



Supported by the Education Endowment Foundation

DIAGNOSTIC ASSESSMENT READING AUDIT TOOL

This audit tool supports schools to evaluate and strengthen their diagnostic reading assessment, intervention, and classroom practice.

Schools rate each criterion as Yes, No, or Work to be Done, and record evidence or professional development needs.



DIAGNOSTIC ASSESSMENT

Diagnostic Assessment		
Criteria	Yes/No/Work to be done	Evidence/Notes
There is a named lead for reading diagnostics with clear roles and responsibilities.	<input checked="" type="checkbox"/> Yes ▾	
A clear assessment schedule is in place (e.g., NGRT screening at key points across KS3/KS4). Recommended x2 a year x3 (Intervention groups)	<input type="checkbox"/> ▾	
Staff administering reading assessments are trained and confident in purpose, process, and reliability.	<input type="checkbox"/> ▾	
Pupils are pre-briefed and supported before diagnostic testing - consistent approach	<input type="checkbox"/> ▾	
Data is filtered and interpreted by stanine not reading ages	<input type="checkbox"/> ▾	
Thresholds exist for identifying pupils with word reading, fluency, or comprehension needs (stanine <3, SAS <85).	<input type="checkbox"/> ▾	
Follow-up diagnostic assessments (e.g., YARC, SWRT, BPVS) are used systematically to confirm specific needs after initial screening.	<input type="checkbox"/> ▾	
Decision Tree process is used to route pupils to appropriate interventions or Wave 1 support	<input type="checkbox"/> ▾	
Reading data is shared with all staff in a meaningful and actionable format.	<input type="checkbox"/> ▾	
Staff understand the distinction between screening (breadth) and diagnostic (depth) assessment.	<input type="checkbox"/> ▾	

Professional Development		
Recommendations	Yes/No/Work to be done	Evidence/Notes
Training on interpreting NGRT	<input checked="" type="checkbox"/> Yes ▾	Leaders: Teachers: TAs:
Additional Tests e.g. YARC data	<input type="checkbox"/> ▾	Leaders: Teachers: TAs:
Understanding Stanines and how to act on results	<input type="checkbox"/> ▾	Leaders: Teachers: TAs:

INTERVENTION

Intervention		
Criteria	Yes/No/Work to be done	Evidence/Notes
All interventions are linked to a diagnostic outcome; no generic 'catch-all' approaches are used.	<input checked="" type="checkbox"/> Yes ▾	
Interventions are evidence-informed and quality-assured using the TARGET framework. [EEF]	<input type="checkbox"/> ▾	
Structured materials, fidelity checks, and progress tracking are in place for each intervention.	<input type="checkbox"/> ▾	
Staff delivering interventions have received both initial and follow-up training.	<input type="checkbox"/> ▾	
Intervention time is protected and regularly monitored for consistency.	<input type="checkbox"/> ▾	
Each pupil has a baseline and exit assessment to measure intervention impact.	<input type="checkbox"/> ▾	
Feedback loops exist between intervention staff and class teachers to bridge learning.	<input type="checkbox"/> ▾	
Intervention data is reviewed termly to inform strategic decisions and staffing.	<input type="checkbox"/> ▾	
Success is measured through reading data (stanines, comprehension, fluency) and staff reflection.	<input type="checkbox"/> ▾	

Professional Development		
Recommendations	Yes/No/Work to be done	Evidence/Notes
Using research evidence Training	<input checked="" type="checkbox"/> Yes ▾	Leaders: Teachers: TAs:
TARGET model overview training	<input type="checkbox"/> ▾	Leaders: Teachers: TAs:
Fidelity/monitoring training	<input type="checkbox"/> ▾	Leaders: Teachers: TAs:
Coaching for intervention	<input type="checkbox"/> ▾	Leaders: Teachers: TAs:

HIGH QUALITY TEACHING

High Quality Teaching		
Criteria	Yes/No/Work to be done	Evidence/Notes
All teachers have received training on how pupils learn to read and how this affects their subject delivery.	<input checked="" type="checkbox"/> Yes	
Diagnostic outcomes inform planning, grouping, and teaching adaptations	<input type="checkbox"/>	
Departments identify and explicitly teach subject-specific vocabulary (Tier 2/3) using consistent routines.	<input type="checkbox"/>	
Teachers use explicit and implicit vocabulary instruction during reading tasks.	<input type="checkbox"/>	
Teachers model fluent oral reading and embed fluency practice opportunities for all pupils.	<input type="checkbox"/>	
Teachers scaffold comprehension using before-during-after or reciprocal reading models.	<input type="checkbox"/>	
Reading aloud practices are inclusive and model expert fluency; round robin reading is avoided.	<input type="checkbox"/>	
optimise opportunities for all pupils to practise their reading fluency.	<input type="checkbox"/>	
Texts are selected carefully for complexity, accessibility, and curriculum relevance	<input type="checkbox"/>	
Teachers use oracy and structured discussion to deepen text understanding.	<input type="checkbox"/>	
There is continuity between intervention strategies and classroom practice	<input type="checkbox"/>	
Departments identify disciplinary reading demands and integrate reading strategies into schemes of learning.	<input type="checkbox"/>	
Professional Development		
Recommendations	Yes/No/Work to be done	Evidence/Notes
Vocabulary Instruction Training	<input checked="" type="checkbox"/> Yes	Leaders: Teachers: TAs:
Before, During, After framework training - with disciplinary focus	<input type="checkbox"/>	Leaders: Teachers: TAs:
Fluency strategies training/Oracy training	<input type="checkbox"/>	Leaders: Teachers: TAs:
Adaptive Teaching Training	<input type="checkbox"/>	Leaders: Teachers: TAs:

IMPLEMENTATION

Implementation		
Criteria	Yes/No/Work to be done	Evidence/Notes
A whole-school reading strategy integrates diagnostic assessment, intervention, and classroom teaching.	<input checked="" type="checkbox"/> Yes ▾	
Leadership monitors fidelity and impact of diagnostic processes and interventions	<input type="checkbox"/> ▾	
Reading outcomes are reviewed termly by SLT and curriculum leads.	<input type="checkbox"/> ▾	
Staff at all levels (leaders, teachers, TAs) have identified their training needs around reading.	<input type="checkbox"/> ▾	
Professional development mapping aligns CPD to audit findings	<input type="checkbox"/> ▾	
The EEF Implementation Guidance model (Explore-Prepare-Deliver-Sustain) informs school planning.	<input type="checkbox"/> ▾	
Each school has an identified Reading Lead or Literacy Champion overseeing quality assurance.	<input type="checkbox"/> ▾	
Success criteria are defined (e.g., % pupils above stanine 3; closing PP or gender gaps).	<input type="checkbox"/> ▾	
Reading strategy is embedded in School Improvement and Curriculum Plans.	<input type="checkbox"/> ▾	

Professional Development		
Recommendations	Yes/No/Work to be done	Evidence/Notes
Implementation training EEF	<input checked="" type="checkbox"/> Yes ▾	Leaders: Teachers: TAs:
Coaching - Leaders/heads of Faculty	<input type="checkbox"/> ▾	Leaders: Teachers: TAs:
Regular network and strategy meetings	<input type="checkbox"/> ▾	Leaders: Teachers: TAs: