Audit Context: **How diverse are the authors/texts used to support reading and writing from EYFS – KS2?**

This audit is designed to give you a clear understanding of what is currently taught in your school, so you can see where there might be space for change by introducing new texts by writers of colour.

Completing this audit involves author’s sensitive personal data and information, and for this reason we encourage you to use publicly available information when filling in author details on the audit table, so try to avoid making assumptions about an author’s identity (such as their gender or ethnicity). If you cannot find this information it’s best to leave it blank rather than input details which are not accurate.

Things to think about when compiling the audit:

1. Consider how both authors and characters in the texts in your curriculum are represented – look separately at poetry, fiction, picture books and non-fiction. Where do they appear and in what role? Are the narratives solely focused on struggle or issues? Do they have clear identities which go beyond their race? Are a range of experiences explored and celebrated?

2. Many Heritage texts contain discriminatory content: are you giving children opportunities to explore and discuss the issues of representation from a young age?

3. What themes and topics are taught alongside the work of Black, Asian or other minority ethnic authors? Think about introducing texts by a Black, Asian or other minority ethnic author which aren’t explicitly about race, racism, immigration or Black Lives Matter – how can their work be used in a cross-curricular approach to science, the arts, sports and humanities?

EYFS

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| Author | | | | | | Text Title | Text Type | | | | Type of Narrative  (e.g. uplifting; issue based; historical; factual; biography; picture book) |
| Name | Ethnicity | Gender | Disability | LGBTQI+ | Class | Fiction | Picture book | Non -fiction | Poetry |
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KEY STAGE 1

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KEY STAGE 2

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| Name | Ethnicity | Gender | Disability | LGBTQI+ | Class | Fiction | Picture book | Non -fiction | Poetry |
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NOTES: