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| **Context** |
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| **Reading****Age Related Expectations** | **End of last academic year**  | **Autumn term** | **Spring term** | **Summer term** |
| **% ARE** | **% above ARE** | **% ARE** | **% above ARE** | **% ARE** | **% above ARE** | **% ARE** | **% above ARE** |
| **Nursery** |  |  |  |  |  |  |  |  |
| **Reception** |  |  |  |  |  |  |  |  |
| **Year One** |  |  |  |  |  |  |  |  |
| **Year Two** |  |  |  |  |  |  |  |  |
| **Year Three** |  |  |  |  |  |  |  |  |
| **Year Four** |  |  |  |  |  |  |  |  |
| **Year Five** |  |  |  |  |  |  |  |  |
| **Year Six** |  |  |  |  |  |  |  |  |

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| **Phonics Screening****Year Group** | **2015****% children passing screening** | **2016****% children passing screening** | **2017****% children passing screening** | **2018****% children passing screening** |
| **Y1** |  |  |  |  |
| **Y2** |  |  |  |  |

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| **Writing****Age Related Expectations** | **End of last academic year**  | **Autumn term** | **Spring term** | **Summer term** |
| **% ARE** | **% above ARE** | **% ARE** | **% above ARE** | **% ARE** | **% above ARE** | **% ARE** | **% above ARE** |
| **Nursery** |  |  |  |  |  |  |  |  |
| **Reception** |  |  |  |  |  |  |  |  |
| **Year One** |  |  |  |  |  |  |  |  |
| **Year Two** |  |  |  |  |  |  |  |  |
| **Year Three** |  |  |  |  |  |  |  |  |
| **Year Four** |  |  |  |  |  |  |  |  |
| **Year Five** |  |  |  |  |  |  |  |  |
| **Year Six** |  |  |  |  |  |  |  |  |

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| **Literacy interventions and programmes currently involved in (identified programmes to be referred to throughout audit in relation to impact); the school’s rationale and impact on pupil outcomes** |
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| 1. **Vocabulary and Spoken Language**
 | **RAG** |
| 1a. Language development is seen as integral to the entire curriculum. The school environment is language rich and celebrates a wide range of language. There is a culture of talking with not talking to children. The school follows a plan for progression in these skills (e.g. communication trust). The development of spoken language is monitored consistently across the school and coverage of the National curriculum is ensured. The school and local community regularly encourage skills development and good practice is shared.  |  |  |
| 1.b Vocabulary development is planned both for indirect instruction (e.g. reading environment) and direct instruction. High quality texts are used as models for vocabulary and language. These are kept up to date for children to draw upon. |  |  |
| 1c. Staff are confident in the teaching of vocabulary and spoken language. It is integrated into all curriculum planning. Staff are supported with specific CPD including peer observation. Staff running interventions have appropriate training. They are excellent language role models. |  |  |
| 1d. Pupils are developing a love of language and actively enjoy learning skills as well as experimenting with them. They understand that language and punctuation choices have bearing when speaking aloud. Staff use a variety of strategies to support all groups. Pupils are regularly assessed in spoken language and any needs identified are swiftly addressed. Interventions and programmes are evidenced based and evaluated for impact. |  |  |
| 1e. High quality classroom talk is an integral part of learning. Children are given opportunities to develop performance and presentation skills and evaluate their peers/themselves. The school runs clubs that support spoken language skills. Pupils are confident and able to work collaboratively in group situations. They are involved in the school’s approach to social and communication skills. Mentoring or buddy systems are well established within school. There are ample opportunities for storytelling. |  |  |
| 1f. Parents understand the importance of building vocabulary and spoken language. They are given practical strategies to support their children that follow the EEF’s ORIM criteria. Intensive support is offered where needed. |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **2.Reading: Phonics and Early Reading** | **RAG** |
| 2a. Phonics and early reading are prioritised across the whole school. (EYFS,KS1 and KS2) Research and curriculum developments are used to develop the school’s policy and evaluated for impact in the school’s context. The policy has been shared with all stakeholders and their views taken into consideration. The effectiveness of reading teaching is regularly monitored and evaluated. |  |  |
| 2b. There is an effective systematic Phonics programme in place that includes phonological awareness, rhyming and singing. Phonics is taught daily and discretely within a rich wider reading curriculum. It is differentiated accordingly to ensure all groups make at least expected progress, however groupings are fluid. The school also teaches other decoding strategies in addition to Phonics where relevant.  |  |  |
| 2c. Staff have ongoing training and development in early reading and phonics, including KS2 staff. |  |  |
