

Reading

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Framework



The reading framework

Teaching the foundations of literacy

July 2021

SUMMARY OF THE DFE'S Reading Framework

THE IMPORTANCE OF TALK



High-quality talk and a language-rich environment are central to the approach to developing literacy. The quality of adults' interactions with children affects their vocabulary acquisition and cognitive development. Developing pupils' spoken language is integral to all subjects in the National Curriculum and EYFS so that they can articulate their understanding, develop their knowledge, and build the vocabulary they need to support their learning.

READING IS A CATALYST

Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it; they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.



VOCABULARY ACQUISITION THROUGH TALK

High-quality adult interactions and purposeful experiences can build children's vocabulary size. The report provides an example for how a visit to a fire station might unleash the teaching of semantic fields linked with some of the key information. For example, by talking of fire, pupils would learn and connect words such as blaze, flames, heat, smoke, plumes and extinguish. This supports later reading by helping children comprehend texts when they see such words.

ADULTS MODELLING SPEAKING AND LISTENING

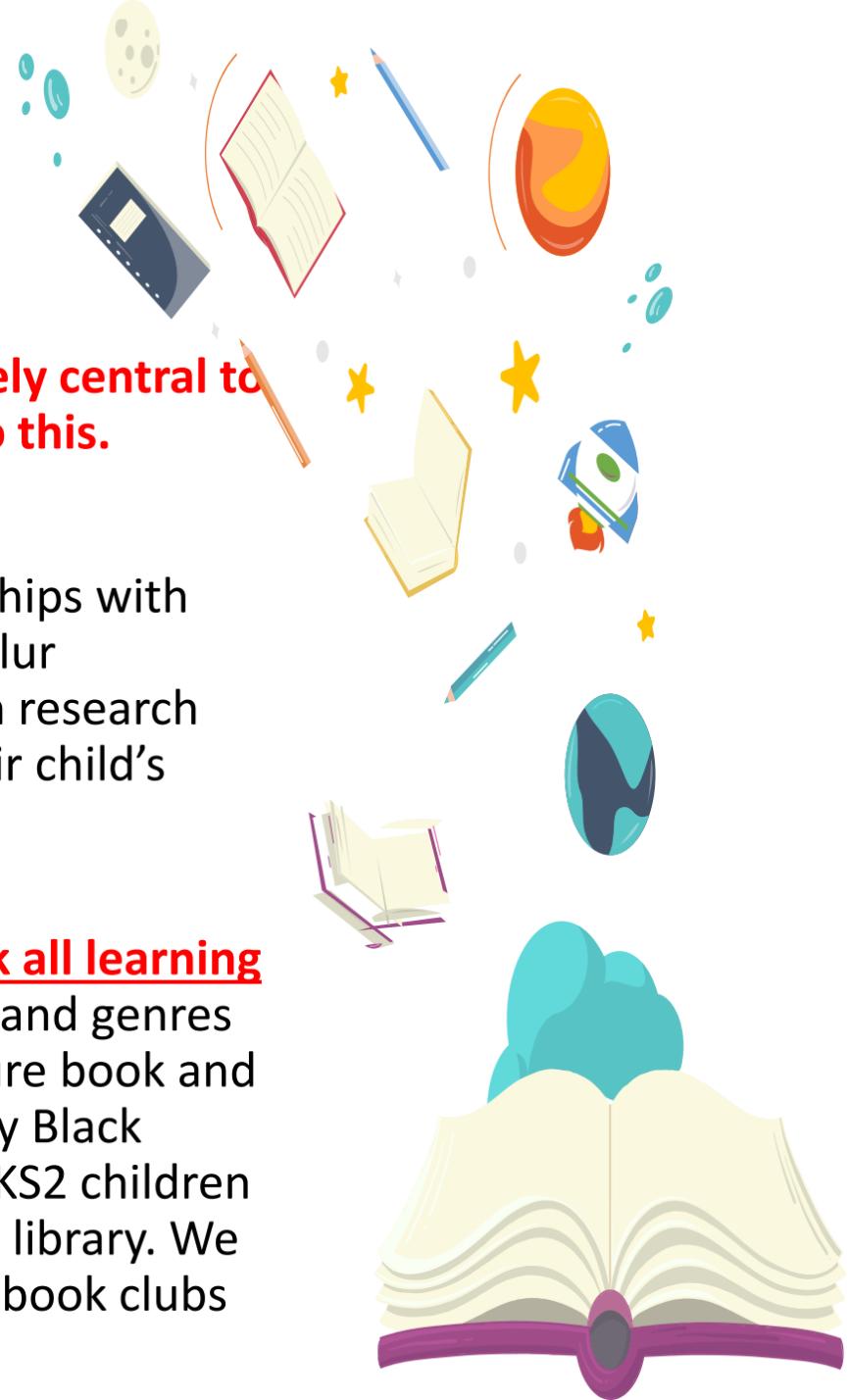
Adults can plan to develop children's vocabulary through every-day experiences. This can include adding adjectives and adverbs into interactions so that children begin to expand their word knowledge and understand them in a greater range of contexts. Children should also be explicitly taught what good listening is like, both through direct instruction and through teacher modelling. Good listening should also, of course, be reinforced and rewarded with praise.



