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English Hubs
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The Reading Framework 2021: Audit

Please find the DfE audit document, which you will be able to use to help audit your provision. This audit is taken directly from the DfE 'The Reading Framework – Teaching the Foundations of Literacy (July 2021)

Audit: Language comprehension

	Current practice
A clearly defined curriculum extends children's language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject.	
Children are taught routines for back and forth talk.	
Activities are used effectively to develop children's language.	
Non-fiction books related to experiences and activities are read with children and made available for them to share at school and at home.	
Effective procedures identify and support children with speech, language and communications needs (see Appendix 2: Supporting children's thinking).	
Teachers are aware of practices that could reduce interactions with children.	
Actions to be taken (by term)	

Audit: Storytimes

	Current practice
The daily time for stories is a priority. Teachers prepare the story reading so they can capture children's attention.	
Extra small-group storytimes are timetabled for children with speech, language and communication needs.	
Staff have a wide knowledge of traditional and contemporary children's literature.	
High-quality stories to read aloud to children, including traditional and modern stories, are organised, listed and shared.	
In stories and other books, children encounter others whose experiences and perspectives are both similar to and different from their own.	
Teachers re-read stories and talk with children about them to build familiarity and understanding.	
Some stories are dramatised with children when they know the story well.	
'Second tier' vocabulary is explored in wider contexts, once children know a story well.	
Books are made available for parents to share with their children at home.	
Teachers explain to parents the benefits of reading aloud at home.	
Book corners are appealing to children and uncluttered.	
Children have time to browse, and re-read or retell stories that have been read to them.	
Actions to be taken (by term)	

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Audit: Poetry, rhymes and songs

	Current practice
The daily poetry, rhyme and singing session is a priority.	
Poems, rhymes and songs for each year group are listed.	
Actions to be taken (by term)	

Audit: Principles underpinning the teaching of phonics

	Current practice
Teachers understand the nature of the English alphabetic code.	
Teachers understand the principles underpinning a programme of synthetic phonics.	
Actions to be taken (by term)	

Audit: Teaching a systematic programme

	Current practice
The school has adopted a systematic synthetic phonics (SSP) programme.	
Direct teaching of phonics takes place every day for all children from the start of the Reception year.	
Interactive lessons ensure all children participate fully.	
Children are taught correct letter formation and practise it daily.	
Children are given tasks that allow them to practise and apply what they have been taught.	
Children practise reading only with books that are decodable for them at that stage of their learning.	
Children read a decodable book or other decodable text most days.	
Resources are organised effectively.	
The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.	
Enough books are available at each stage of the phonics programme for children to practise reading.	
Teachers are aware of activities that might hinder children's progress in learning to read and write.	
Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice.	
Actions to be taken (by term)	

Audit: Developing fluency

	Current practice
Teachers understand why fluency is essential for children's reading comprehension.	
Accurate decoding is assured before children move on to read a new book.	
The meaning of new words is explained to children to increase their vocabulary and accelerate their reading of words 'at a glance'.	
Children sometimes, from the earliest stage, re-read books to practise and improve their fluency.	
Actions to be taken (by term)	

Audit: Assessment

	Current practice
Teachers understand the difference between formative and summative assessment in relation to reading.	
Teachers use formative assessment throughout a lesson.	
Leaders use summative assessments to plan professional development.	
Teachers understand the specific purpose of the phonics screening check.	
Reading comprehension is not assessed until a child is a fluent reader.	
Actions to be taken (by term)	

Audit: Keeping up from the start

	Current practice
Phonics lessons are of the highest quality to reduce the likelihood that children might need extra support.	
Children at risk of falling behind are identified within the first three weeks of their starting in their Reception year.	
These children have extra daily phonics practice with a well-trained adult.	
Each child receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching.	
Actions to be taken (by term)	

Audit: Older pupils who need to catch up

	Current practice
Phonic assessments identify pupils with poor decoding skills as soon as possible.	
Sufficient support accelerates progress, including for new arrivals and pupils who are learning English as an additional language.	
Each pupil receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and	

language needs; their attendance; time at the school, and previous teaching.	
Actions to be taken (by term)	

Audit: Leadership and management

	Current practice
The headteacher takes responsibility for building a strong reading culture.	
The headteacher believes that virtually all children can learn to read, regardless of their background, needs or abilities, and acts to make this happen.	
Professional development, including training, practice and coaching, is planned and effective so all staff become experts in teaching reading and writing.	
The literacy lead has expertise in and experience of teaching phonics.	
The literacy lead has sufficient, dedicated time to fulfil the role.	
Sufficient time is planned for the teaching of phonics, reading and writing.	
Routines are strong, school-wide and reinforced consistently to support children's learning.	
Actions to be taken (by term)	

