



# Dandelion Learning

## Phonics and Early Reading Curriculum Audit Tool



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| Design and Intent   | 1 | 2 | 3 | Notes/Actions |
|---|---|---|---|---------------|
| The importance of early reading and the place of phonics as the prime approach to decoding print, (a phonics 'first and fast' approach) is understood and prioritised. Research, policy and the curriculum around early reading has been explored and has been used to inform and underpin whole school policy. Learning to read is at the heart of the school. |   |   |   |               |
| A high quality systematic, synthetic phonics programme (which matches the DfE's core criteria for high quality phonics programmes) has been chosen with clear progression of knowledge and skills, designed and taught so that pupils read at an age-appropriate level.   |   |   |   |               |
| The phonics programme includes activities based on rhythm, rhyme and music and these are integrated within the curriculum to develop phonological awareness throughout EYFS. The importance of these activities in supporting phonemic skills and 'paving the way' for a systematic phonics programme is understood by all practitioners in EYFS and KS1.       |   |   |   |               |
| The phonics programme maps incremental progression in phonic knowledge and skills enabling teachers to track children's progress, assess for further learning and identify difficulties early so that appropriate support can be provided.  |   |   |   |               |
| An ambitious intervention programme/additional support is designed to accelerate pupil progress for pupils who are working below age-related expectations.  |   |   |   |               |
| There is deep understanding across all staff of the developmental stages in pupils' communicative and phonological awareness and their acquisition of phonic knowledge and skills.  |   |   |   |               |
| There is an understanding amongst all stakeholders that barriers to early reading for individual pupils should be identified and addressed as swiftly as possible.  |   |   |   |               |
| The school understands the key importance of parental engagement in supporting early reading and where knowledge and skills are not acquired at home, the need to develop these in school is prioritised.   |   |   |   |               |
| Implementation  | 1 | 2 | 3 |               |

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| <p>There is a sharp focus on ensuring all pupils gain the phonics knowledge and skills and reading comprehension necessary to read. Phonics is taught daily and discretely, planned and delivered in interactive, stimulating and multi-sensory ways that engage learners and help them progress at a good pace.</p>                                      |  |  |  |  |
| <p>The phonics programme ensures learning of common exception words (that do not conform completely to grapheme/phoneme correspondence rules) is systematic and cumulative.</p>   |  |  |  |  |
| <p>Phonics teaching allows for daily revisit and review of previously taught phonemes/graphemes and 'tricky words'.</p>   |  |  |  |  |
| <p>The daily teaching session allows for application of blending and segmenting. These skills are taught as reversible processes and teachers illustrate 'the point of phonics'. Teachers model correct articulation of phonemes.</p>   |  |  |  |  |
| <p>The whole school environment illustrates the importance of vocabulary development.</p>   |  |  |  |  |
| <p>Children have daily opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities, across the areas of learning both indoors and out.</p>  |  |  |  |  |
| <p>Teachers have excellent knowledge of high-quality literature that supports the teaching of early reading. Rich texts which support the teaching of phonics are identified and used alongside quality texts consistent with pupils' developing phonic knowledge. This ensures phonic development is contextualised in a love of books and language.</p> |  |  |  |  |
| <p>Children have opportunities to apply their phonic knowledge and skills in appropriate texts matched to their phonic knowledge.</p>   |  |  |  |  |
| <p>Pupils are immersed in the joy of reading and experience storytelling, drama, sharing books together, being read to aloud and have access to an environment full of a wealth of high-quality books and poems as the starting point to their reading journey.</p>   |  |  |  |  |
| <p>Assessment of phonics is designed thoughtfully to shape future learning yet is not excessive or onerous.</p>   |  |  |  |  |

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| Rigorous tracking is in place to ensure barriers to early reading are swiftly identified and appropriate strategies and interventions put in place. Any trends or underperforming groups are identified and addressed. Early intervention is crucial.   |          |          |          |  |
| Any interventions and strategies to support struggling readers are regularly reviewed and monitored for effectiveness.  |          |          |          |  |
| Leaders regularly review and quality assure phonics teaching and learning. Teachers have expert knowledge of phonics. Ongoing training and development for staff is maintained to ensure high quality teaching of early reading and phonics across the whole school. Leaders create experts in the teaching of reading to support whole school development. |          |          |          |  |
| The whole school policy for early reading is clearly communicated to parents/carers so that they are informed and knowledgeable about the school's approach to early reading and the teaching of phonics.   |          |          |          |  |
| <b>Impact</b>   | <b>1</b> | <b>2</b> | <b>3</b> |  |
| Pupils enjoy phonics teaching, move swiftly through phases of development and achieve well. This is reflected in results from national tests.   |          |          |          |  |
| Good progress is made by all pupils and is aligned to National Curriculum requirements for word recognition and reading comprehension. Pupils are fluent readers having secured word recognition skills by the end of Key Stage one.  |          |          |          |  |
| Tracking shows that intervention for phonics accelerates pupil progress so that pupils 'catch-up and keep-up' enabling pupils to read at an age-appropriate level.  |          |          |          |  |
| Pupils apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular.   |          |          |          |  |
| Pupils enjoy sharing books with peers. They read with fluency, confidence and enjoyment.  |          |          |          |  |
| Parents understand the importance of phonics in the teaching of early reading and know how to support their children with reading.  |          |          |          |  |