Communication, Language and Literacy Development: audit tool to support improvements in learning and teaching of Communication, Language and Literacy

This document has been developed to align with the findings of the *Independent review of the teaching of early reading* (the Rose Report) and reflects the principles of effective learning and teaching. It is designed to be completed by headteachers in collaboration with those with responsibility for early literacy in the school, drawing on the experience of practitioners as appropriate. This process will enable headteachers and their staff to review current practice in the light of the recommendations of the Rose Report, and will also provide valuable information and evidence when undertaking self-evaluation.

This document provides the following support:

1. An audit organised under three key themes:

-   children's progress
-   the quality of provision
-   developing a professional learning community.

(The structure of the audit provides prompts and key questions for each theme to support the identification of strengths and areas for development. The evidence gathered will in turn lead to the prioritising of key actions for practitioners, teachers and leaders.)

2. A 'Literacy environment checklist' to enable you to monitor and evaluate resourcing and class and setting organisation for early literacy.

3. Some 'Indicators of good practice' to enable you to evaluate your provision specifically in relation to synthetic phonic work, as recommended in the Rose Report.

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Key themes	Issues for consideration	Comments/evidence
Children's progress • Children's achievements • Knowing about standards • Using data • Assessment • Tracking children's progress • Target setting/Planning next steps • Guidance and support for children	**Headteacher and coordinators:** • What are the standards regarding achievement of learners: – on entry to the school? – by the end of the Foundation Stage? – by the end of Key Stage 1? • How do these compare with LA and national standards? • How good is children's progress through Foundation Stage and Key Stage 1 in your school? • How good is children's progress in Communication, Language and Literacy specifically? • How do you monitor children's dispositions and attitudes to learning, including beyond the Foundation Stage? • What are your expectations of progress against the stages of phonic progression – for the majority of children at the end of the Foundation Stage, of Year 1 and Year 2? • What percentage of children are achieving a good level, i.e. scale point 6 across all 7 scales of PSED and CLL at the end of Reception? How does this compare to the Sure Start LPSA target?	

	- In Reception this term, do you know which phonic stage each child is working at? Where do you expect them to be by the end of the Foundation Stage? - What systems do you use to assess ongoing development in phonics, reading, writing and speaking and listening in Reception, Year 1 and Year 2? **Headteacher, coordinators, practitioners and teachers:** - How is children's progress tracked in Foundation Stage and Key Stage 1, and how is it used to inform planning? - How are children who are not making sufficient progress identified? What support is provided for these children? How are any interventions monitored? - How are curricular targets used to support achievement and progress?	
What are your key priorities for development?		

The quality of the provision	Headteacher and coordinators:	
- Meeting the needs and interests of all learners - Planning - The quality of learning and teaching	- Is the provision in the Foundation Stage based on the principles for early education as set out in the Curriculum Guidance? - How is the quality of teaching and learning monitored and evaluated in reading, writing and phonics? - How does planning and provision address: – speaking and listening – reading and writing – phonics? - How are phonic resources used in the school to deliver a systematic daily discrete phonics teaching session? - Is the teaching of phonics multisensory, active and participatory? - Are all staff members appropriately trained to deliver high-quality phonics teaching and address the teaching of reading/writing? **Practitioners:** - Do you provide a daily discrete phonics teaching session within a broad and rich language curriculum? - Is the teaching of phonics multisensory, active and participatory? - Do you follow a systematic progression for the teaching of phonics? - How do you plan opportunities for application of	

| | phonic skills and knowledge into reading and writing and across all six areas of learning in Reception?

• How do you plan opportunities for application of phonic skills and knowledge into reading and writing across the curriculum in Year 1 and Year 2?

• How do you differentiate your discrete session of phonics teaching so it is appropriate for the children's stage of development?

• What form does guided reading take at different stages?

• How do you ensure a clear focus on learning objectives matched to the ability of the children in guided reading sessions? | |
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What are your key priorities for development?

| **Developing a professional learning community**

• Partnership with parents/carers
• Leadership and management
• Role of governors
• Subject knowledge and continuing professional development (CPD)
• Development of learning and achievement | **Headteacher and coordinators:**

• How do parents and carers know about the school's/setting's approach to the development of reading and writing and phonics in particular?

• How do you help parents/carers support their children with reading and writing?

• Are governors actively engaged with learning and teaching in the Foundation | |
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culture	Stage and Key Stage 1?	
	• How are governors informed about the teaching of reading and writing, including the teaching of phonics?	
	• Is there an audit of staff continuing professional development (CPD) needs to support the assessment, planning and teaching of phonics and reading/writing?	
	• What relevant CPD is planned?	
	Practitioners:	
	• Reception: Do you feel confident to deliver the Foundation Stage and to teach early reading/writing, particularly phonics?	
	• Do you have a secure understanding of the development of communication and language?	
	• What CPD opportunities have you had, and have you any current development needs?	
	• Key Stage 1: How confident are you in teaching reading and writing, particularly phonics?	
	• What CPD opportunities have you had, and have you any current development needs?	

What are your key priorities for development?

