



## Reading Framework July 2021.

### Introduction.

Fluency and enjoyment in reading are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very early stages will help avoid the vicious circle of reading difficulty and demotivation that makes later intervention challenging. Headteachers need to prioritise reading and make it their mission to make sure that every child becomes a fluent reader. Proficiency in reading, writing and spoken language is vital for pupil's success.

### Aims.

- Set out some of the research underpinning the importance of talk, stories and systemic, synthetic phonics in the teaching of reading;
- Provide practical support for high quality teaching;
- Support schools in evaluating their teaching of early reading, especially in Reception and Y1.
- Explain the importance of systematic synthetic phonics (SSP) teaching for older pupils who are at risk of failing to learn to read because they cannot decode well enough;
- Support schools in working with parents in helping children to read.

### Overview.

**Language Comprehension** - The importance of talk and stories and the critical links between these, especially the roles stories play in developing young children's vocabulary and language. Listening to and talking about stories and nonfiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. The role of poetry, rhymes and songs in attuning children to the sounds of language.

**Teaching word reading and spelling** - Understand that letters on the page represent the sounds in spoken words underpins successful word reading. Children's knowledge of the English alphabet code – how letters or groups of letters represent the sounds of the language – supports their reading and writing. The Education Endowment Foundation (EEF) considers phonics to be one of the most secure and best evidenced areas and pedagogy and recommends all schools use a systematic approach to teaching it. Schools should be confident in the rationale of teaching SSP as part of their teaching of reading. In evaluating schools' teaching of reading, Ofsted's inspectors pay particular attention to pupils who are reading below what is expected of their age.

## Section 1: The importance of Reading and a Conceptual Model.

### Why Reading Matters.

*I realized in a whiplash burst that those children, all mine for one year, might never reach their full potential as human beings if they never learned to read (Maryanne Wolf)*

To the individual, it matters emotionally, culturally and educationally, because of the economic impacts within society, it matters to everyone. Becoming a fluent reader starts at the earliest stages, partly driven by the quality of their parents talk with them. Parents who then engage their children in books prepare them to become committed and enthusiastic readers. The children learn how to focus and share the enjoyment of a story, they learn how stories start and finish, and how a plot unravels and is resolved, they learn that books can transport them elsewhere. Book related talk introduces children to language that they might not hear in ordinary conversation. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences. Some parents provide the best possible opportunities for conversation and read to their children extensively, but their children still have difficulty more than most in learning to read. Schools should teach these children early and effectively .

### Reading for Pleasure.

Reading Practices can play an important role in reducing the gap between the reading proficiency scores of students from different socio-economic backgrounds. Children cannot be 'highly engaged' if reading

words is a struggle so it is vital that phonics is a priority in teaching reading. Making sure that children are engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. Children who are good at reading do more of it, they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Without reading, it is impossible to access written information, on paper and online. Being unable to read significantly narrows the range of work and life choices that can be accessed. If children are taught well, their background, ethnicity, level of disadvantage, their disabilities and other variables, such as being a boy or summer born, should rarely prevent their learning to read.

### **The Simple View of Reading.**

**Language Comprehension** - The way in which children make sense of words, sentences and wider language they hear or read.

Children who begin school with a poor understanding of language will need considerable support to develop their spoken language.

**Decoding (word reading)** - Refers to reading unfamiliar words, saying the sounds corresponding to the letters in words and then blending the sounds together, reading familiar words accurately and at a glance.

**Composition (writing)** – this is the reverse of comprehension

**Encoding (spelling)** – this is the reverse of decoding (word reading)

**Expressive and receptive language** – this develops through talking and listening

Most children do not develop the ability to read without direct teaching. Children need both good language comprehension and good word reading to become good readers. Word reading and language comprehension require different sorts of teaching. Children start by learning to read and decoding. Their understanding of language should therefore be developed through their listening and speaking while they are taught to decode in phonics. When they can read words at a glance, they are free to think of the meaning of what they've read and they can then begin to develop their understanding of language through their reading. Before children can write independently, they need to be able to say aloud what they want to write. A wider spoken language gives them more that they can write about.

## **Section 2: Language Comprehension.**

### **Developing Talk.**

The number of words a child has heard and can speak by the age of 3 is a predictor of later language development. The more children take part in conversations, the more they will understand once they can read. A language rich environment is one in which adults talk with children throughout the day. This helps them articulate what they know and understand and develop their knowledge across all areas of learning, using the vocabulary they need to support learning. The number and quality of conversations they have with adults and peers throughout the day in a language rich environment is crucial. Back and forth interactions with the adult involve:

- Thinking out loud and modelling new language to children;
- Paying close attention to what children say;
- Rephrasing and extending what the children say;
- Validating the children's attempts at new vocabulary;
- Asking closed and open questions;
- Answering the children's questions;
- Explaining why things happen;
- Deliberately connecting past and present events;
- Providing accurate models of grammar;
- Extending children's vocabulary and explaining new words;
- Connecting one idea to another;
- Helping children to articulate ideas in well-formed sentences.

Developing and extending children's language takes careful deliberate planning.

- What do we want the children to know and think about?
- What vocabulary is associated with this knowledge and thinking?
- How can we engage the children in back and forth talk that supports their knowledge and thinking?

- What photos could we take to reinforce the vocabulary and language after an activity/ visit?
- Which books can be read and shared aloud before and afterwards?
- Which songs might introduce or reinforce the vocabulary?

