



## **AUDITING THE INTENT, IMPLEMENTATION AND IMPACT OF THE READING CURRICULUM**

<b>Intent of the Reading Curriculum</b>			
	<b>Response</b>	<b>Evidence</b>	<b>Any Action Required?</b>
<p><b>What is the rationale behind the phonics and reading curriculum at Holmwood School?</b> e.g. is English underpinned by quality literature, or are opportunities for writing across all subjects the main driver for the English curriculum? Why were these decisions made? How are relevant policies reflected in practice?</p>	<p>To ensure all children become able to use their phonics knowledge and skills to then allow them to become fluent readers.</p> <p>Reading at home Reading for pleasure</p>	<p>Quality teaching of phonics Quality literature to match phonics phases/relevant stages in school library.</p> <p>Up to date and interesting range of library books including fiction, no fiction, poetry, guided and shared reading and newspapers</p>	<p>To continue to practice and prioritise phonics and reading across the school.</p>
<p><b>How does it reflect the school context and the specific needs of the pupils who have SEMH, ASD, SLD and cognitive difficulties?</b> Consider the pupils' starting points e.g. CLL on entry into EYFS. What have been the recent trends in Phonics and Reading at the end of each Key Stage?</p>	<p>Starting points can be from 30 to 60 months from Development matters, to being age appropriate. Pupils will work at a stage appropriate to their specific needs. Recent trends will be few will succeed at phonics screening at Y1 but many may succeed at Y2. Each cohort coming through may differ. End of Yr 6 2018/2019, 27% achieved expected standards.</p>	<p>Holmwood School's performance data</p>	<p>To continue to meet the needs of pupils and their specific needs. To work to increase success rates for the phonics screening – end of KS1 and end of KS2.</p>

<p><b>How does the Reading curriculum reflect the schools aims and values / mission statement?</b></p> <p>If English is mentioned explicitly then how is this reflected in policy and day-to-day practice?</p>	<p>To enable our children to acquire the necessary interests, attitudes, values and personal resources so that they may successfully take their place in a rapidly changing world.</p>	<p>Pupils are provided with a broad rich curriculum which allows them to develop knowledge/skills and understanding.</p>	<p>To continue to embed school aims and values in day to day practice.</p>
<p><b>How do you prioritise reading?</b></p>	<p>Phonics School reading Guided and shared reading Home reading Reading for pleasure Reading themed days</p>	<p>Reading opportunities take place in each lesson across the curriculum where possible.</p>	<p>To continue to raise the profile of phonics and reading in school.</p>
<p><b>Do you have a clear curriculum overview or progression map? Does it meet the national curriculum requirements?</b></p>	<p>Yes – Focus information followed alongside progression maps devised from National Curriculum – simplified into clear overviews/Progression statements. These meet all NC requirements e.g. enables Y5 teacher to teach pupils who may be working below Y1 expectations right up to Y5 age appropriate expectations.</p>	<p>Progression grids available to school staff on school network</p>	<p>To work towards implementing sequencing grids.</p>
<p><b>What is your rationale for the content of the reading curriculum?</b></p>	<p>To allow pupils to be taught to read with accuracy, fluency and good comprehension.</p>	<p>Extensive reading curriculum</p>	<p>To continue to review the curriculum to ensure specific to individual pupils.</p>
<p><b>How do you track and assess progression to ensure that all pupils acquire the necessary knowledge and skills?</b></p>	<p>EYFS – phonics KS1 – Reading ages KS2 reading ages Phonics screening for all children who require it.</p>	<p>Teacher assessment IEPs B Squared</p>	<p>To continue to use school assessment tools.</p>
<p><b>How are pupils who are not making progress identified? What is in place to support these children?</b></p>	<p>Tracking Assessment</p>	<p>Intervention 1:1 Small group teaching</p>	<p>To continue to track progress and put in place the intervention which is required.</p>
<p><b>How are prior learning and skills in reading revisited and built upon each year group?</b></p>	<p>Pupils' prior learning and skills will be assessed and then built upon accordingly. Discussion</p>	<p>Differentiation</p>	<p>To continue to revisit and build upon previous learning.</p>