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KS2 children
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A large open book with a purple cover and a blue cloud-like shape above it, surrounded by various educational icons like pencils, stars, and books.

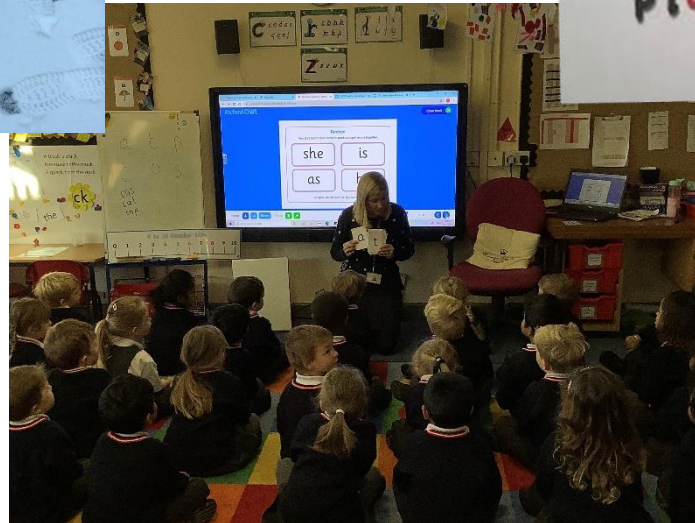
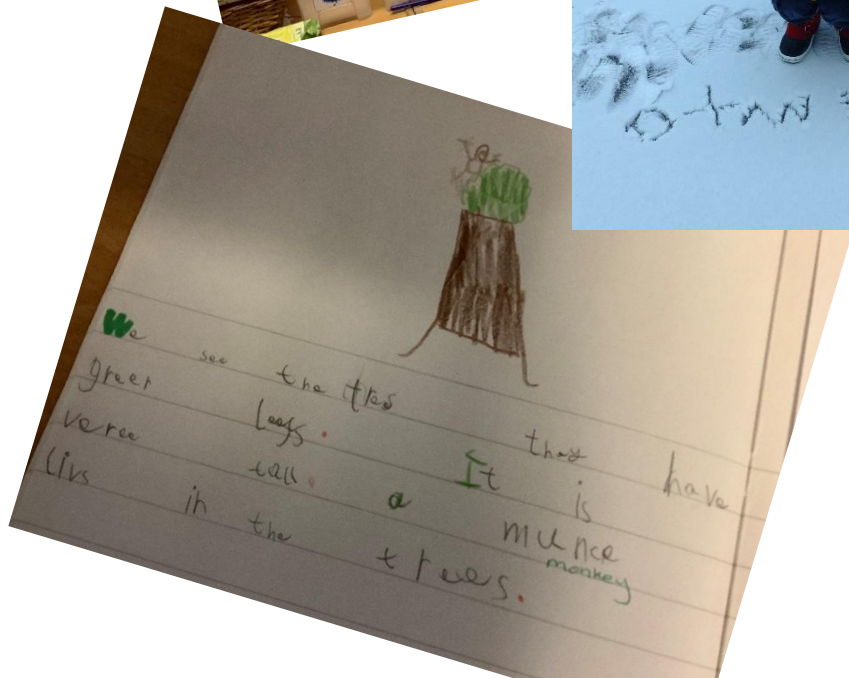
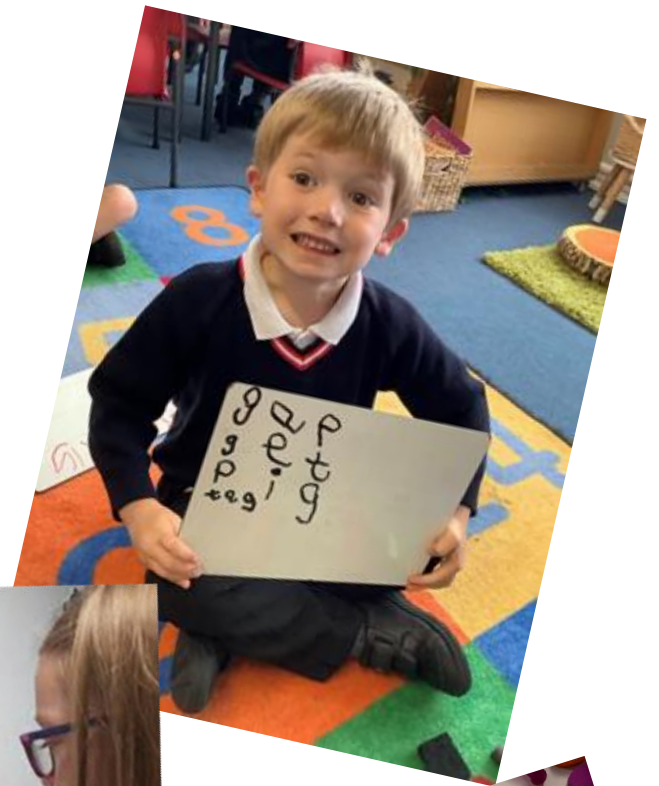
We continue to develop **a genuine, school wide reading culture.**

