Literacy Audit - Reception Year Group

School: Class: Carried out by:

|  |  |  |
| --- | --- | --- |
| Literacy  Monitoring Statements | | |
| Planning and Assessment | | |
| Adults are: | | |
| * Planning reading experiences that are practical and meaningful |  | |
| * Planning & providing regular shared reading / guided reading opportunities |  | |
| * Using specific & targeted assessments to ensure children's individual reading books are pitched at the correct level for them e.g. running records |  | |
| * Planning writing experiences that are purposeful to the children |  | |
| * Planning & providing regular opportunities for shared writing / guided writing |  | |
| * Planning phonics teaching that is multi-sensory, fun & engaging |  | |
| * Medium term plans show how all aspects and concepts required for attainment of the ELGs will be taught |  | |
| * Evaluating literacy activities and experiences according to the intended learning |  | |
| * Planning a balance of adult-led literacy opportunities – including speaking and listening, reading, writing & phonics |  | |
| * Planning a balance of independent literacy opportunities – including speaking and listening, reading, writing & phonics |  | |
| Teaching and Adult Interaction | | |
| Communication and language  Adults are: | | |
| * Modelling and encouraging language acquisition and new vocabulary |  | |
| * Responding sensitively to the children’s differing language development |  | |
| * Regularly providing children with opportunities to tell stories using a range of media and materials e.g. puppets, story, boards, props etc |  | |
| * Providing groups times of no longer than 20 minutes unless they are highly interactive |  | |
| * Engaging in sustained conversations with children |  | |
| * Respectful of children’s thinking time and silences and helping them develop the interaction |  | |
| * Providing a running commentary during children’s independent play |  | |
| * Using visual strategies to support children’s language development |  | |
| Linking sounds and letters  Adults are supporting phase 1 and beyond by: | | |
| * Encouraging children to listen to & distinguish different sounds in the environment |  | |
| * Playing sound games, guessing what sounds are and where they come from |  | |
| * Encouraging rhythm and rhyme by reciting poems & singing rhymes |  | |
| * Using rhymes from a variety of cultures and asking parents to share their favourites |  | |
| * Talking about similarities in rhyming words |  | |
| * Making up alternative endings and encouraging the children to supply the last word of a nursery rhyme |  | |
| * Drawing attention to the similarities in sounds at the beginning of words, emphasising initial sounds |  | |
| * Providing a range of resources to support children’s listening skills including musical instruments, microphones, CD player and CD's / ipods / songs or stories on computers / tablets, stories rich in sound effects etc. |  | |
| * Ensuring early phonic skills are supported through both adult-focused teaching and resources that can be accessed independently |  | |
| * Delivering highly interactive and practical phonics sessions, based upon children's current learning needs and of appropriate length |  | |
| Reading  Adults are: | | |
| * Telling, as well as reading, stories |  | |
| * Using different voices to tell stories, sometimes using puppets, soft toys or real objects as ‘props’ |  | |
| * Using a range of strategies to sustain children's interest and involve them in story sessions |  | |
| * Repeating favourite stories regularly and pausing at intervals to encourage them to ‘read’ the next word |  | |
| * Encouraging children to re-enact the stories they hear in their play |  | |
| * Encouraging children to predict outcomes or to think of alternative endings |  | |
| * Using story-times to specifically teach new vocabulary |  | |
| * Talking to children about characters and their feelings about stories |  | |
| * Taking the children to visit the local library/mobile library |  | |
| * Having a librarian or children’s author visit the setting |  | |
| * Introducing children to non-fiction books |  | |
| * Using appropriate vocabulary when talking about books, including ‘page’, ‘author’, ‘word’ |  | |
| * Reading and referring to the print that is displayed around the setting |  | |
| * Ensuring independent reading books are closely linked to the phonemes / graphemes currently being taught |  | |
| * Ensuring children have regular opportunities to practise reading out loud with the class teacher |  | |
| Writing  Adults are: | | |
| * Making books with children of activities they have been doing, using annotated photographs of the children and simple text |  | |
| * Writing poems and short stories with the children |  | |
| * Encouraging children to draw and paint and talk to them about what they have done |  | |
