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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. | |  |  | | | |  |  | | | |
| * The pace of the programme is maintained. | |  |  | | | |  |  | | | |
| * Enough time and priority are given to fully implement the programme; teaching of the programme is not necessarily limited to former NLS ’20 minutes’. | |  |  | | | |  |  | | | |
| * Teaching extends beyond ‘dedicated time’ and is applied and reinforced when appropriate throughout day. | |  |  | | | |  |  | | | |
| * The programme is carried through until at least the point where children can read almost all words fluently. | |  |  | | | |  |  | | | |
| * There is no mix-and-match of programmes. | |  |  | | | |  |  | | | |
| 1. **Children practise early reading with fully decodable books that:** | | | | | | | | | | | |
| **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.** | | | | | | | | | | | |
| **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. | |  | |  | |  | | |  | |
| * 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)