Reading is firmly embedded in our improvement plan and remains absolutely central to our identity as a school. Reading for pleasure, not just for learning, is key to this.

Research supports our belief for the need to firmly develop reading relationships with families and community members, so as to build reading communities that blur boundaries between children's home and school reading worlds. There much research evidence which indicates that the more directly involved a parent is with their child's reading, the bigger impact it will have.

Reading is at the heart of our curriculum and all staff are encouraged to link all learning back to literature. At all times, children are exposed to a rich variety of texts and genres through English lessons, Shared Reading lessons, the class Reading for Pleasure book and linked learning books to other topic areas. National celebrations (e.g. recently Black History Month) are also acknowledged through literature. Alongside this, all KS2 children and Year 2 children have recommenced weekly access to our fantastic school library. We are working on adding further lunchtime access to all children, the restart of book clubs and access to the library again after school for younger years.

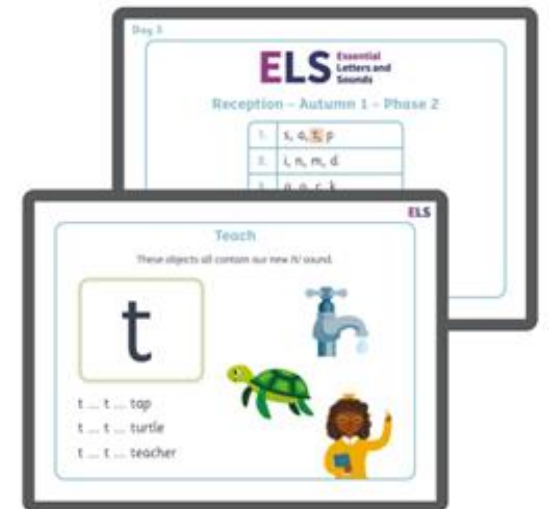
Phonics



Phonics is taught within school using the Essential Letters and Sounds Scheme (ELS)