| * Providing opportunities for children to see practitioners using writing for different purpose, for example, writing lists and messages |  | |
| * Involving children in purposeful writing experiences e.g. writing signs or labels for a display or for areas of the classroom |  | |
| * Encouraging children to use their current phonic knowledge / tricky word knowledge when writing |  | |
| * Modelling how to use prompts or cues to support the process of writing e.g. letter / phoneme fans, phonic friezes, displays etc. |  | |
| * Providing a range of resources to encourage children to write in different contexts and record their thinking / ideas |  | |
| * Providing specific activities that give children the opportunity and motivation to develop fine motor skills e.g. a funky fingers area |  | |
| * Encouraging children to hold pencils and small tools efficiently |  | |
| * Providing opportunities for large shoulder movements including modelling large letter movements by drawing in the sky, in sand and large scale painting etc. |  | |
| * Explicitly teaching and reinforcing the correct formation of letters |  | |
| * Providing a range of multi-sensory opportunities to practise letter formation / letter shapes |  | |
| * Giving children specific feedback on how to develop their writing skills |  | |
| What are the identified areas for further development | | |
| Literacy Environment Checklist | |
| Environmental print: letters and words | |
| * Are resources and working areas clearly labelled? |  |
| * Are children’s names and important words displayed at child height? |  |
| * Are greetings / days of the week / children's names / High Frequency Words / key vocabulary displayed? |  |
| * 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 and captions from adults and children? |  |
| Reading opportunities | |
| * Is there an inviting listening post with a variety of stories and rhymes on CDs or on an electronic device e.g. a tablet? |  |
| * Are reading opportunities available in more than 3 areas of the room e.g. books included in displays, learning areas etc.? |  |
| * Are reading opportunities and engagement with print available within activity areas across the indoor and outdoor learning spaces? |  |
| * Does reading happen outside? |  |
| * Do adults read to the children at least once day? |  |
| * Do children see adults reading for different purposes and in different contexts? |  |
| * Are there stories & props available for independent use, linked to familiar texts? E.g. story sacks, small world play experiences? |  |
| * Is there an attractive & inviting book area where adults and / or groups of children can share books & stories together? |  |
| * Are the books of appropriate quality, quantity and variety e.g. hard cover, soft cover, fiction, non-fiction, rhymes, comics, sound books, dual language books, those showing positive images of the local and wider community, children own books, simple books they can read independently? |  |
| * Can children easily self-select books from the area and is it clean and tidy and regularly monitored to update what is available? |  |
| Writing opportunities | |
| * Do children see adults writing for different purposes and in different contexts? |  |
| * Is there an appealing writing area that includes a variety of writing materials & media, templates of different writing genres, examples of children’s writing etc.? Are children presented with a variety of different purposes for writing here? |  |
| * Are there writing opportunities readily available across the indoor and outdoor learning spaces (in at least 3 different areas)? |  |
| * Do children have access to age appropriate reading and writing software programs? |  |
| * Is there a variety of children's writing samples displayed, showing value to all children's work? |  |
| * Are alphabet lines and word banks available to support early writing? |  |
| Resources for the teaching of letters and sounds | |
| * Are there opportunities to practise and apply recently learnt phonic knowledge in the classroom e.g. a designated phonics area? |  |
| * Are there collections / objects / pictures / games of rhyming pairs? |  |
| * Are there collections / objects / pictures / games to support alliteration? |  |
| * Are there sufficient resources to support all children's learning during whole class phonics lessons including whiteboards and pens, magnetic letters, letter fans, yes/no cards etc. |  |
| * Does the teacher a have a well-organised selection of resources to support whole class teaching including puppets for demonstration, a clearly visible whiteboard, sticky notes, cards of each phoneme, magnetic  letters, and cards for games and activities? |  |
| * Are these resources available for children's independent use throughout the day? |  |
| * Are games & activities to teach & reinforce tricky word knowledge / common exception words regularly provided? |  |
| What are the identified areas for further development | |