



Teaching and Learning of Phonics Audit

(Authors: R.Saini/T.Forster/N.Forster)

Key Themes	In Place	Issues for Consideration	Comments and Evidence
<p><b>Discrete Phonic Session, from FS2</b></p> <ul style="list-style-type: none"> <li>• Is there a daily discrete phonics session of 15-20 minutes?</li> <li>• Does the discrete session follow the structure: revisit, teach, practice, apply?</li> <li>• Is the session interactive and multi-sensory where children are given the opportunity to practice and apply <b>new</b> learning?</li> <li>• Are there sufficient resources for children, including whiteboards and pens, letter fans (one each), and Yes/No cards?</li> <li>• Do the teacher resources include puppets for demonstration, large clearly visible whiteboard, sticky notes, cards of each phoneme, magnetic letters, and cards for games and activities?</li> <li>• Does the practitioner have a well-organised selection of phonics resources to draw on (fans, mini-whiteboards, etc.) for direct teaching sessions?</li> <li>• Key language and vocabulary to be supported with visual aids i.e. a mixture of real objects and pictures.</li> </ul>			
<p><b>Language for Communication and Thinking</b></p> <ul style="list-style-type: none"> <li>• Is there an inviting listening post with a variety of stories and rhymes on tape?</li> <li>• Are puppets, props and small world available for role-play?</li> <li>• Is there enough floor space inside and out in YR for being dramatic and creative, e.g. acting out stories, making dens, working on large sheets of paper?</li> <li>• Are there lots of opportunities to link language with physical movement, e.g. in action songs and rhymes, cookery, gardening?</li> </ul>			
<p><b>Story time</b></p> <ul style="list-style-type: none"> <li>• Does reading happen inside and outdoors in YR?</li> <li>• Do adults read to the children most days?</li> <li>• Are there are lots of opportunities to hear, sing and discuss rhymes?</li> <li>• Do children take an active role in story</li> </ul>			



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<p>time?</p> <ul style="list-style-type: none"> <li>• Are children building a good bank of known texts?</li> <li>• Are there book props, puppets, magnetic pictures etc. for the children to retell stories?</li> <li>• Are their opportunities for children to listen to stories and rhymes in community languages?</li> </ul>			
<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>• For shared reading, is the type and page layout simple and clear so children can isolate known high-frequency words?</li> <li>• Is the big book stand easily seen by all children during shared reading?</li> <li>• Do children take an active role in shared reading?</li> <li>• When demonstrating 1:1 correspondence can the children still see the words? (i.e. use a transparent ruler)</li> <li>• Are children provided with a daily session of shared reading where blending is used as the first strategy for reading alongside children's knowledge of red high frequency words and that other strategies are clearly demonstrated in a purposeful context? (this might be during your discrete phonics session)</li> <li>• Are the texts short enough to be completed in a 10–15-minute shared reading session?</li> </ul>			
<p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>• Do book talk sessions, with a focus on developing language comprehension as a prerequisite to guided reading in FS1, take place and continue in FS2 where appropriate?</li> <li>• Are books for guided reading identified and organised with reference to Book bands (or another system of fine grading)?</li> <li>• Are there enough guided reading resources to meet the needs of Reception (20–30 titles are likely to be needed at Book band Pink level)?</li> <li>• Do the books for early reading have a repetitive structure?</li> <li>• Do the books for early reading have text</li> </ul>			



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<p>that includes the repetition of high-frequency words?</p> <ul style="list-style-type: none"> <li>• Do the books for early reading include a good proportion of words the children can decode using their phonic skills?</li> <li>• Are there enough guided reading resources to meet the range of needs in Y1 and Y2?</li> <li>• Do children take part in a guided reading session twice a week?</li> <li>• Are guided reading sessions planned with a learning intention that matches the ability of the group and text used?</li> <li>• Are records kept to show children's progression and inform next steps?</li> </ul>			
<p><b>Shared Writing</b></p> <ul style="list-style-type: none"> <li>• Do children see adults writing for different purposes and in different contexts?</li> <li>• Are frequent shared writing sessions planned and taught where high frequency words are used often?</li> <li>• Are children provided with a regular session of shared writing where segmenting is used as the first strategy for spelling alongside children's knowledge of red high frequency words which is clearly demonstrated in a purposeful context? (this might be during your discrete phonics session)</li> <li>• Do practitioners continuously reread their writing to provide a good model for children when they write?</li> </ul>			
<p><b>Guided writing</b></p> <ul style="list-style-type: none"> <li>• Are children encouraged to use the skill of segmenting when writing?</li> <li>• Do children have access to a "grapheme mat", using the school mnemonic to support the recording of segmentation?</li> <li>• Are appropriate red words, displayed or available, to support children's writing?</li> <li>• Do children take part in a guided writing session once a week?</li> <li>• Do children have the opportunity to make books of activities that they have been doing using photographs of the children as illustrations?</li> </ul>			



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<ul style="list-style-type: none"> <li>• Are children encouraged to reread their writing as they write?</li> </ul>			
<p><b>Letter formation and handwriting</b></p> <ul style="list-style-type: none"> <li>• Are children in FS2 able to access physical development activities that will build their fine and gross motor skills, e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand?</li> <li>• Do children have the opportunity to practice letter shapes in different media such as, paint, sand trays, corn flour etc..?</li> <li>• Do children have opportunities to practice writing letters in context, for example labelling their work, making cards, writing notices?</li> </ul>			
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Do the books, newspapers and magazines in the setting match the needs and interests of the children, including dual / community languages?</li> <li>• Does reading happen inside and outdoors in FS?</li> <li>• Are children building a good bank of known texts?</li> <li>• Is there a bank of props to support the known texts?</li> <li>• Is the reading area cosy and comfortable?</li> <li>• Are the books of appropriate quality, quantity and variety (hard cover, soft cover, fiction, non-fiction, rhymes...) and do they celebrate the multilingual school community?</li> <li>• Are big books, favourite and new books and phonics games available for independent use?</li> <li>• Are books included in displays and available resources related to areas of learning other than communication, language and literacy?</li> <li>• Is there an appealing writing area that includes writing materials, high-frequency word cards, interactive displays, messages, and examples of children's writing available for independent use?</li> <li>• Are there lots of different resources for</li> </ul>			



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<p>writing (and mark making in FS2) such as large sheets of paper, boards, chalks, big brushes, and pens and paper?</p> <ul style="list-style-type: none"><li>• Do the outside area in FS2 and role-play area include opportunities for reading and writing, and have these been modelled by an adult?</li><li>• Are literacy targets displayed in child-friendly language?</li></ul>			
<p><b>ICT</b></p> <ul style="list-style-type: none"><li>• If there is an interactive whiteboard, is it accessible to children and are they taught how it is used?</li><li>• Is the interactive whiteboard used to support a multi-sensory approach to learning?</li><li>• Do children have access to a computer and are there suitable reading and writing software programs in use?</li><li>• Do children use ICT to record and listen to their own songs, rhymes and stories?</li><li>• Are their portable tape recorders to allow children to listen and record sounds and voices both indoors and outdoors?</li></ul>			



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Identify key priorities for development	Who responsible	Resource implications	When

Information from this audit needs to feed into your school improvement plan.