

The reading framework: Teaching the foundations of literacy (July 2021)

## **SUMMARY (factual not interpretive) Abigail Steel 11.07.21**

### **Language comprehension**

- \*A clearly defined curriculum should extend children's vocabulary in each of the EYFs areas of learning, and in year 1 for each subject.
- \*Children should be taught routines for back-and-forth talk.
- \*Activities should be used effectively to develop children's language.
- \*Non-fiction books related to experiences and activities should be read with children and made available for them to share at school and at home.
- \*Effective procedures should identify and support children with speech, language and communication needs.
- \*Teachers should be aware of practices that could reduce interactions with children.

### **Storytimes**

- \*The daily time for stories should be a priority.
- \*Teachers should prepare the story reading so they can capture children's attention.
- \*Extra small group storytimes should be timetabled for children with speech, language and communication needs.
- \*Staff should have a wide knowledge of traditional and contemporary children's literature.
- \*High-quality stories to read aloud to children, including traditional and modern stories, should be organised, listed and shared.
- \*In stories and other books, children should encounter others whose experiences and perspectives are both similar to and different from their own.
- \*Teachers should re-read stories and talk with children about them to build familiarity and understanding.
- \*Some stories should be dramatised with children when they know the story well.
- \*'Second tier' vocabulary should be explored in wider contexts, once children know a story well.
- \*Books should be made available for parents to share with their children at home.
- \*Teachers should explain to parents the benefits of reading aloud at home.
- \*Book corners should be appealing to children and uncluttered.
- \*Children should have time to browse and re-read or retell stories that have been read to them.

### **Poetry, rhymes and songs**

- \*The daily poetry, rhyme and singing session should be a priority.
- \*Poems, rhymes and songs for each year group should be listed.

### **Principles underpinning the teaching of phonics**

- \*Teachers should understand the nature of the English alphabetic code.
- \*Teachers should understand the principles underpinning a programme of synthetic phonics.

### **Teaching a systematic programme**

- \*The school should adopt a systematic synthetic phonics (SSP) programme.
- \*Direct teaching of phonics should take place every day for all children from the start of the Reception year.
- \*Interactive lessons should ensure all children participate fully.
- \*Children should be taught correct letter formation and practise it daily.
- \*Children should be given tasks that allow them to practise and apply what they have been taught to read and write.
- \*Children should practise reading only with books that are decodable for them at that stage of their learning.
- \*Children should read a decodable book or other decodable text most days.
- \*Resources should be organised effectively.

- \*The organisation of books should match the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words).
- \*Enough books should be available at each stage of the phonics programme for children to practise reading.
- \*Teachers should be aware of activities that might hinder children's progress in learning to read and write.
- \*Parents should be informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice.

### **Developing fluency**

- \*Teachers should understand why fluency is essential for children's reading comprehension.
- \*Accurate decoding should be assured before children move on to read a new book.
- \*The meaning of new words should be explained to children to increase their vocabulary and accelerate their reading of words 'at a glance'.
- \*Children should sometimes, from the earliest stage, re-read books to practise and improve their fluency.

### **Assessment**

- \*Teachers should understand the difference between formative and summative assessment in relation to reading.
- \*Teachers should use formative assessment throughout a lesson.
- \*Leaders should use summative assessments to plan professional development.
- \*Teachers should understand the specific purpose of the phonics screening check.
- \*Reading comprehension should not be assessed until a child is a fluent reader.

### **Keeping up from the start**

- \*Phonics lessons should be of the highest quality to reduce the likelihood that children might need extra support.
- \*Children at risk of falling behind should be identified within the first three weeks of their starting in their Reception year.
- \*These children should have extra daily phonics practice with a well-trained adult.
- \*Each child receiving extra support should be profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching.

### **Older pupils who need to catch up with reading and writing**

- \*Phonics assessments should identify pupils with poor decoding skills as soon as possible.
- \*Sufficient support should accelerate progress, including for new arrivals and pupils who are learning English as an additional language.
- \*Each pupil receiving extra support should be profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching.

### **Leadership and management**

- \*The headteacher should take responsibility for building a strong reading culture.
- \*The headteacher should believe that virtually all children can learn to read, regardless of their background, needs or abilities, and acts to make this happen.
- \*Professional development, including training, practice and coaching, should be planned and effective so all staff become experts in teaching reading and writing.
- \*The literacy lead should have expertise in and experience of teaching phonics.
- \*The literacy lead should have sufficient, dedicated time to fulfil the role.
- \*Sufficient time should be planned for the teaching of phonics, reading and writing.
- \*Routines should be strong, school-wide and reinforced consistently to support children's learning.