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**AUDIT FOR ACCELERATING READING PROGRESS AND FOR TUTORING**

Pupils progress in reading needs to be accelerated to help them catch up quickly; any further delay will result in the gap widening and will require even more work later on.

There are two core strategies to catch up pupils:

1. Ensure the class/ group teaching of phonics is the best it can be. This is the most efficient way to speed up progress for the majority of children. When phonic and reading lessons are of the highest standard, the number of pupils who need extra support reduces dramatically.
2. Assess pupils in Y1, 2, 3 and 4 using the school’s phonic assessments, to identify pupils who will benefit from additional daily support to keep up with the rest of the group/ class.

Use the short checklist, below, to:

1. Decide if your staff would benefit from further training in SSP and early reading
2. Check if you have the necessary systems to in place provide daily tutoring
3. Check if you have the necessary resources and matched decodable storybooks

**If you have mostly Bs and Cs, you are invited to contact your nearest hub who can put you in contact with training providers.**

A = strong; B = some development required; C = significant development required

**Is your class/ group teaching of phonics the best it can be?**

Check your phonics programme plans sufficient time to teach the full phonics cycle (as below), including time to practise and apply what pupils know. Practice and application could be in one longer session or at separate times of the day.

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|  | A | B | C |
| 1. Check your programme provides sufficient time every day to include:
* revision of sounds taught, in isolation and, when known, within words
* teaching new letter-sound correspondences and reading these in words by blending sounds, and later, in multi-syllabic words
* identifying the sounds in spoken words before spelling
* forming letters correctly
* writing dictated sentences with known sound-letter correspondences (once pupils can write words and increasing in complexity as pupils make progress)
* teaching common exception words\* (not necessarily for the first term in Reception)
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| 1. Check your programme reinforces and applies the letter-sounds pupils have been taught by:
* having ‘decodable’ reading books are organised in the given sequence in your chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively
* giving children reading books that match the letter-sound correspondences they can read
* practising forming letters sitting on chairs and holding pencils correctly
* writing independently (for pupils with the necessary knowledge and skills)

Avoid* Sorting books by traditional ‘Book-Banding’ criteria based on a mix of methods, i.e. sequential ‘decodable’ books are not mixed with texts that rely on repetition, prediction and ‘look and say’
* Asking pupils to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.
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| 1. Check your phonics programme has:
* teaching resources (cards, friezes, grapheme posters) matched to your phonics programme.
* resources that are displayed so all children can see them easily, from the correct angle without having to turn or look upwards.
* resources that help learning, rather than act as wallpaper
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| 1. Check you have a reading/ literacy leader who:
* organises training on phonics and early reading
* organises frequent practice and coaching in the teaching of early reading and writing
* assesses pupils (who are learning to read) every half-term to check knowledge of sound-letter/s correspondences and word reading
* uses assessment data to decide areas for practice
* observes/coaches teachers in lessons every week
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| 1. Check your phonic programme has:
* clear expectations for starting teaching children in children’s first week of school
* clear expectations for speedy progress term-by-term in Reception and Year 1 including expectations for the Phonics Screening Check
* Individual pupil assessment records that show sound- letter knowledge, word reading and fluency to re-assess pupils every half term
* advice on how to support the slowest progress pupils
* systems for fast-tracking late entry pupils to catch up with peers and those in Y2/3/4 reading below expectations
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**Tutoring**

Invest in training a strong team of tutors employed by your school, rather than training up external staff who will only stay for a short time.

Most children will make speedy progress if they receive a few weeks of intensive tutoring or small group teaching. Those with significant learning difficulties may need much longer. Whatever the reason for tutoring, children will only make rapid progress when they have individual support from an enthusiastic and well-trained tutor. This may be a coach, teacher or teaching assistant. Some schools choose one or two tutors who work with *all* children who need extra support. Others allocate children to one person who works in their class or year group.

Make sure tutoring takes place every day at a regular time in a quiet place.

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|  | A | B | C |
| Assess pupils in Y1, 2, 3, 4 using the school’s phonic assessments, to identify pupils who will benefit from additional daily support to keep up with the rest of the group/ class. (Also check lowest achieving pupils in Y5 and 6)Check that all your tutors/ practitioners:* have sufficient training to support these slowest progress pupils using the phonics programme that **meets the criteria above**
* are committed to teaching children to read
* know that, with the right support, *all* children can learn to read
* have excellent attendance to ensure *consistency* and continuity

Avoid catch-up programmes that do not match or complement your existing phonics programme.Avoid catch-up programmes that use multi-cueing strategies and claim to use phonics as one of the strategies. |  |  |  |