

Is your school ready for the reading inspection?

Inspectors pay particular attention to children reading below age-related expectations across the whole school. See *School Inspection Handbook* p87: 293

In reaching an evaluation against the 'quality of education' judgement, inspectors consider 7 areas. We have changed the order from the Inspection Handbook so we can use the mnemonic **FRED'S PaL**.

F = Fidelity to fluency

The school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of children's phonics progress term-by-term, from Reception to Year 2.

R = Reception – make a strong start

Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

E = Expertise – the school has a strong team to teach phonics and early reading

*The school has developed sufficient **expertise** in the teaching of phonics and reading.*

D = Decodable books carefully matched to children's phonic knowledge

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give children sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

S = Stories

Stories, poems, rhymes and non-fiction are chosen for reading to develop children's vocabulary, language comprehension and love of reading. Children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

P = Progress of lowest 20%

The ongoing assessment of children's phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.

L = Leaders ensure every child reads in their school

The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All children, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

For each point below, decide if the HT, RL, senior leaders, teachers, TAs, can **explain** the point clearly and give **evidence** of how this is achieved.

A = Yes

B = No, inconsistent

C = No, not in place

F = Fidelity to fluency	A	B	C
<p><i>Expectations</i></p> <ol style="list-style-type: none"> 1. Children meet the minimum RWI half-termly expectations of progress from Reception to Y2 unless they have recently arrived or have significant SEND 2. Children with significant SEND are identified for long term support to learn to read and their progress is tracked 3. All children who are learning to read receive direct teaching of RWI Phonics, reading and writing for one hour every day (20/25 minutes in YR term 1 rising to 45 minutes in YR by Term 3) 4. Children remain on RWI until they have read Blue and Grey Storybooks with fluency and have completed RWI Comprehension (including older children who arrive later) <p><i>Resources</i></p> <ol style="list-style-type: none"> 5. Teachers and TAs have the necessary resources to teach RWI (Online handbooks, sound charts, friezes, sound and word cards, RWI online resources, RWI core storybooks, Get Writing books). They avoid using unrelated resources and activities 6. Friezes and charts are displayed at children’s eye level 7. Classrooms are clear of clutter and distracting displays 8. Children sit where they can see the teacher and resources 9. RWI is not mixed with other SSP programmes or resources <p><i>Talking to learn</i></p> <ol style="list-style-type: none"> 10. Children are taught to follow clear expectations for partner, class and group discussion including: <ul style="list-style-type: none"> - listening behaviours - Team stop signal - My turn/your turn (MTYT) - routines for talking with a partner using turn to your partner (TTYP) - feedback routines (Choose two, word wave, choral response) 11. Teachers help children to articulate their ideas and thoughts in well-formed sentences by: <ul style="list-style-type: none"> - building sentences orally and rephrasing what they say - teaching new vocabulary before a given activity 			

<i>Parents</i>			
12. Parents are shown, using films and/or in frequent bite-sized meetings, how to increase their children’s fluency in reading sounds, words and books			
13. Parents are helped to understand the difference between stories to share and stories that children read aloud			
14. Parents understand how the school provides extra practice to prevent children struggling in learning to read			

R = Reception – strong start	A	B	C
1. Phonics lessons are timetabled daily from September: 20 minutes for phonics, reading and writing, building to 45 minutes by Term 3.			
2. Children who fall behind are identified by the third week in YR.			
3. These children receive extra practice in speedy reading of letter-sound correspondences, oral sound-blending and/ or word reading			
4. Teachers organise frequent Fred Talk, Pinny Time and Virtual Classroom practice			

E = Expertise in the teaching of early reading	A	B	C
1. All teachers and TAs are fully trained (including the HT) to teach reading and writing using RWI			
2. The RL is a KS1/ YR teacher with experience of teaching phonics			
3. The RL has sufficient time to fulfil the role			
The RL:			
4. Meets frequently with the HT to discuss the impact of each teacher on children’s progress, particularly those making the slowest progress			
5. Attends RMT leadership training			
6. Organises weekly practice times for all reading teachers			
7. Plans the practice times based on the RWI <i>practice map</i> and assessment data of the children making the slowest progress			
8. Coaches reading teachers (who need extra support) during RWI lessons			
9. Coaches one-to-one tutors every two weeks			
10. Keeps a record of all practice and coaching sessions on the RWI <i>practice map</i>			

D = ‘Decodable’ reading books	A	B	C
1. RWI storybooks are organised in the given sequence (and not mixed with other reading schemes)			
2. Children re-read <i>core</i> storybooks at school <u>and at home</u> to build fluency (If using Book Bag Books, teachers read these to children before sending them home)			

<p>3. Children continue to follow RWI until they have read all Blue and Grey storybooks i.e. they can read familiar words speedily and decode unfamiliar words confidently</p> <p>NB: Children are <i>not</i> asked to read books at home or school that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.</p> <p>Books are not organised using traditional 'book banding' boxes.</p>			
--	--	--	--

