**Audit to support practice and provision for Reading**

This audit does not explore how schools teach early reading through the use of a systematic synthetic phonics programme, a separate phonological awareness audit is available on the link below

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| **Setting name / address** |  | | | | |
| **Registration number** |  | **Current Ofsted outcome** |  | **Date of completion** |  |

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| --- | --- |
| **People involved in completing this audit** | |
| **Name** | **Role** |
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**Further reading, references and websites**

Westmorland and Furness,Support for Childminders, Early Years and Childcare Provision

[Support for Early Years and Childcare Provision](https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)

[The\_reading\_framework.pdf](file:///\\ccc-prdc-fp10\userhome$\covek\My%20Documents\CM%20&%20Setting%20Visits\Useful%20information\The_reading_framework.pdf)

***The School Inspection Handbook*** *Evaluating the quality of education:*

*Ofsted’s approach to evaluating the curriculum 245. In reaching an evaluation against the ‘quality of education’ judgement, inspectors will consider whether:*

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

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| Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.  *Early Years Inspection Handbook for Ofsted-registered provision September 2024* |

| **Choosing Books**  Literature is probably the most powerful medium through which children have a chance to inhabit the lives of those who are like them. All children need to imagine themselves as the main protagonist in a story: celebrating a birthday, going shopping, being ill, having a tantrum, having their hair cut, worrying about a new sibling, being the superhero, going camping, visiting the seaside and having adventures. Children also need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice.  (The reading framework July 2023) | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Are there a range of age and stage appropriate books in all rooms, including board books, fabric books, home-made books? |  |  |  |  |
| Do you have a core set of books, both fiction and non-fiction, for each year group? Does it show progression and link to your curriculum? |  |  |  |  |
| When choosing the above core list have you picked stories that elicit a strong response e.g. anger, excitement, laughter, empathy? |  |  |  |  |
| Do you have books which support children to recognise and understand their (and others) feelings and emotions, do you use these support the development and use of emotional literacy? |  |  |  |  |
| Will the stories extend children’s vocabulary, and do you talk about the meaning of words when encountered? |  |  |  |  |
| What are the illustrations like? Are they engaging? Do they reflect different cultures and backgrounds? |  |  |  |  |
| Are some books relatable to your cohort of children? Can they see themselves in the book? |  |  |  |  |
| Do some books reflect different cultures, places and backgrounds, including dual language books? |  |  |  |  |
| Does the selection appeal to both boys and girls? However not stereotype genders into roles? |  |  |  |  |
| Do you provide more than one copy of children’s favourite books? |  |  |  |  |
| Do staff teach children to have a respect for books, e.g. carefully handling them, returning them to the bookshelf when they are finished |  |  |  |  |

| **Poems and Rhymes**  Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, teachers can build children’s strong emotional connection to language.  (The reading framework July 2023) | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Do you have a core set of poems for each year group? Do they include rhyming poems, poems with alliteration and traditional songs and rhymes? |  |  |  |  |
| Do you use rhymes and action songs to teach children new sounds and words through repetition? |  |  |  |  |
| Do you use rhymes and action songs to support children to understand verbs and adjectives? |  |  |  |  |
| Do you have a daily poetry, rhyme or singing session? Do you allow for lots of repetition so children can learn the rhymes, poems and action songs and join in? |  |  |  |  |
| Do you use songs and action rhymes to support early mathematical development? |  |  |  |  |
| Do you use songs and action rhymes to support early social interaction and play skills, e.g. Row row row the boat? |  |  |  |  |
| Are props for interactive songs and rhymes available at all times? |  |  |  |  |
| Do you sing action rhymes and songs which support gross motor development, e.g., Bouncing along on my little red tractor, The grand old Duke of York. |  |  |  |  |
| How do you support parents to share rhymes and songs with children? E.g. do you promote Chat, Play, Share ideas? (See the Westmorland and Furness Early Years website) |  |  |  |  |