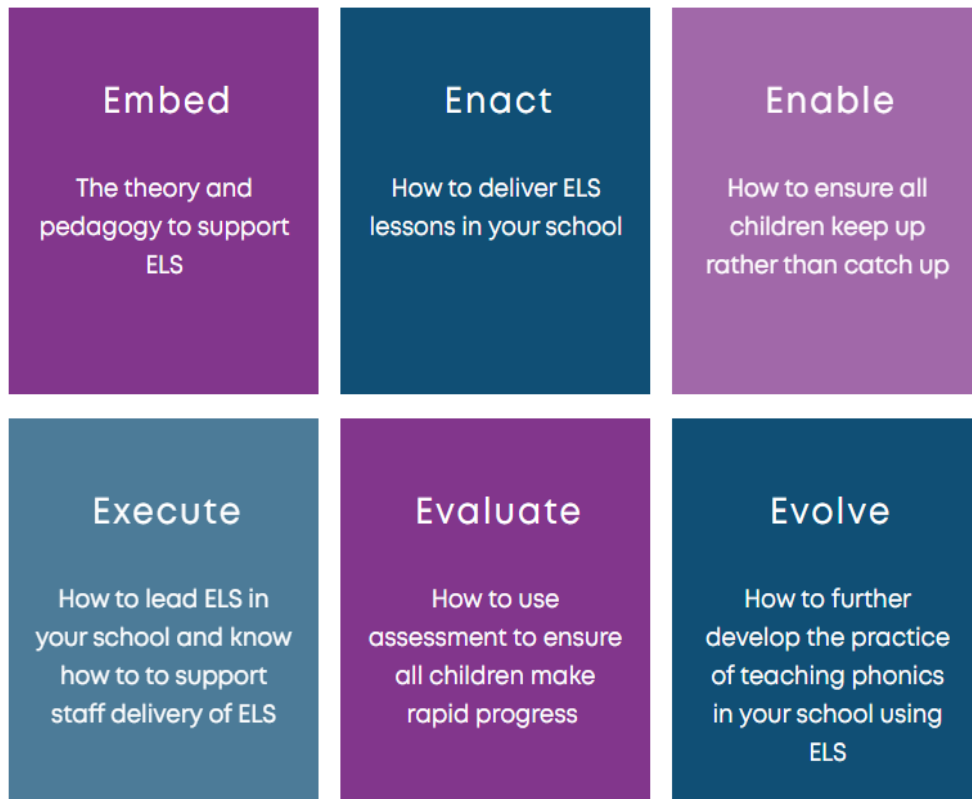


- It follows the familiar structure of Letters and Sounds: revisit and review –teach –practice -apply
- Provides whole-school training- every member of staff receives the same high quality training, creating a whole-school ethos
- Comprehensive plans for every lesson - every lesson is of the highest quality and consistent in terminology
- Clear and easy to use interactive whiteboards for every day of YR and Y1
- Decodable texts precisely matched to the programme - all children can practise and consolidate their new learning
- A complete Handbook with 'how to' videos to support all teaching and interventions - enabling all staff to deliver ELS with fidelity
- Texts matched to every week of teaching – every member of staff can quickly and clearly see which texts are now decodable
- Online tracking for assessment (from Autumn 2) – know where every child is on their journey
- Complete assessment and mock phonics screener –supporting children to 'keep up', rather than catch up
- Flashcards including mnemonics and rhymes to support all teaching
- Workbooks which contain all the apply sheets required for the programme
- An eBook Library with digital access to 100 decodable books.



The main principles of ELS are based upon:

- The delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- The use of consistent terminology by teachers, children and parents
- The use of consistent resources that support effective teaching
- Repetition and reinforcement of learning
- Regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'
- The 'E' model.



Involving our parents in Phonics

- Videos to share with parents on Dojo
- Phonics workshop to be reinstated
- Sending home ideas of games, activities and techniques that will support their child

How reading is taught

- Reading is embedded in everything we do and taught throughout the school day.
- Shared Reading sessions happen daily for around 20 minutes
- Carefully selected texts have allowed us to create a rich and varied reading curriculum, using a mixture of fiction, non-fiction and poetry books from both modern and traditional authors.
- By adopting a Shared Reading approach, it allows for high quality talk, exposure of new vocabulary, partner talk, inclusivity for all children and adults modelling speaking and listening for children.
- Children share and discuss the text and then apply their learning in independent work, whilst practising the key reading skills.





Reading in EYFS

So how is reading taught in EYFS?

Reading consists of two dimensions in EYFS:

Word Reading

Speedy working out of the pronunciation in unfamiliar words (decoding) and the speedy recognition of familiar words.