| 2d. There is a rich range of high-quality texts across EYFS and KS1 which enrich and contextualise children’s developing phonic knowledge. Staff ensure that pupils are immersed in the joy of reading through a range of different methods, e.g. sharing books together, being read to aloud, guided and independent reading. |  |  |
| 2e. The environment supports the importance of early vocabulary development. |  |  |
| 2f. All understand that barriers to early reading must be identified and addressed quickly. There is a high-quality tracking system in place alongside information from statutory tests – this is moderated regularly. Interventions are regularly reviewed and evaluated for effectiveness. The school has additional non-Phonics based interventions for those children who need them. |  |  |
| 2g. Parents understand the school’s approach and are kept up-to-date with developments. They understand the importance of early reading and phonics and how to support their children – strategies follow the EEF ORIM model. They are encouraged to read with and to their children.  |  |  |
| 2h. Pupils enjoy Phonics and are engaged and motivated by the school’s approaches. They know what phase/set of phonemes they are working on and can apply their knowledge and skills. |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **3.Reading: Reading for Pleasure** | **RAG** |
| 3a.The importance of reading for pleasure is explicit in the school policy and all stakeholders understand its importance. Pupils are actively involved in forming the curriculum. It is integral to the whole school curriculum – there is an expectation that Reading happens every day. The approach is continually evaluated by leaders and priorities are quickly addressed. Research directly underpins the school approach. |  |  |
| 3b.Everybody is encouraged to share their own Reading habits and views. Discussion about books is encouraged across the curriculum, including making peer recommendations. Pupils can choose and talk about books confidently and understand how to use the school library. Reluctant readers/groups are planned and catered for. Swift intervention occurs when needed which is evidence-based and evaluated for impact. |  |  |
| 3c. Parents understand the importance of Reading for Pleasure. They are invited into school regularly and feel part of the school’s reading community. |  |  |
| 3d. Staff are kept up to date and informed on current research and developments. They benefit from regular training and CPD, including sharing good practice with other schools. Staff are good reading role models. They have an excellent understanding of children’s literature. |  |  |
| 3e. There is a dedicated school library which is accessible, as well as a range of reading areas around school (including outside). The environment and displays around school showcase and celebrate Reading in a variety of forms. There is an outstanding range of resources which are updated regularly. These include comics, online reading etc. |  |  |
| 3f. Links to local libraries and bookshops are exploited regularly. There are regular author visits and books play a role in some school trips. The school takes part in competitions and reading themed days. There are regular opportunities for children to share their love of books in assemblies, clubs etc. |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **4.Reading: Understanding** | **RAG** |
| 4a. Reading for understanding is explicitly referenced in the school policy. Research such as the Scarborough Reading rope underpins the policy and school’s balanced approaches to the teaching of Reading. The effectiveness of reading teaching is regularly monitored and evaluated for impact. |  |  |
| 4b. Comprehension skills are taught explicitly and taught across the curriculum. This is consistent across the school. Effective questioning is used to embed and deepen learning. Key reading skills or content domains are used effectively to plan and guide learning. Texts are carefully chosen to support learning. Strategies are effectively modelled using the gradual release of responsibility model. Fluency is also prioritised, with strategies such as guided oral instruction and repeated reading used where appropriate. |  |  |
| 4c. Pupils can respond to a wide range of texts, making links and drawing comparisons both within and between texts. Pupils can recognise different types of questions and create their own. They can answer a range of question types, including using evidence from the text. They are resilient, fluent readers who actively engage with different texts, genres and content topics. |  |  |
| 4d. Parents understand the importance of comprehension and are given practical help to support their children. This follows the EEF’s ORIM model. Additional, more intensive support is offered where appropriate. |  |  |
| 4e. Teaching is differentiated according to need, however groupings are fluid. Assessment/tracking is implemented to identify barriers and address them. Interventions and programmes are evidenced based and evaluated for impact. Assessment for all groups is consistent and rigorous. There is an emphasis on quality rather than quantity. Assessments are regularly moderated both within and outside school.  |  |  |
| 4f. Staff have good subject knowledge and understand a wide range of teaching strategies as well as having a good knowledge of children’s literature. They also understand what makes a good reader. Leaders regularly evaluate staff training and CPD (including testing). |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **5.Writing: Whole School Ethos and Curriculum** | **RAG** |