| **Home learning and parental engagement**  Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents’ talk with them that expands their vocabulary.  All talk is useful, especially when directed to the child specifically.  However, talk about books brings particular advantages.  First, parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.  Second, book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.  (Above taken from The reading framework July 2023) | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| How do you support parents to encourage their child’s love of reading? |  |  |  |  |
| How do you promote and explain the benefits of reading to children to parents? Is this through information sessions or perhaps a regular reading event like a reading café? |  |  |  |  |
| How do you support parents to access high quality texts to share with their children? Can parents loan books/ story sacks? How do you encourage those reluctant to do so? |  |  |  |  |
| Do you recommend high quality stories to parents e.g. a reading list on your website/display? |  |  |  |  |
| How do you support parents to talk about the books they read with their children? Do you suggest questions they could ask or activities they could do linked to the book? |  |  |  |  |
| How do you model good story telling to parents? Do you have an open-door story time? A recorded story time? A story telling event? |  |  |  |  |
| How do you promote reading to families who have English as an additional language? Do you access or signpost to dual language books from the library service? |  |  |  |  |
| Do you explain to parents the importance of repetition and familiarity of books, songs and rhymes |  |  |  |  |
| Do staff promote the importance of daily story times, e.g. bath, book, bed. |  |  |  |  |

| **Reading Stories**  Everybody loves a good story. Even small children who have difficulty focusing in class will sit with rapt attention in the presence of a good storyteller. But stories are not just fun. There are important cognitive consequences of the story format. Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.  When teachers read aloud to a class, they try to replicate for children what it feels like to have someone’s undivided attention while sharing a story. This is why reading aloud should be a priority.  (The reading framework July 2023) | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Do all staff convey a love of reading? Verbally and through their body language? |  |  |  |  |
| Do staff read and tell stories throughout the day in continuous provision indoors and outdoors? (1:1, small groups, larger groups) Do you encourage role play of a story? |  |  |  |  |
| Do you have a dedicated daily time for stories? Is story time a priority and not a holding activity? |  |  |  |  |
| Are group story times appropriate to the age and stage of the children? E.g. a sofa full of 2-year-olds is enough? |  |  |  |  |
| Do staff recognise the importance of reading stories to the very youngest children in their care? |  |  |  |  |
| Do staff model how to hold a book correctly, turn the pages and point to words L-R, top to bottom. |  |  |  |  |
| Do staff encourage children to talk about the illustrations in the book to re-tell the story? |  |  |  |  |
| Do staff prepare for Storytime, choose the story carefully and practice reading through? Thinking about key vocabulary? |  |  |  |  |
| Do you ever have guest storytellers? E.g. other members of school staff, community, parents, grandparents, men, etc? |  |  |  |  |
| Do you allow for repetition of a story?  The first reading with no questions, explanations or predications then re-reading to add in questions, voices, actions and explore meanings of words? |  |  |  |  |
| When you’ve read a story or non-fiction book with children do you leave it in a place where children can re-read it themselves? With props |  |  |  |  |

| **Staff knowledge and attitudes** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| All staff have a good understanding of how children develop early reading skills |  |  |  |  |
| Staff are aware of their training needs for reading and focused CPD opportunities are provided |  |  |  |  |
| Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. |  |  |  |  |
| Staff promote opportunities for reading in all areas of the provision |  |  |  |  |
| Do staff give additional support to children who need it for example timetabling extra small group story times for children with speech, language and communication needs? |  |  |  |  |

| **Displaying Books**  The books themselves are the most important aspect of any book corner. | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Where is your book corner? Is it somewhere where a child can be comfortable and cosy and explore a book? Is it a main throughfare where books get stood on? |  |  |  |  |
| Do children get the opportunity to spend time in the book area? Can they share books with their friends in there? |  |  |  |  |
| Is every book worth it’s place in the book area? |  |  |  |  |
| Do you display some favourite books in the book area when children transition into the class? (e.g. from previous room, nursery or favourite stories from home that you may have found about before a child starts?) |  |  |  |  |
| Do you display sufficient books to entice children but not too many to overwhelm? Are favourite books easy to find? Do you display key books forward facing, in baskets or on tables so they are easy to find and put away? |  |  |  |  |
| Do you refresh and rotate the books to highlight authors, titles or themes? |  |  |  |  |
| Can books be found in other areas of provision where appropriate e.g. in the construction area or inspirations for art? Indoors and out. |  |  |  |  |
| Do you remove torn or very dog-eared books unless it is a very much favoured story/ non-fiction book? |  |  |  |  |
| For Reception classes - Are your ‘decodable’ books matched to the school phonic programme stored separately |  |  |  |  |

‘Research has shown that book ownership has a significant impact on life outcomes and that 1 in 5 children do not have a book of their own at home’ (National Literacy Trust)

| **Improvement priorities** | **Agreed support** | **Timescale (from – to)** | **Success criteria** | **Evaluation** |
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