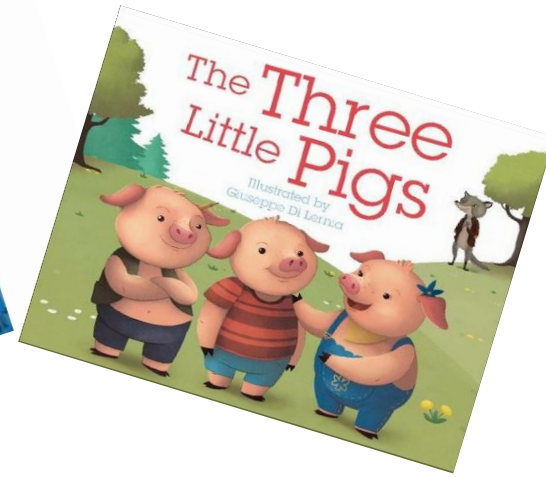
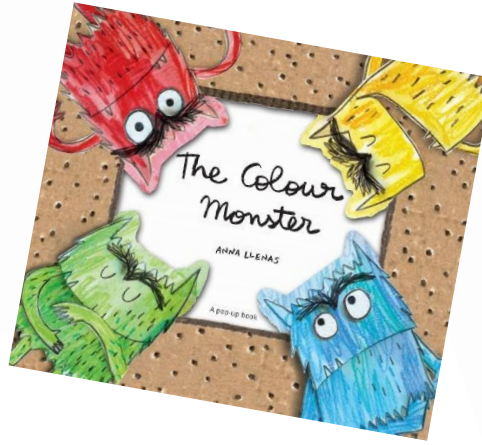
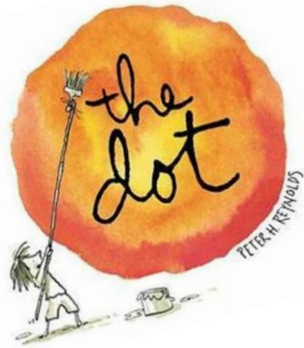


Comprehension

Listening and talking about stories, rhymes and poems, and non-fiction books.

In FS1 (Nursery) Phase 1 phonics is taught directly once a week and indirectly through our daily continuous provision and embedded through our EYFS curriculum. In the Spring term, children choose library books to take home to promote an early love of reading. In the Summer term, we introduce wordless Oxford Reading Tree texts which develop the structure of a story, expression in storytelling, speech and language skills and early development of comprehension.

In FS2 (Reception) we teach phonic phases 2 to 4. Children continue with wordless books and move swiftly onto word books once they can begin to blend CVC words. Pupils will be exposed to phonics books that are matched to their current phonic level. Other texts are designed to develop comprehension and reading of common irregular words and high frequency words, all of which is needed to become a fluent, confident reader. From the Autumn term, two books are sent home: one decodable text linked to the sounds that have previously been taught within the classroom, plus one sharing book. The texts sent home are carefully matched to the teaching taking place in school. Any books that are not yet fully decodable for the children will be classed as their sharing book. These books are there for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or could be read to your child. Children will read to an adult in school twice a week and a written comment is added to the HSO. They will also be sent home the sounds and words that are taught that week to support learning.



Shared Reading

In the Spring Term of F2 (Reception), shared reading sessions are introduced. During these sessions children will demonstrate an understanding of what they have read and what has been read to them by retelling stories and narratives using their own words and new vocabulary; anticipate key events in stories, non-fiction, rhymes and poems; be introduced to new vocabulary during discussions about stories, non-fiction, rhymes and poems.

Children's reading skills are consistently assessed through daily phonics sessions, continuous provision, directed adult activities, shared reading and individual reading.

Enhancing Reading throughout EYFS

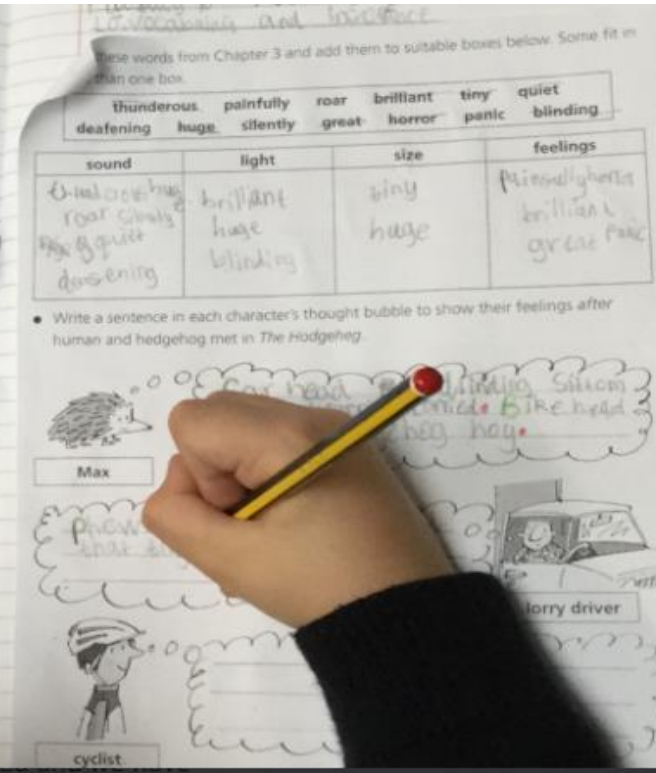
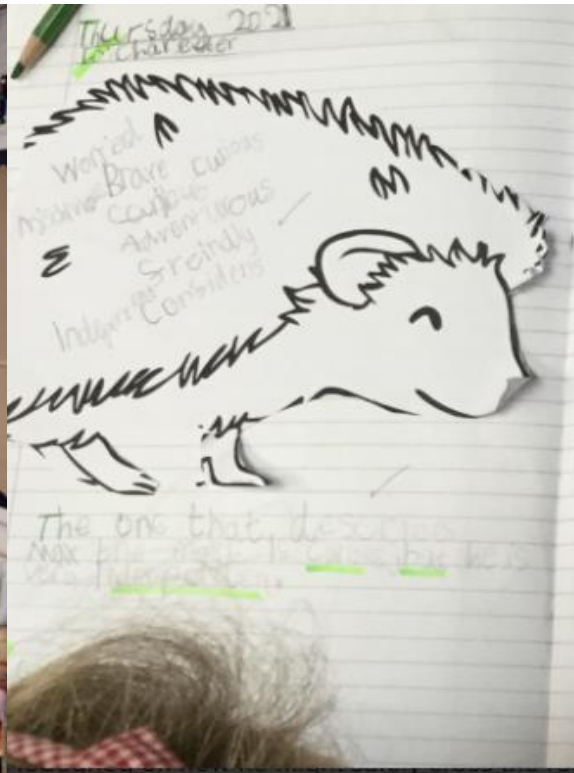
- Reading For Pleasure is continuously carried out throughout the week
- Special Reading Assemblies are attended by Reception
- Well-stocked, enticing reading corners in every classroom

Reading expectations

As set out in our renewed Reading Policy, parents are expected to read with and discuss the school reading books (and/or additional reading for pleasure books) with their child (and record in their child's HSO) a minimum of 3 times a week, but preferably 5 times a week.

It is also crucial for children to develop a life-long love of reading.

Reading in KS1



So how is reading taught in KS1?

- Reading Stage books (linked to phonics teaching)
- Shared reading (daily)
- Reading For Pleasure (daily)
- Special Assemblies
- Well-stocked, enticing reading corners in every classroom

Reading books are sent home each week:

Year 1: one decodable text linked to the sounds that have previously been taught within the classroom, plus one sharing book per week. The texts sent home are carefully matched to the teaching taking place in school. Any books that are not yet fully decodable for the children will be classed as their sharing book. These books are there for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or could be read to your child.

Year 2: (Once secure in their phonics) 2 stage books, 1 free choice stage book and a library book per week.

