North Tyneside Early Years and School Improvement Service

PHONICS AUDIT 2021

This audit tool has been designed to help you evaluate your provision of phonics in your school. It uses aspects of the DfE 'Validation of synthetic phonics programmes' https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation#note10 and good practice to support your audit of practice and provision.

Use the following to guide you:
RED – this is **not** in place in school
AMBER – this is **partially** in place in school
GREEN – this is **fully** in place in school

Any aspects identified as RED or AMBER should be prioritised and added to your subject action plan.

	R	A	G	What is your evidence for this?	Planned actions/notes
PHONICS PROGRAMME 1) There is a complete SSP programme in school 2) Is this a DfE approved scheme? 3) **All** teaching shows fidelity to the programme for the duration 4) The programme promotes the use of phonics as the route to reading unknown words before any subsequent comprehension strategies are applied 5) The focus is on phonemes [footnote 2] , and not on 'consonant clusters' (/s/+/p/+/l/ not /spl/) or 'onset and rime' (/c/+/a/+/t/ not c-at, m-at, b-at)			(green) (green) (green) (green) (green)	1. Follow Read, Write Inc scheme 2. Yes 3. Yes, seen through learning walks 4. RWInc promotes this 5. Speed sound lessons	

6) Explicit teaching of SSP begins in Reception		🟩	6. Yes	
7) There is a structured route of teaching phonics which is mapped out as clear progression of which GPCs are taught by when		🟩	7. Yes, progression maps shows expectations and RWInc scheme have structure for teaching phonics	
8) The programme begins by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on		🟩	8. RWInc promotes this 9. RWInc structure is progressive 10. Speed sound lessons 11. 'red words'	
9) The programme progresses from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English		🟩	12. Scheme has chants on set 1 sounds, school have handwriting policy 13. Small groups – incorporate visual, auditory learning	
10) The programme teaches children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word		🟩	14. Used online lessons via YouTube teaching speed sounds	
11) The programme teaches children to read and then spell the most common exception words, noting the part of a word that makes it an exception word. These words are introduced gradually		🟩	14.a green words/texts for each group	
12) Resources support the teaching of lower-case and capital letters correctly, with clear start and finish points		🟩	14.b Use school handwriting policy Have all resources	
13) The programme is built around direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach.		🟩		14. Need to create guidance for online delivery
14) There is clear guidance on how direct teaching		🟩		

sessions can be adapted for online delivery (live or recorded) (see notes 4 and 5)					
The programme includes:		🟩			
a) words and texts for reading practice					
b) teaching activities for writing practice (letter formation and spelling)					
Resources provided as part of the programme such as:		🟩			
• flash cards • friezes • word cards • grapheme wall posters					
should match the GPCs and progressions in the programme		🟩	GPCs – grapheme phoneme correspondence		
15) Resources enable teachers to deliver the programme effectively including sufficient decodable reading material			15. RWInc resources available for all staff, annual resource audit carried out		
16) Pupils can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words (important, see note 7)		🟩	16. RWInc home books sent home each week alongside school reading books		
17) There is guidance and resources to ensure children practise and apply the core phonics they have been taught (This should include providing examples of adapted teaching approaches and materials that accommodate the learning needs of children with special educational needs and/or disabilities where required. This could include, for example, editable large dice, small magnetic whiteboards with magnetic		🟩	17. Learning walks show further resources are used		

	R	A	G	What is your evidence for this?	Planned actions/notes
letters as well as phoneme frames, foam magnetic letters and flash cards) 18) There are clear expectations for children's progress, e.g., progression map of incremental knowledge 19) There is clear guidance on how to support children so that they keep up with their peers 20) There is a phonics lead in school who oversees phonics			🟩🟩🟩	18. Phonics lead created spreadsheet in shared area to monitor progress and progression map created 19. Staff training/modelling 20. Joanne Tappenden	
	R	**A**	**G**	**What is your evidence for this?**	**Planned actions/notes**
PHASE 1 1) Phase 1 is the focus of teaching and learning activities in nursery (no explicit teaching of SSP until Reception) 2) Phase 1 teaching continues from Reception and underpins language development			🟩🟩	1) (SSP Speech Sounds Pics) Phase 1 starts in nursery 2) Alongside NELI programme/Launchpad for Literacy	
	R	**A**	**G**		**Planned actions/notes**
TEACHING OF PHONICS 1) There are **daily** phonics teaching sessions from Reception onwards 2) Teaching focuses on the segmentation and blending of sounds to read the word from left to right 3) Teaching focuses on children applying the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words			🟩🟩🟩	1) Daily phonics shown on timetables 2) Speed sound lesson 3) Segmenting in speed sound lessons, RWInc approaches used in reading such as dots and dashes	