S = Storytimes	A	B	C
<p>On RMT School Portal: Choose the best stories for your storytime; Windows and mirrors; Talk Through Stories; Best Book Corners.</p> <ol style="list-style-type: none"> 20-minute storytimes are timetabled every day If following Talk Through Stories, 10-minute 'Vocabulary time' is timetabled every day There is a list of quality stories to read aloud to children each half-term (Favourite Five), including traditional and modern stories and stories which include diverse characters Teachers show enjoyment of each story using their voice and manner to make the meaning clear. Teachers read aloud, re-read and talk about stories to build familiarity and understanding Teachers introduce new vocabulary in the context of the story Teachers help children retell the story and take on different roles Teachers organise appealing book corners Teachers show parents how to read aloud and talk about stories with their children and send home quality books 			

P = Progress: keeping up the lowest 20%	A	B	C
<ol style="list-style-type: none"> Children with SEND who have not met the standard of the check make good progress in learning to read from their individual starting points. RWI lessons are of the highest standard to reduce the number of children who need extra support Teachers pay particular attention to 'Spotlight' children who are in danger of falling behind during RWI lessons All children meet the minimum half-termly expectations of progress from Reception to Y2 New arrivals in Y3 to 4 not meeting Y2 expectations learn to read using RWI Phonics; those in Y5 and 6, Fresh Start Year 1 children revise Speed Sounds in short afternoon class lessons if less than 80% of children are meeting progress expectations 			

<ol style="list-style-type: none"> 7. The RL assesses children’s letter-sound knowledge, word reading and fluency every half-term 8. RL and Y1 teacher analyse gaps in children’s knowledge using half-termly RWI assessments. They use analysis to inform extra practice 9. Children are assessed and re-grouped homogeneously every half term 10. The RL and SENCo decide whether RWI is taught one-to-one or in a group to ensure pupils with SEND make good progress in learning to read from their individual starting points 11. Staff attend a half-termly Grouping meeting to decide activities for practice sessions 12. RWI assessments identify children falling behind immediately 13. One-to-one tutoring is organised immediately for children falling behind 14. A profile is kept of individual children receiving one-to-one support (SEND, EAL, speech delay, attendance, time in school, previous teaching) 15. Frequent practice is planned for teachers and TAs in both the content and teaching manner to support children falling behind 16. Late-entry children are tutored to catch up with their peers 17. A member of staff is designated to improve attendance for these children 			
--	--	--	--

L = Leaders	A	B	C
<ol style="list-style-type: none"> 1. Leaders implement RWI thoroughly to ensure <i>all</i> children learn to read 2. Leaders are committed to supporting teachers to enable them to do this 3. Leaders are confident that teachers and TAs (who are teaching reading) teach each RWI activity with understanding and confidence 4. The headteacher makes the teaching of phonics and reading fundamental to the progress of all children. Over time, the vast majority of children meet the standard of the Year 1 phonics screening check. Children with SEND who have not met the standard of the check make good progress in learning to read from their individual starting points 			

Questions Ofsted inspectors ask

These are questions that help inspectors decide if a school meets each of the FRED’S PAL criteria.

Note: The questions are in the public domain.

F= Fidelity to fluency

The school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of children’s phonics progress term-by-term, from Reception to Year 2.

- Do you know what you want children to learn term-by-term, so that by the end of Year 1 they can meet the requirements of the PSC?

- What phonic knowledge do you want your children to have by the time they finish Year 1?
- How does this set children up for the next stage in their learning?
- How do children increase reading fluency?
- Where are the children currently up to? Which children are not at this point? Why? How are you going to remedy this?

R = Reception – make a strong start

Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

- How soon do you start to teach children letter-sound correspondences?

E = Expertise – the school has a strong team to teach phonics and early reading

*The school has developed sufficient **expertise** in the teaching of phonics and reading.*

- How do you develop your staff?
- What phonics training has your staff had?
- How do you know that all staff have the same knowledge and skills (including new staff and NQTs)?
- How has your training and development helped you teach children so they remember what you teach them?

D = Decodable books carefully matched to children’s phonic knowledge

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give children sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

- Which books do children take home?
- Are the books children take home to read closely matched to the phonics in the books they are reading in class?
- How often do children change their reading books?
- How often do parents listen to their children read at home?
- How do you support parents to help their child read at home?

S= Stories

Stories, poems, rhymes and non-fiction are chosen for reading to develop children’s vocabulary, language comprehension and love of reading. Children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

- How often do you read to children?
- How do you select the books that you read to children?
- How do you decide upon the stories and texts children will get to know really well?
- Which books have you enjoyed reading to your children recently? What made you choose that book?
- Can children talk about their favourite books and explain why they like them?
- How do you ensure storytime is engaging?
- How do you get parents to love reading to their children?

P = Progress of lowest 20%

The ongoing assessment of children's phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.

- How do you assess children's progress?
- How often do you assess it?
- What systems do you have in place to spot quickly if children are falling behind?
- What support is put in place for children who fall behind?
- How are the lowest 20% supported with their reading?
- How do you ensure that new children catch up if they are behind their peers?

L = Leaders ensure every child reads in their school

The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All children, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

- How do you ensure reading is prioritised in your school?
- What were your last Phonics Screening Check (PSC) results?
- If they were high, how does your phonics programme enable you to achieve this year after year?
- If not, what plans do you have to improve your school's PSC score?