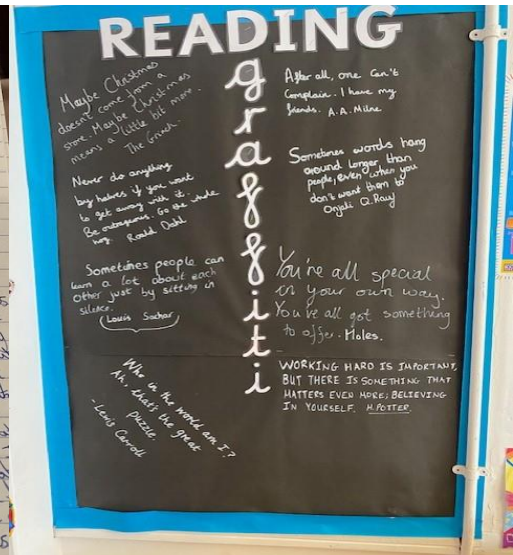
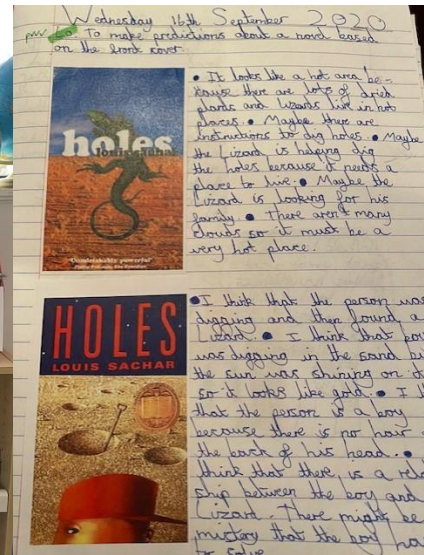
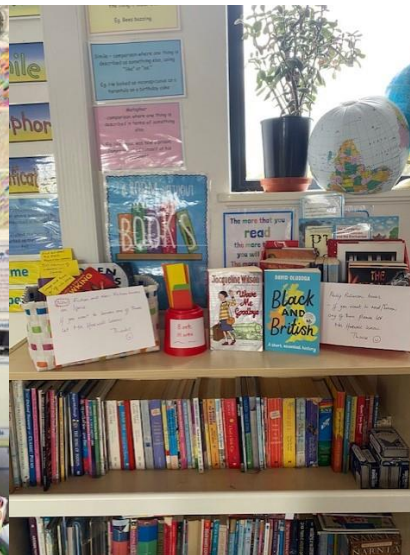
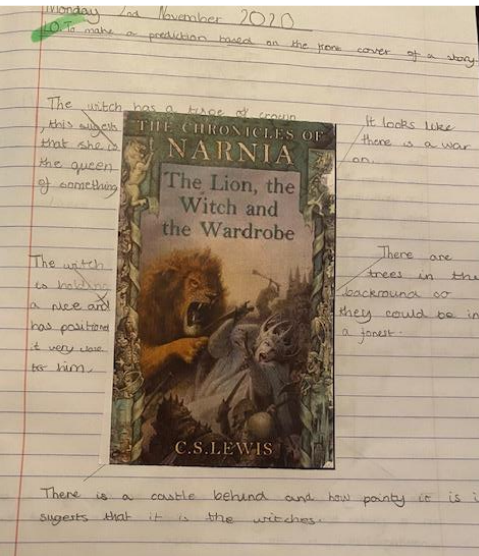
Reading expectations: As set out in our updated Reading Policy, parents are expected to read with and discuss the school reading books (and/or additional reading for pleasure books) with their child (and record in their child's HSO) a minimum of 3 times a week, but preferably 5 times a week.

Reading stickers are placed in the HSO each week to inform parents of reading discussions/reading skills that have been covered within Shared Reading lessons that week.

Children are listened to by an adult in school at least once a week (sometimes more) and a written comment is added to the HSO to feedback and give suggested areas to work on.



Reading in KS2



Reading in KS2

- Reading Stage books
- Shared reading (daily)
- Reading For Pleasure
- Independent reading (daily)
- Special Assemblies
- Reading areas in every classroom with book recommendations and books to support cross-curricular reading.