4) Teaching provides opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences, **both within and outside of phonics lessons**	🟩	4) Green words in speed sound lessons and 'hold a sentence'
5) Teaching ensures that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme	🟩	5) 'red words' introduced through texts
6) At first, children are not be taught to join letters [footnote 3] or to start every letter 'on the line' with a 'lead-in', Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print)	🟩	6) Handwriting policy is followed in school
7) There are direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach	🟩	7) Yes
8) Direct teaching sessions involve a **routine** so that teachers and children get to know what is coming next and minimum time is spent explaining new activities	🟩	8) RWInc uses rote teaching approach
9) Teaching and learning activities are interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal	🟩	9) Learning walks evidence this
10) Where computer-based resources are included, these should support or supplement direct teaching by the teacher, but not replace it	🟩	10) Oxford Owl is used for further resourcing

				What is your evidence for this?	Planned actions/notes
Teaching and learning activities are NOT: • over elaborate • difficult to manage • take children too long to complete • will likely make children focus on something other than reading or writing 11) What size is each phonics group? 12) Do you use cross-phase groups? 13) When were all phonics groups observed to ensure consistency & quality of teaching? 14) Are the teaching spaces used appropriate? e.g., no distraction/well-resourced/good sound 15) There **isn't** a combination of approaches used e.g. RWI cards with Jolly phonics actions				11) Up to 20 12) Mix ks1 and EYFS after Christmas if appropriate 13) Learning walks completed termly 14) All teaching spaces off enough space for size of group and display appropriate resources 15) RWInc is used across the school and is the only phonics scheme used	

	R	A	G	What is your evidence for this?	Planned actions/notes
DECODABLE TEXTS 1) Texts and books children read independently are fully decodable for them at every stage of the programme (This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions should be a small number of common exception words (see note 2) that the child has learned as part of the programme up to that point)			G	1) RWInc books match ability and are decodable with HFW already taught	

	R	A	G	What is your evidence for this?	Planned actions/notes
2) Texts do **not** require pupils to use alternative strategies to read unknown words 3) If using guidance on the teaching of phonics from one publisher and decodable books from another, do these decodable books match the phonic progression of the programme?			G	2) Text allow children to use known strategies 3) Phonics lessons and decodable books (Both in school and home) are from RWInc	

	R	A	G	What is your evidence for this?	Planned actions/notes
ASSESSMENT OF PHONICS 1) There are clear expectations for children's progress, e.g. an incremental progression map 2) Assessments are frequent and ongoing 3) Assessments track and record children's progress and to identify those children at, below or above expected levels 4) Appropriate support is put in place for pupils to support good progress 5) Children who are at risk of falling behind, including lowest 20% attainers, are provided with extra practice to consolidate and master the content of the programme 6) 1:1 tutoring is put in place to support pupils with greatest need 7) How is phonic knowledge assessed & tracked across key stage 1 AND into key stage 2? (NB passing the phonics screening check does not mean that all		4) A 6) A	1) G 2) G 3) G 5) G	1) Progression map created (Move up 1 group each half term) 2) Assessments carried out each half term 3) Assessment outcomes are recorded on spreadsheet, highlighting progress and identifying those falling behind 4) Learning walk feedback shared and observations of RWInc staff offered 5) Small group intervention during afternoons 6) 7) RWInc assessments used throughout Receptions, ks1 and year 3 to identify gaps	4) Share good practise and guidance 5) Must continue further RWInc intervention in afternoons 6) 1:1 intervention to be offered

	R	A	G	What is your evidence for this?	Planned actions/notes
phonics knowledge is secure) 8) Do all class teachers know where every child in their class is in terms of their phonics knowledge? How is this information shared? 9) What provision is made for pupils in KS2 who are not yet secure in phonics? 10) Do you check 6 months later (esp. in Y3) to ensure that phonics knowledge is still secure?		9) 🟧 10) 🟧	8) 🟩	8) Information shared through spreadsheet kept in shared area and through group information being shared with everyone. Key notes made on assessments if needed and verbal feedback given to teachers after assessment if appropriate 9) Fresh start has previously been in place 10) During lockdown, assessments carried out	9) Fresh Start to be restarted September 2021/22 10) Yr3 to continue to complete RWInc assessments to find gaps in learning to address during basic skills

	R	A	G	What is your evidence for this?	Planned actions/notes
STAFF TRAINING 1) Staff knowledge and skills are strong to support the delivery of phonics 2) Staff training is up to date for **all** staff involved in the provision of phonics 3) School uses any external support to enhance delivery and provision of phonics		2) 🟧 3) 🟧	1) 🟩	1) Learning walks and assessment outcomes evidence this 2) JT has met with other reading lead to receive up to date guidance in RWInc 3) JT has met with other reading lead	2) JT to organise RWInc training for whole staff

From entries in your red column, make a list of priorities for action

1. RWInc training for all staff ＿＿＿＿

2. 1:1 /small group interventions to be offered consistently ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3. Fresh Start to be used in KS2 ＿＿＿＿

   Monitor lower KS1 progress in phonics more closely and consistently

4. ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5. ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