<b>How are reading skills practiced and applied in the rest of the curriculum?</b>	Children are encouraged/invited to read in each lesson.	Instruction Information Specific text Story Topic work	To continue to encourage reading skills to be practised and applied.
<b>How are reading skills practised and applied in the rest of the curriculum?</b>	Specific skills can be practised across the curriculum where applicable.	Reading incorporated into topic where possible - comprehension – recognising letters and sounds	
<b>What do you want pupils to learn year by year and term by term?</b>	To progress in their own learning, become more independent and confident.		To continue to work on sharing positive 'I can' attitude.
What do you do to ensure pupils continue to make progress in reading skills in Year 2 and through KS2?	Develop skills on fluency, comprehension, accuracy, inference and deduction	High profile reading curriculum – offer opportunities	To continue to work hard on developing reading across the whole school.
<b>What opportunities are there for pupils to develop their reading skills in other subjects?</b>	Cross- curricular topic links – include a reading success criteria in lessons across the curriculum where possible <ul style="list-style-type: none"> <li>- read instructions</li> <li>- read factual information</li> <li>- read books/newspapers/online material for research</li> <li>- reading areas</li> <li>- reading topic table to encourage independent topic reading/interest in books</li> <li>- comprehension</li> </ul>	Planning – weekly topic planning Marking feedback	To continue to incorporate reading across the curriculum where appropriate.

<b>What opportunities are there for pupils to develop their reading skills in maths?</b>	<p>Opportunities to:</p> <ul style="list-style-type: none"> <li>- read instructions</li> <li>- read word problems</li> <li>- read success criteria</li> </ul> <p>Opportunities to look for individual letter sounds and sound families</p> <p>Opportunities to link phonics creatively</p> <p>To read key mathematical vocabulary</p>	<p>Weekly planning</p> <p>Pupils' work</p> <p>Photographs</p>	To continue to include phonics and reading opportunities in Maths.
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### Implementation of the Reading Curriculum

	<b>Response</b>	<b>Evidence</b>	<b>Any Action Required?</b>
<b>Which phonics programme is used to systematically teach synthetic phonics?</b>	<p>Dfe Letter and Sounds</p> <p>Jolly Phonics</p> <p>Areas of Read Write Inc</p> <p>Holmwood School phonics system</p> <p>Squiggle</p>	<p>Planning</p> <p>Lesson Observations</p> <p>Increased scores in whole school phonics screening – where applicable</p>	To deliver phonics training to the whole school – update and refresher.
<b>How is the teaching of phonics organised?</b>	<p>Groups within each class where applicable from EYFS to Y6</p> <p>Squiggle for identified children</p> <p>Class teacher to organised groups and staff within own class.</p> <p>Differentiation is essential</p>	<p>Planning</p> <p>Work</p> <p>Phonics tracking</p> <p>Phonics assessment</p>	To continue to incorporate groups with own class and track progress.
<b>Is there a timetabled daily 20 minute phonic session taught in school?</b> Does planning follow a teaching sequence?	<p>20 min sessions for EYFS and KS1</p> <p>20 min classes for children who require phonics teaching in KS2</p> <p>Assessments have been carried out so will inform next teaching steps/filling in gaps.</p> <p>Many will work from the teaching sequence put together by Early Years Lead</p>	<p>Time table</p> <p>Planning</p> <p>Pupils' work</p>	To continue to ensure at least 20mins phonics teaching takes place daily.

<b>Is there variety in our phonics teaching?</b> Use of outdoor ,active learning, games, music, good quality resources, magnetic letters and boards, ICT	Various resources available to incorporate into phonics teaching – meeting specific needs of the pupils' <ul style="list-style-type: none"> <li>- visual</li> <li>- auditory</li> <li>- kinesthetic</li> </ul>	Planning Observations Photographs	To promote and carry out a variation of teaching methods to deliver phonics.
<b>How is the quality and effectiveness of phonics teaching monitored and evaluated?</b> Is there a designated strategic lead for phonics and early reading? Are sessions observed?	Class teachers are responsible to teach/catch up/reinforce phonics teaching. EYFS and KS1 follow a new system devised to suit the pupils of Holmwood School KS2 tends to be filling in the gaps and progressing on. There is a designated lead for phonics. Learning walks and lesson observations take place	Planning Phonics Assessment/Tracking Lesson observations Learning walks	To raise the profile of phonics and early years reading across whole school from EYFS to Y6
<b>Does teachers' half term / termly phonics planning reflect the length of the phonic phases/content of year group expectations?</b>	Teachers move children on systematically – meet each child's specific need.	Weekly planning	To continue to incorporate phonics planning within weekly planning.
<b>Are teachers aware of the expectations for progression through the phonic phases/year group expectations?</b>	Yes – but lots of children will not meet the expectations due to their specific needs – they will progress sequentially from their baseline as they move through school.	All available on Holmwood School shared area on the network – progression grids	Refresher staff meeting on phonics expectations/resources.
<b>Is there a format for tracking children through the phonic phases/year group expectations?</b> Is the format used consistently throughout school? How often is the tracking reviewed and updated?	Tracking available – staff have their own.  Format may not be consistent within KS2 but content highlights what is needed.	Phonics qssessment grids	Refresher of tracking formats for phonics. Ensure consistency throughout school.
<b>Do all staff understand how to use the tracking sheets?</b> Are teachers listing names of children working within a phase and highlighting and moving children when they are secure at that Phase?	Yes  Yes  Yes	Individual classes have own tracking systems/records to show how pupils are progressing through their phonics learning.	Refresher – staff meeting

