

Phonics Audit

This audit tool is designed to support you to evaluate your school's phonic and early reading provision regardless of the programme you use to teach phonics. It is not an exhaustive list.

A = strong B = nearly there C = development required

Area of provision	A	B	C	Notes
<p>Fidelity to a single SSP</p> <ul style="list-style-type: none"> The school teaches an SSP from the DfE validated list <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p> <ul style="list-style-type: none"> No other publishers' SSP resources are used or added to the programme. All elements of the SSP programme are being delivered as the publisher intended, no activities or routines are missing. 				
<p>Building a team of experts</p> <ul style="list-style-type: none"> The school has appointed a Reading Leader to manage phonics. The Reading Leader has time dedicated to fulfilling their role. All staff have had training from their chosen SSP publisher (video or face to face). The Reading Leader runs regular practice sessions for all staff teaching and supporting phonics. 				
<p>High quality SSP lessons</p> <ul style="list-style-type: none"> Direct teaching of phonics takes place every day for all children working within the programme The teaching of sounds begins early in Reception. Interactive lessons ensure all children participate fully. 				

<ul style="list-style-type: none"> Children are given tasks that allow them to practise and apply what they have been taught (reading and writing). 				
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<p>High quality SSP lessons</p> <ul style="list-style-type: none"> Direct teaching of phonics takes place every day for all children working within the programme. The teaching of sounds begins early in Reception. Interactive lessons ensure all children participate fully. Children are given tasks that allow them to practise and apply what they have been taught (reading and writing). 				
<p>Decodable books</p> <ul style="list-style-type: none"> Books are sequenced to match the order of sounds and words taught in the programme. Where available the school has the books published by the programme. When reading decodable books children use a phonics first approach and are not encouraged to use any clues to guess words. Enough books are available at each stage of the phonics programme for children to practise reading. 				
<p>Success for everyone</p> <ul style="list-style-type: none"> There are clear term by term expectations. Children who fall behind the pace of the programme are given rapid intervention. Daily interventions are delivered by well-trained staff. 				

- The SSP intervention resources are used.
- Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice.

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