorously taught in addition to, but not as an alternative to, phonically-based word reading.
 |  |  |  |  |
| 1. **A ‘can-do’ attitude permeates everything with full expectation that all children will attain or exceed expected standards.**
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| **Fundamentals of effective provision** | **Satisfactorily in place** | **Some development needed** | **Not yet satisfactorily in place** | **Comments** |
| * Grouping is appropriate for the school and effective in ensuring success for all abilities.
 |  |  |  |  |
| * TAs are deployed and used to optimum effectiveness.
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| * Progress is continually assessed using a simple but effective system.
 |  |  |  |  |
| * Regular progress meetings are held.
 |  |  |  |  |
| * There is particularly close monitoring of children making slowest progress.
 |  |  |  |  |
| * Children in danger of falling behind are swiftly identified and sufficient effective additional support provided to enable them to keep up.
 |  |  |  |  |
| * Children experiencing significant difficulty are provided with sufficient effective intensive support to reach required standard.
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| **This document has been completed alongside the school and agreed by the school leadership.** |
| **Headteacher Signed:** |  | **English Hub Lead** |  |
| **Date:** |  | **Date:** |  |

1. <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> (page 20) [↑](#footnote-ref-1)