



School

Date

English Hub

Literacy Specialist

Secondary Audit

Please mark an X in the box corresponding to the applicable category.

A = strong; B = some development required; C = significant development required

<u>A. Building a team of experts</u>	A	B	C	Comment
The Senior Leadership Team:				
Appoints staff to lead on reading who have, or will be supported to develop, expertise in promoting reading for all learners and in supporting pupils with reading needs to make progress.				
Ensures they meet with the staff leading on reading to review data and ensure alignment with the school's strategic priorities.				
Allocates dedicated, regular time for staff leading on reading to fulfil their responsibilities. Supports the staff leading on reading to provide CPD to school staff as needed, ensuring this is regularly reviewed.				
Ensures processes are in place to identify pupils with reading needs, deliver targeted interventions and monitor their progress.				
Ensures that the professional environment for staff is supportive with sufficient time for high-quality dialogue and collaboration.				
Promotes a joined-up approach to supporting pupils with reading needs, including ensuring subject				

teachers are aware of the reading needs of pupils in their classes, for example by sharing data from reading assessments, and addressing barriers such as timetabling.				
Promotes a whole-school approach to supporting reading proficiency and engagement, including ensuring all subject teachers understand how to support readers at all levels in their classroom practice and providing opportunities for students to access challenging texts.				
Encourages a whole-school commitment to fostering a reading culture that highlights the significance and enjoyment of reading, supported by initiatives such as reading events and celebrations.				
Adopts new approaches based on evidence of what has (and has not) worked before, using both internal and external evidence (e.g. pupil outcome data and research-based guidance for example DfE's Reading Framework 2023 and EEF's Improving Literacy in Secondary Schools guidance) to support reading needs across the school.				
The Staff Leading on Reading:				
Are represented on the Senior Leadership team, or regularly meet with the Senior Leadership team to review progress against strategic priorities in				

developing reading. This may include discussions on the impact of interventions on pupils' reading progress.				
Establish and review processes to identify pupils with reading needs.				
Establish and review intervention timetables to ensure their effectiveness, including collaborating with the SENCO.				
Analyse assessment data to identify areas for improvement.				
Maintain up to date knowledge of reading and engage with emerging evidence. As part of this, staff leading on reading should consider how reading, writing and spoken language are interrelated.				
Ensure all staff receive relevant and up-to-date training, including specialist training for staff delivering reading interventions and diagnostic assessments.				
Staff delivering targeted support receive coaching from an expert (usually the reading lead).				
If the staff leading on reading are unable to coach those delivering interventions, they should set out a				

plan to develop this expertise and use external expertise in the interim.				
Champion reading across all subjects, ensuring necessary adaptations are implemented to prevent reading from becoming a barrier to lesson accessibility.				
Work in partnership with colleagues across other departments to ensure a rigorous approach is implemented. E.g. The pastoral team/safeguarding team.				
Maintain records of all CPD, practice, and coaching sessions.				
The Special Educational Needs Coordinator (SENCO):				
Has day-to-day responsibility for the operation of the SEN policy and coordinating specific provision to support individual pupils with SEN, including those with EHC plans.				
The SENCO engages with feeder primary schools in collaboration with the staff leading on reading. This helps to ensure a smooth transition for pupils with reading needs (some of whom will also have SEND).				
The SENCO will need to work closely with staff leading on reading. Support for the weakest readers should be prioritised and it should be clear who is				

responsible for this group. This group may include pupils with SEND, pupils who require assistive technology or other adjustments and pupils with English as an additional language (EAL).				
Heads of Department:				
All subject leaders should attend professional development sessions focused on supporting readers at all levels to ensure a cohesive, whole-school approach.				
Subject leaders should assist subject teachers by ensuring all staff understand the reading demands of their subject and are able to support pupils of all reading levels through their classroom practice.				
<u>Additional comments and actions:</u>				

<u>B. Whole School Professional Development</u>	A	B	C	Comment
Professional development is strategically selected to enhance the capability and knowledge of secondary school staff in promoting reading for all learners and supporting pupils with reading needs. This is				

particularly important in Key Stage 3, as pupils transition from primary to secondary school.				
Time is protected for teachers to plan, test and implement new, evidence-informed ideas. (Department for Education, National Professional Qualification (NPQ): Leading Teaching Framework)				
Any professional development time is used productively and that colleagues perceive the relevance to their work. (Department for Education, National Professional Qualification (NPQ): Leading Teaching Framework)				
All subject teachers receive training to improve their understanding of how they can support pupils with reading needs through their classroom practice. Each subject takes a subject-specific approach to supporting reading.				
<u>Additional comments and actions:</u>				

<u>C. Assessment, identification and progress</u>	A	B	C	Comment
In order to support pupils' reading, schools have processes in place to monitor pupils reading throughout KS3 starting on entry in Year 7.				
Screening assessments are administered to all and ensure that reading needs are not missed. Where screening indicates reading below the average reading for age, individual diagnostic assessments are used to confirm and specify the nature of reading needs (e.g. phonics, word reading, fluency, comprehension) so that support is accurately targeted.				
Reading assessment data is shared with subject teachers.				
<u>Additional comments and actions:</u>				

<u>D. Support and Intervention</u>	A	B	C	Comment
Training:				

All subject teachers receive training to enhance their understanding of how to support pupils with reading needs through their classroom practice and quality first teaching and know what the signs are that pupils have reading needs.				
Staff responsible for implementing interventions and conducting assessments undergo appropriate training to ensure these activities are performed effectively and with fidelity, maximising their impact on pupils.				
Staff leading on reading undergo training to enhance their knowledge of reading (and writing and spoken language) so that they can support all colleagues and identify their training needs – for example the NPQ in Leading Literacy.				
Interventions:				
A needs-based approach is used to select interventions, to ensure interventions accurately target pupils' reading needs.				
Consideration is given to how well aligned programmes are to the wider evidence base (for example EEF's Improving Literacy in Secondary Schools guidance and DfE's Reading Framework 2023).				

The school monitors the implementation of programmes and takes action where programmes are not having the expected impact.				
When monitoring implementation, schools reflect on data to identify any problems that arise as well as solutions to those problems. (EEF, A School's Guide to Implementation)				
Resources:				
Staff involved in assessments and intervention programmes have access to the necessary resources and training.				
Pupils are provided with resources to support their reading in all lessons.				
Ensure there is access to the widest range of engaging, diverse texts, both fiction and non-fiction, that might capture the interest of adolescent readers and children of all reading abilities.				
<u>Additional comments and actions:</u>				

<u>E. Parental Involvement</u>	A	B	C	Comment
Parents are kept informed about the reading interventions their child is receiving.				
Opportunities are provided for parents to engage with the school, such as workshops or meetings, to discuss their child's reading progress and strategies for improvement, including providing accessible opportunities for parents with literacy needs.				
<u>Additional comments and actions:</u>				