Literacy learning environment checklist

Providing a range of quality literacy experiences and a print-rich physical environment is an important factor in the facilitation and support of literacy learning. It may be useful to review the learning environment using the following guidelines.

	In place	Area for development	Comments
Environmental print: letters and words • Is the setting bright, well-organised and inviting to walk into? • Are resources and working areas clearly labelled? • Do the resources reflect the range of families and cultures in Britain? • Are children's names and high frequency words displayed at child-height? • Are greetings/days of the week displayed in English and other languages and scripts? • Is there an attractive pictorial alphabet frieze displayed at child-height? • Are poems, songs, children's writing and extracts from shared texts displayed? • Do displays include typed and handwritten text? • Does the teacher read and refer to the print that is displayed around the setting? • Do displays include typed and handwritten text and captions from adults and children? • Are children encouraged and supported to 'read around the room'?			

	In place	Area for development	Comments
Opportunities for children to read independently and for adults to read with children • Does reading and writing happen inside and outdoors in Reception? • Do adults read to the children most days? • Are there are lots of opportunities to hear, sing and discuss rhymes? • Is the Big Book stand easily seen by all children during shared reading? • Do children take an active role in group, shared and guided reading? • Are the children building a good bank of known texts?			
Books and literacy areas • Do the books in the book corner match the needs and interests of the children? • Are the books of appropriate quality, quantity and variety (hard cover, soft cover, fiction, non-fiction, rhymes…)? • Are Big Books, favourite and new books and phonics games available for independent use? • Are books included in displays and available resources related to areas of learning other than communication, language and literacy? • Are books for guided reading identified and organised with reference to book bands (or another system of fine grading)? • 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)? • Do the books for early reading have a repetitive structure? • Do the books for early reading have text that includes the repetition of high frequency words? • Do the books for early reading include a good proportion of words the children			

	In place	Area for development	Comments
can decode using their phonic skills? • Are there enough guided reading resources to meet the range of needs in Year 1 and Year 2? • For shared reading, is the type and page layout simple and clear so that the children can isolate known high frequency words? • Are the texts short enough to be completed in a 10–15 minute shared reading session?			

	In place	Area for development	Comments
Early writing			
• Do children see adults reading and writing for different purposes and in different contexts?			
• 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?			
• Are there lots of different resources for writing (and mark-making in Reception), such as large sheets of paper, boards, chalks, big brushes, and pens and paper?			
• Are literacy targets displayed at child-height in child-friendly language?			
• Is there an inviting listening post with a variety of stories and rhymes on tape?			
• Are puppets, props and small-world items available for role-play?			
• Do the outside area in Reception and role-play area include opportunities for reading and writing, and have these been modelled by an adult?			
• Is there enough floor space inside and out in Reception for being dramatic and creative, e.g. acting out stories, making dens, working on large sheets of paper?			
• Are children in Reception 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?			
• Are there lots of opportunities to link language with physical movement, e.g. in action songs and rhymes, cookery, gardening?			
• Do children have access to a computer and are there suitable reading and writing software programs in use?			
• If there is an interactive whiteboard, is it accessible to children and are they taught how to use it?			

	In place	Area for development	Comments
Resources for phonics teaching • Are there sufficient resources for children, including whiteboards and pens, letter fans (one each), and Yes/No cards? • Do the teacher resources include puppets for demonstration, a large clearly visible whiteboard, sticky notes, cards of each phoneme, magnetic letters, and cards for games and activities? • Does the practitioner have a well-organised selection of phonics resources to draw on (fans, mini-whiteboards, etc.) for discrete teaching sessions?			

Indicators of good practice: phonic work

- Teachers, practitioners and headteachers have high expectations of children and understand the developmental stages in children's communicative and phonological development and their acquisition of phonic knowledge and skills.

- Teachers, practitioners and headteachers understand the critical importance of the rapid acquisition of phonic knowledge and skills in the children's early development as confident, independent readers and writers.

- Teachers and practitioners make frequent and regular ongoing assessment of children's phonic knowledge and skills, and track progress to ensure that all groups are making expected progress.

- The phonics programme in use in the school enables sufficient and appropriate progress to be made by all children and, for those in Reception, sits appropriately alongside the Curriculum Guidance. Teachers and practitioners use the programme as designed, and do not pick and mix from a number of programmes.

- Daily discrete phonics is systematic, rigorous, planned for and taught in interactive, stimulating and multisensory ways that engage all learners and move their learning on at a good pace.

- Teachers and practitioners have thorough knowledge of what children know and can do and differentiate questioning accordingly in whole-class and group activities.

- Teachers and practitioners regularly demonstrate the application of phonic skills and knowledge in shared reading and shared writing sessions, as well as across all areas of learning so that children understand how to make use of their learning across the curriculum.

- Teachers and practitioners regularly prompt and encourage children to use their growing phonic skills and knowledge in guided reading sessions and in guided and independent writing. Adults exploit opportunities to support the development of phonic knowledge and skills through provision of a high-quality learning environment and the children's freely chosen activities.

- Teachers and practitioners make use of trained additional adults to run parallel or additional phonics sessions, adapted accordingly, to accelerate the progress of those children at risk of falling behind or needing more experience.