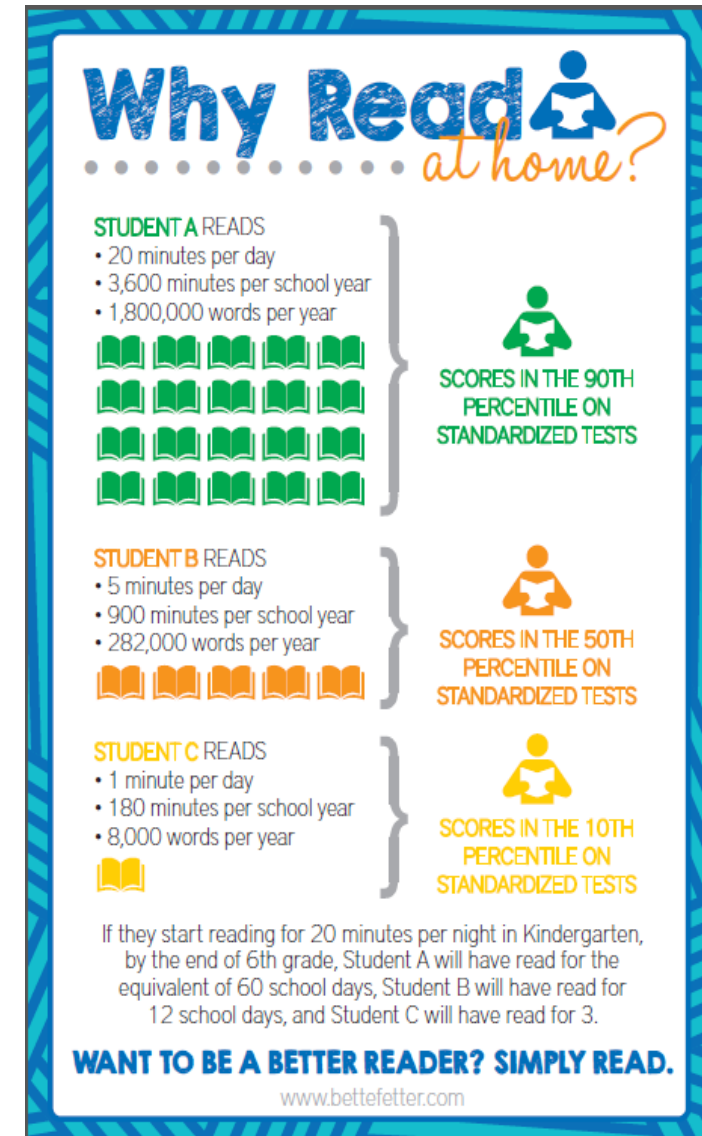
Reading books are sent home every week:

Each class are given two opportunities a week to select and change their Oxford Reading Tree books. They are also given the opportunity to visit the library once a week to pick a reading for pleasure book.

Reading expectations: As set out in our renewed Reading Policy, parents are expected to read with and discuss the school reading books (and/or additional reading for pleasure books) with their child (and record in their child's HSO) a minimum of 3 times a week, but preferably 5 times a week.

Reading stickers are placed in the HSO each week to inform parents of reading discussions/reading skills that have been covered within Shared Reading lessons that week.

Expectations for when children are heard reading in school differs in the different year groups. In year 3, children are heard weekly by an adult in school. In the other years, children are heard once a half-term, minimum, by their class teacher.



Keeping the profile of reading high around the school is incredibly important in promoting reading for pleasure.



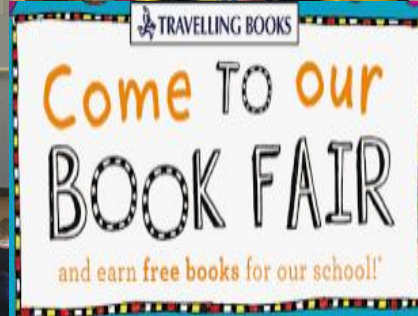
Our reading raffle and reading assembly is proving highly popular.



The % of children receiving certificates and reading percentages throughout school continue



Author visits in person & virtually have restarted & shall be used more frequently.



Book Fairs have restarted and future dates are booked.



Home-links & support have been further developed (the Newsletter, HSO sticker & online library access)



Our classroom and corridors are filled with eye catching displays about books and reading.

The Future.....

Our future plans are endless, but our focus remains to continue building on the passion and energy of reading for all children.

So what might you expect to see coming soon?

- Mystery Parent Readers
- Book Clubs for all ages
- More Reading Newsletters
- More author visits
- Poetry post projects in the local community
- Mystery books for parents and carers
- An ongoing development of the reading scheme
- Renewed support links for all parents on how they can support their child's reading journey at home
- In recognition of the importance of staff knowledge of children's literature, the creation of a children's bookshelf in the staffrooms with carefully selected books to be borrowed and discussed by staff on a regular basis
- Ongoing development of the diversity of books that we have available and to ensure they remain current so that children read a broader selection of books by diverse writers and illustrators



What could you do to help?

- Continue to help us **spread to the important message of reading at home** to our entire school community.
- **Help to develop parental understanding that reading competency involves both fluency and comprehension.** Reading fluency and reader confidence can progress with repetitive reading of the carefully selected phonics books sent home. Ideally, phonic books should be read at least 3 times each. Discussing every book is also vitally important to a child's development as a confident and competent reader.
- **The HSO is a fantastic communication tool** between the teacher and home. Teacher's love to see notes about the reading done at home and about the discussions had. You can help to spread this message.

Also.....

- **Do you know any authors?**
- Can you, as a family, **make book recommendations** to feature in our Reading Newsletters?

