

Recommended review
for all schools and
programmes

Phonics Audit

Undertake the phonics provision audit alongside the English Lead, or another member of the school leadership team. This will support further understanding of current provision and help to action plan.

Annual review

Key questions:	Comments/evaluation:
Fidelity to the programme	
<p>Does the school have a comprehensive, progressive phonics programme that follows an agreed structure and sequence GPC's and common exception words?</p> <p>Is the programme supported by a series of lesson plans that everyone uses?</p> <p>How do you know?</p>	
<p>Do all teaching approaches and supplementary resources align to your identified programme?</p> <p>Eg</p> <ul style="list-style-type: none"> • Phase specific GPC charts / mats • CEW / tricky word sequence • Lesson sequence / structure • Physical and IWB resources 	
<p>Are phonic readers aligned with the phonics progression outlined in your programme?</p> <p>Are key phonic readers indicated in planning to ensure teachers use the correct books?</p>	
<p>Do pupils read phonic reading books at home that are aligned with your programme?</p>	

Assessment and pupil progress

Review of assessment procedure

What procedures are in place for assessment?
How regularly are pupils assessed?
Who carries out the assessments?
How often are the assessments moderated and by whom?
What is the role of the assessment leader, English Leader and phonics leader in reviewing the data?

What are the standards regarding achievement of learners:

- on entry to the school?
- by the end of the EYFS?
- by the end of Key Stage 1?

How do these compare with LA and national standards?
(2019 – data)

Are there any patterns over time?

How much progress do different groups of pupils (PP/gender/SEND) make in phonics through EYFS and Key Stage 1 in your school?

What is in place prior to, and at the beginning of Year R, to address the possible gap for previously identified groups of children?

Does the school have a progression map for phonics, identifying key milestones?

<p>How is progress tracked in EYFS and Key Stage 1, and how is it used to inform teaching and learning?</p>	
<p>How are pupils who are not making sufficient progress identified? What support and resources are provided for these children?</p> <ul style="list-style-type: none"> • How is the impact of interventions measured? By whom and when? • How regularly is their progress tracked? • Is the progress of the pupil/s discussed during Pupil Progress meetings? 	
<p>How are pupils further supported if they don't pass the phonics checks in Y1/Y2?</p> <p>Is the support for the pupil/s in addition to the teaching of reading, writing and spelling?</p>	
<h2 style="margin: 0;">Quality of Teaching and Learning</h2>	
<p>Are all staff members appropriately trained to deliver high-quality phonics teaching and address the teaching of reading/writing?</p> <p>When did teachers and LSAs last receive training / refresher training for phonics?</p>	
<p>To develop a consistent approach to the teaching of phonics, are there regular opportunities for members of staff to observe each other teaching phonics?</p>	
<p>Is the programmes lesson structure consistently implemented?</p> <p>How do you know?</p>	

<p>If pupils are grouped for phonics...</p> <ul style="list-style-type: none"> • Which members of staff teach the groups? • Who plans the lessons? • How are expectations for each session shared? • When is feedback given? 	
<p>How are phonic resources used in the school to deliver a systematic daily discrete phonics teaching session?</p> <ul style="list-style-type: none"> • Which areas would benefit from further resourcing? 	
<p>How do teachers plan opportunities for application of phonic skills and knowledge into reading and writing and across all areas of learning in EYFS?</p> <ul style="list-style-type: none"> • How well resourced is multisensory teaching? 	
<p>How do teachers plan opportunities for application of phonic skills and knowledge into reading and writing across the entire curriculum in Year 1 and Year 2?</p> <ul style="list-style-type: none"> • If another member of staff is delivering the lesson, what is in place to ensure the new phonics skills taught in the session, are applied throughout the day and beyond? <p>Are strategies for phonics modelled in all areas of the curriculum? Is this a consistent approach?</p>	
<p>How are the programmes tricky words / CEW taught?</p> <p>What strategies and approaches are used for a pupil who has not secured the tricky words for each phase?</p>	

<p>How does the learning environment support pupils in their daily phonics lessons and their application of phonics into writing?</p> <p>How does the classroom environment support a child who is not on track to achieve the outcomes in their current phase?</p>	
Developing a professional learning community	
<p>How do parents and carers know about the school's approach phonics?</p> <p>Are parents and carers aware of pure sounds? How are these shared?</p>	
<p>How are governors informed about the teaching of phonics?</p>	
<p>How confident do all staff in FS, KS1 and KS2 feel in teaching reading and writing, particularly phonics? How do you know?</p>	
<p>What relevant CPD is planned, including for LSAs and KS2 teachers?</p>	