Does everyone understand what we mean by 'working within' a phase/year group expectations and 'secure at' a phase/year group expectations?			
<b>What forms of support and intervention are available to those children and groups who are not making expected progress?</b> Pre-teaching/small group support / targeted one to one tuition / areas for support	Intervention within own classes 1:1/small groups Squiggle led by Deputy Head	Intervention	To continue to work with pupils on a 1:1/small group basis to offer support.
<b>Are phonics assessments collected termly for each year group?</b>	Assessments take place regularly Tracking will inform B Squared and IEPs	Teacher assessment – weekly, fortnightly, each half term.	To continue to ensure phonics is monitored in class regularly for all those pupils developing their knowledge and skills in phonics.
<b>Are teachers making effective use of the discrete teaching sequence to formatively assess children's knowledge and skills?</b> Do Teaching Assistants make observations and record key moments in learning? Are there opportunities to discuss, record and share what is learned about children's phonic knowledge, skills and understanding during / following discrete teaching, e.g. annotation of phonics planning	Yes – Teaching Assistants are directed by the Teacher  TA to make notes whilst observing – key moments to be included in marking/oral feedback and also reported back to class teacher.	Feedback - verbal - written Both of which are to inform future planning.	To continue to record observations of key moments of learning.
<b>Are teachers using reading lessons to assess children's ability to blend to read?</b> Are suitable phonetically regular texts at the correct pitch being used to allow children to apply blending skills? Can children read the common exception words?	Yes – not just reading lessons but any opportunity where reading takes place across the curriculum. A range of phonics books are available in the school library. Children can apply blending skills. Children practise and rehearse common exception words daily in their English lesson and in other	Variety of texts to support phonics Planning Marking feedback	To continue to use reading sessions to identify skills which need to be developed.

	curriculum areas. Word fans and lists are available to the children.		
<b>Are pupils being taught a range of meta-cognitive strategies to ensure understanding?</b>	Yes	Lesson observations Conversations with teachers and pupils	To continue to offer meta-cognitive opportunities.
<b>Are pupils applying these strategies independently?</b>	Yes, if appropriate for this pupil.	Lesson observations Conversations with teachers and pupils	To continue to offer meta-cognitive opportunities.
<b>Impact of the Reading Curriculum</b>			
	<b>Response</b>	<b>Evidence</b>	<b>Any Action Required?</b>
<b>Are the vast majority of pupils in YR, Year 1 and Year 2 on track to attain age appropriate results?</b> <ul style="list-style-type: none"> <li>End of YR: Secure at Phase 3/4</li> <li>End of Year 1: Secure at Phase 5/ Year Group Expectations met</li> <li>End of Year 2: Working within Phase 6+/Year Group Expectations met</li> </ul>	All pupils have EHCPs – where applicable pupils will be on track. However, other pupils will continue to learn at a pace which is appropriate to them.	IEPs EHCPs Lesson Observations Learning walks Planning - differentiated	To continue to ensure phonics assessments in class are frequent. DH to continue Squiggle and phonics screening.
<b>Is synthetic phonics the right route to reading and writing for these pupils?</b>	Synthetic phonics Letters and Sounds Holmwood School Phonics System	Tracking Assessment	To continue to use a range of tools to support the teaching and learning of phonics.
<b>How frequently are reading ages tested?</b>	Termly	Salford Read Test	To continue to check reading ages termly. To continue to allow children to progress through the Holmwood School reading schemes.