| 5a. The whole school curriculum is engaging, broad and balanced. It shows progression across the year groups and is updated according to research. It addresses the National Curriculum. Engagement and enjoyment is explicit within the whole school policy which is evidenced-based. The policy references the need for a wide-ranging, purposeful and engaging writing opportunities.  |  |  |
| 5b. Staff are confident in curriculum planning and aware of SDP priorities. Staff have good knowledge of different forms of writing. They actively use children’s interests to underpin curriculum plans. Staff are kept up to date with changes to the curriculum assessment, including national tests. Teachers act as good writing role models. They ensure all children see themselves as writers. Staff ensure children build stamina in their writing.  |  |  |
| 5c. Pupils enjoy writing and see its purpose. Pupils are aware of a wide variety of forms of writing and see writing as a key life skill. Pupils are confident writers and understand that the writing process involves redrafting and editing. Pupil voice is used effectively to explore children’s attitudes to writing. Actions from this are implemented swiftly. |  |  |
| 5d. Children are encouraged to write in a wide range of genres, sometimes of their own choosing. They are actively encouraged to write in different forms/spaces, including for pleasure. Pupils always write for real purposes and audiences – this underpins the school’s approach. All groups are planned and catered for, including reluctant writers. Regular visits from authors, themed days and trips provide inspiration to children. |  |  |
| 5e. Pupils writing is celebrated in a number of ways, including in displays around school. Pupils share their writing with other children, including in other schools. The classroom environment and working walls are used effectively to demonstrate and celebrate writing.  |  |  |
| 5f.Parents are kept well informed of the school’s curriculum and given practical strategies about how to support their child’s learning. This follows the EEF’s ORIM framework. They understand the importance of pleasure in writing.  |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **6. Writing: The Writing Process** | **RAG** |
| 6a. All writing follows a key process involving gathering ideas, planning, drafting, sharing, editing, publishing and evaluating. This occurs across the school and is consistent. This is clear in displays, working walls etc. The environment encourages critical thinking. |  |  |
| 6b. High quality texts are used to inspire, motivate and provide models for children. They are used to inform all curriculum planning and learning, including discussion and exploration of texts (both as a reader and as a writer). These are kept up to date and include multimedia texts. |  |  |
| 6.c Staff are confident and updated regularly through a range of CPD. Staff consistently plan and teach all elements of the writing process – objectives are clear and explained to children. Staff model the process to pupils, including the writer’s thinking process, sharing ideas and handwriting. Teaching follows the gradual release of responsibility model or an ‘I, we, you’ sequence. Teachers are good writing role models and regularly share their own writing with children (including their mistakes) from every stage of the process. A wide range of writing opportunities are used including guided, shared, independent, group writing etc. |  |  |
| 6.d. Talk is key to the writing process. Children are encouraged to talk about their writing, offer suggestions and constructive criticism. They can compare their work against that of others, including published work. Pupils can make links to wider reading. Drama and S&L activities are used effectively to support the writing process. Children understand how drama can support their writing. |  |  |
| 6e. Assessment, both formative and summative is clear and consistent. There is an emphasis on quality rather than quantity. All year groups consistently follow both the feedback and assessment policies. Assessment is used to inform and guide planning. Interventions and programmes are evidenced based and evaluated for impact. Assessments are regularly moderated and **schools may be engaging with comparative judgement**. Staff regularly use self and peer feedback as part of the evaluation process for children. |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **7. Writing: Transcription – Spelling** | **RAG** |
| 7a.There is a consistent approach to spelling across the school that reflects the National Curriculum. This is explicit within a whole school policy which references consistency in marking spelling. The interplay between spelling and reading is explicitly referenced. Expectations are high and all stakeholders understand the importance of spelling. |  |  |
| 7b.There is clear progression across the whole school and for individual children. Spelling is explicitly taught, not merely tested. Spelling is taught in an engaging way using a range of different approaches. Investigation plays a part in spelling teaching. Where possible, spelling is linked to curriculum contexts. Spelling journals are used by children and modelled by staff. Dictionaries and thesauruses are used regularly and children can access these independently. |  |  |
