

# EFFECTIVE READING INSTRUCTION CHECKLIST

**Our aim is to teach 100% of our children to read, confidently, fluently and independently. □**

**Both elements of reading: decoding (phonics) and comprehension are adequately addressed in our policies and teaching. □**

**We have a high quality phonics programme in place from P1/YR which also provides opportunities for teaching phonics (including phonemic awareness), vocabulary, fluency, comprehension and grammar. □**

**All of our teachers have been trained in phonics, regardless of which age/stage they work with. □**

**We teach the alphabetic code—the sounds/phonemes in our language and their corresponding letter/letters (spelling alternatives). We use alphabetic code charts or sound charts to support teaching and learning. □**

**We teach the skills of reading, writing and spelling including the sub-skills of decoding and blending for reading, oral segmenting and encoding for spelling, and handwriting. □**

**In the early years, we avoid premature grouping and differentiation, and instead focus on ‘keeping up’ rather than ‘catching up’. We provide extra support and ‘little and often’ practice for slower to learn children. □**

**The only strategy we teach children is phonics ‘all-the-way-through-the-word’ for reading and for spelling. □**

**We no longer use any of the following: sight words, letter names, miscue analysis, multi-cueing or guessing □**

**Children have opportunities to work independently and at their own pace, using paper-based resources as they practise reading, writing and spelling. (Materials for this should be provided with your phonics programme.) □**

**Decodable reading materials are used for teaching in the early stages. Sentences, texts and reading books follow the phonics being taught and enable children to read independently and make rapid progress. □**

**Regardless of age/stage children throughout the school that are struggling with reading are given appropriate reading instruction and teaching, using a high quality phonics programme as an intervention. □**

**We have a stock of decodable reading books suitable for older learners and which are used throughout the school as appropriate. □**

**Phonics teaching continues up to the end of P7/Y6 for spelling. □**

**We have shared the school’s approach to teaching reading with parents—and give clear and explicit advice about how they can best support their child, including an emphasis on reading to, and talking with, their children. □**

**Our classroom practice is fit for purpose. It focuses on the precise and necessary knowledge and skills required for reading. We are careful not to ‘lose the learning’ in the quest for engagement or active learning. Learning to read is a very real, exciting and fulfilling journey all by itself. □**

**All of the above takes place within a rich literacy environment that instils an appreciation/love of texts and reading in all its forms—whether for pleasure, leisure or learning. □**

