



EARLY READERS

PHONICS & READING AUDIT

Key GREEN= strong; AMBER= some development required/ not know; RED = significant development required				
Question	Points for action plan			
Is there sufficient time daily for the revision of sounds taught, in isolation and, when known, within words				
Is there sufficient time daily for teaching new letter-sound correspondences and reading these in words by blending sounds, and later, in multi-syllabic words?				
Is there sufficient time daily for identifying the sounds in spoken words before spelling - forming letters correctly?				
Is there sufficient time daily for writing dictated sentences with known sound-letter correspondences (once pupils can write words and increasing in complexity as pupils make progress)?				
Is there sufficient time daily for teaching common exception words* (not necessarily for the first term in Reception)?				
Does your phonics programme reinforce and apply the letter-sounds pupils have been taught by having 'decodable' reading books organised in its given sequence for cumulative learning?				
Does your phonics programme reinforce giving children reading books that match the letter-sound correspondences they can read?				
Does your phonics programme allow for practising forming letters sitting on chairs and holding pencils correctly - writing independently (for pupils with the necessary knowledge and skills)?				
Does your phonics programme have clear expectations for starting teaching children in children's first week of school?				
Does your phonics programme have clear expectations for speedy progress term-by-term in Reception and Year 1 including expectations for the Phonics Screening Check?				
Does the phase have teaching resources (cards, friezes, grapheme posters) matched to your phonics programme?				
Does the phase have resources that are displayed so all children can see them easily, from the correct angle without having to turn or look upwards?				
Are all resources actively used to help learning, rather than act as decoration?				



EARLY READERS +

PHONICS, READING AND READING FOR PLEASURE AUDIT

2

Key GREEN= strong; AMBER= some development required/ not known; RED = significant development required				
Question	Points for action plan			
Does the reading/ literacy leader organise frequent practice training/coaching in the teaching of early reading and writing?				
Does the reading/ literacy leader assess pupils (who are learning to read) every half-term to check knowledge of sound-letter/s correspondences and word reading?				
Does the reading/ literacy leader use assessment data to decide areas for practice development?				
Does the reading/ literacy leader observe/coach teachers in lessons every week?				
Are there individual pupil assessment records that show sound- letter knowledge, word reading and fluency to re-assess pupils every half term?				
Is there advice on how to support the slowest progress pupils?				
Are there systems for fast-tracking late entry pupils to catch up with peers and those in Y2/3/4 reading below expectations				
Reading for Pleasure checklist				
Do all staff have a wide and deep knowledge of children's literature and non-fiction?				
Are high quality texts read aloud for pleasure as well as during reading teaching?				
Is informal reader to reader book talk an embedded practice in the phase and does it include book recommendations between children or from teacher to child?				
Is there choice-led independent reading time in each key stage?				
Are there appropriate social reading environments in and around school that will invite and encourage all levels of readers to read for pleasure and share books?				
Are the books provided for reading for pleasure in the key stages diverse in characters, cultural/ social representation and rich in quality?				



YEAR 2 - YEAR 6

WHOLE CLASS READING TEACHING AUDIT FOR MASTERY

3

Key GREEN= strong; AMBER= some development required/ not known; RED = significant development required



Year 2 to 6- Whole Class Reading Teaching Audit for Mastery

Is there a mixed approach to reading comprehension teaching (whole class, guided group reading, carousels? If so which is most dominantly used by teacher and which is the most effective?				
Are rich texts selected for use in whole class teaching?				
Are books selected purposeful giving ample opportunities for children to apply strategies ranging between fiction (including diverse poetry) and non-fiction?				
Are teachers clear in their teaching structure between the phase 1 and phase 2 approach? (phase 1 being introducing a new skill and phase 2 being more independent application across skills)				
Are teachers skilled in providing children with strategies to understand texts that are clearly linked to the skill being taught?				
Are strategies clearly displayed in phase one of skills learning to prompt recall by the children and gradually removed as scaffolds by phase 2?				
Is there clear progression in the teaching of skills through systematic layering of learning objectives in phase 1?				
Is there evidence of skills overlapping in phase 2 of teaching?				
Do teachers confidently, consistently and engagingly read aloud throughout lessons taught?				
Do teachers model and reason out loud how to apply strategies to accuracy before expecting children to practice them?				
Are questions used in lessons clear in progression of difficulty in phase 1 of teaching and are question types fully explored before practising is done?				
Are questions used in phase 2 lessons varied both in terms of levels of demand and in terms of the answer zones for children to respond in? (i.e. short answers, sentence answers, multiple choice/ developed written answers)				
Are children given ample time to practise developing answers rather than sitting a quiz in each lesson?				
Are children using extensive practise mechanisms (whiteboards/ jotters/ journals) especially in phase 1 of learning with up to 2 opportunities to demonstrate mastery of each skill being taught in written assessable records weekly?				



YEAR 2 – YEAR 6

WHOLE CLASS READING TEACHING AUDIT FOR MASTERY

4

Key GREEN= strong ; AMBER= some development required/ not known ; RED = significant development required	RED	AMBER	GREEN
Are children using some practise mechanisms (whiteboards/ jotters/ journals) in phase 2 of learning with up to 3 opportunities to demonstrate mastery of multiple skills taught in written assessable records weekly?			
Is there evidence of children applying strategies with increasing awareness and/ automaticity by the end of phase 1 and throughout phase 2?			
Is there a balance of mastery focussed skills based teaching and other areas of the reading curriculum (i.e. oracy: recital, drama, speaking and listening)			
Is there consistent revisiting of foundation skills of vocabulary and retrieval throughout all phases of teaching?			
Does the reading/ literacy leader organise frequent practice training/coaching in the teaching of Mastery in reading comprehension for Yr2 – Yr6?			
Are there clear timely Yr2 – Yr6 termly assessments set for when children are actively in phase 2?			
Does the reading/ literacy leader use assessment data to decide areas for practice development?			
Does the reading/ literacy leader observe/coach teachers in lessons frequently? If so please note frequency.			
Are there individual pupil assessment records that show progression across the reading curriculum on a half termly/ termly basis?			
Is there advice on how to support the slowest progress pupils?			
Are there systems for mastery intervention for those in yr2-6 who are falling below reading comprehension expectations?			
Are interventions deliberately planned outside of whole class reading time?			
Additional Comments about Mastery Reading teaching:			

This audit is combination of DFE requirements as outlined by The Key for School Leaders in addition to ReadMaster guidance for mastery.