| 7c. Teachers model the spelling process, including making mistakes and redrafting. Teaching follows the gradual release of responsibility model. Staff are confident and are provided with regular CPD. There is a culture that mistakes are ok as long as we try. Pupils understand the importance of spelling. Pupils enjoy spelling and are confident to ‘have a go’. |  |  |
| 7d. Spelling is assessed consistently across the school. Diagnostic assessments are used to identify gaps in understanding. Gaps in understanding are swiftly filled and any pupils requiring additional support are identified and next steps addressed. Interventions are evidenced based and regularly monitored for impact, reviewed where necessary.  |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **8.Writing: Grammar and Punctuation** | **RAG** |
| 8a. Punctuation and grammar are viewed as the skeleton that binds language together. All stakeholders have good knowledge of National Curriculum requirements as well as end of key stage assessment frameworks. The school has a clear understanding of the importance of grammar and punctuation – this is clear within the whole school policy. |  |  |
| 8b.The school follows a consistent approach in the progression of grammar and punctuation skills. There is consistency of approach and terminology used – this is embedded and referenced within consistent displays. Staff are confident in teaching grammar and punctuation. Modelling is a key part of the school’s teaching approach, with the gradual release of responsibility model used. Sentence construction and combining are key elements of teaching. CPD is used to support staff effectively.  |  |  |
| 8c Grammar is taught both in context and discretely where needed. There is a balance between learning the knowledge of grammar and skills in using it. It forms an integral part of the writing process. Talk is used effectively to support grammar and punctuation skill development, including oral rehearsal. There is an acknowledgement that expressive language underpins writing. High quality texts are used as models for vocabulary, grammar and punctuation. These are kept up to date for children to draw upon. |  |  |
| 8d. Pupils are confident talking about texts and how language, grammar and punctuation are used and what their effect is. They use the correct terminology. They have a range of strategies to support themselves when encountering new language. Pupils are able to apply their grammar, punctuation and vocabulary learning in context. They select for effect and can articulate their thought process. They are able to actively investigate and play with grammar, punctuation and language. Where needed, interventions and programmes are evidenced based and evaluated for impact. |  |  |
| 8e. Parents understand the importance of building vocabulary, grammar and punctuation skills and are given practical strategies to support their children (inc. terminology). These follow the EEF’s ORIM framework. |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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| **9. Writing: Transcription – Handwriting** | **RAG** |
| 9a. There is a consistent approach to handwriting across the school that reflects the National Curriculum. This is explicit within a whole school policy which references consistency in presentation. Expectations are high and all stakeholders understand the importance of handwriting. High standards of handwriting are exemplified throughout the school by all. Pupils understand the importance of developing clear, legible handwriting as a life skill. Typing skills are also taught and children understand the importance of them. |  |  |
| 9b. Handwriting is explicitly taught, not merely practised. Handwriting is effectively modelled following the gradual release of responsibility model where appropriate. There is clear progression across the whole school and for individual children.  |  |  |
| 9c. The product and process of handwriting is monitored carefully. Children who are finding it difficult are identified and supported quickly, including with fine motor control interventions. Interventions and programmes are evidenced based and evaluated for impact. Left-handed pupils are given specific strategies to support them. |  |  |
| **Strengths and Recommendations** | **RAG for overall section** |
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**Overall Findings**

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| **Section** | **RAG rating** | **Comments** |
| 1. Vocabulary and Spoken Language |  |  |
| 2.Reading: Phonics and Early Reading |  |  |
| 3.Reading: Reading for Pleasure |  |  |
| 4.Reading: Understanding |  |  |
| 5.Writing: Whole School Ethos and Curriculum |  |  |
| 6. Writing: The Writing Process |  |  |
| 7. Writing: Transcription – Spelling |  |  |
| 8. Writing: Grammar and Punctuation |  |  |
| 9. Writing: Transcription – Handwriting |  |  |

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| **Strengths and Examples of Good Practice** |
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| **Recommendations** |
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| **Signed:** |
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