Sharing and discussing pictures in nonfiction books offers opportunities to broaden children's experiences beyond the immediate and the local. Extending children's familiarity with words across domains is particularly important for children from disadvantaged backgrounds who may not otherwise meet this language.

### **Listening.**

Children need to be taught when to listen and what good listening looks like.

Decide on a signal to alert children to listen.

### **Talking with a partner and giving feedback.**

Teachers need to help children articulate their ideas in well-formed sentences by scaffolding, extending and developing their ideas. Children need to practise their skills of listening to, talking with a partner and giving feedback to the group. Learning routines of back and forth talk is particularly important for children who have not experienced this before they come to school. Pairing children encourages them to discuss a question and prepare a joint response. This helps grow their confidence. No hands up can help make sure that all pairs are ready to contribute. If children don't think they are going to be selected, they may not engage fully. By establishing strong routines for responding, children are more likely to pay attention because they will know that they will be expected to respond.

### **Speech, language and communication needs.**

Strategies should be more focussed. Noise should be reduced and children are seated where they will have the best chance of hearing and paying attention.

### **'Hand's Up'.**

May be beneficial to reflect on 'hand's up' because there are children who already have the confidence and skills to answer questions and this may hold back others from responding. This can cut down on opportunities for learning and talk. If six children raise their hand and only one answers, the other five are excluded and the other children in the class may stay silent altogether.

### **Noisy Environments**

When children are learning to read and write, a noisy environment makes it difficult for them to hear what the teacher and other children are saying. Calm classrooms give the best chance to interact and make progress in reading and writing.

## **Storytimes.**

### **Choosing books to read aloud to children.**

Literature is probably the most powerful medium in which children have a chance to inhabit the lives of those who are like them. All children need to imagine themselves as the main protagonist in the story. Children need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice. Teachers are the best people to promote a love of reading because children care about what their teachers think about the stories being read aloud. If teachers show they love the story, children are more likely to respond in the same way.

### **Living the Story**

Stories are important cognitive consequences of the story format and our minds treat stories differently to other types of material. People find stories interesting, easy to understand and easy to remember. When teachers read aloud, they try to replicate to the children what it feels like to have someone's undivided attention while sharing the story. This is why reading aloud should be a priority. It's not just the number of different stories that children listen to, on each re-reading their familiarity deepens and comes a greater emotional engagement. When children ask for a story to be reread, they are asking for another chance to explore the language and relive the emotions felt in the first reading. They wait for their favourite bits and if they will be scared even though they already know what happens.

### **Preparation and Practice**

Main aim of storytelling is breathing life in to words and capturing children's attention rather than just entertaining them. Stories should not be read cold. Emphasising particular words, phrases and sentences needs planning so the children understand the story.

Voices, pauses, word meanings, asides and memorable words and phrases also need considering when preparing to read aloud.

If a story is read aloud in a similar way each time, the children can gradually join in with particular words and phrases and even repeat the pauses.

### **When children know the story well.**

Dramatizing the story can be motivating.

Role play can also help reflect on how a character may feel, think and behave at key moments.

Asking children to adopt the same role at the same time is an opportunity for everyone to participate.

Through stories, children encounter vocabulary they are unlikely to hear in everyday conversation but will come across in writing once they can read for themselves.

**Tier Two words** - A robust approach to vocabulary involves directly explaining the meaning of words along with thought provoking, playful and interactive follow up. Teachers can explore these words and explain them – not just in the context of the story, but in their everyday lives.

### **Book Corners.**

The books themselves are the most important aspect of a book corner. It should be the words of the stories and not the props that transport children to different worlds. Well chosen books should capture children's imagination to such an extent that they become unaware that they are sitting on a bean bag, an ordinary classroom chair or a bench in the book corner. Time might therefore be better spent on selecting, displaying and promoting the books in the book corner rather than on decorating it. Every book corner should be a mini library. Children should be able to browse the best books, revisit ones the teacher has read to them, borrow books to read and to retell them at home. Every child should be able to spend time in the book corner. Children will want to share books with others. They will also be interested in looking at books which feature well known fictional characters or are new and tempting. Every book in the book corner should be worth reading aloud. Don't display too many books at once. Refresh the display regularly. Make the books attractive and easy for the children to find. The more choice that is presented, the less likely the children are to engage. Teachers might consider only displaying books that have been read aloud. Some children in the class will only be able to retell the story whereas others will be able to re-read it for themselves. Different books can be introduced gradually. Books should be displayed at eye level on outward facing shelves.

### **Reading with children at home.**

Children benefit from having family members read aloud to them.

### **Poetry and Rhymes.**

Teachers can build on children's strong emotional connection to language through rhymes, poems and songs. Poetry in language rich classrooms helps children memorise words and phrases. Use 'Call and Response' where children join in gradually. Learning nursery rhymes can heighten children's awareness of individual sounds within words. Teachers should identify a core set of poems for each year group. These include rhyming poems, alliteration, word games, traditional songs, nonsense rhymes and rhythmical poems.

## **Section 3: Word Reading and Spelling**

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

**Phonemes** – the smallest unit of sound that signals a contrast in meaning. English has 20 vowel phonemes and 24 consonant phonemes.

**Graphemes** – a letter or a group of letters that represents a single phoneme.

The number of graphemes corresponds to the number of phonemes – term **Grapheme-phoneme correspondence (GPC)**

**English Alphabetic Code** – 26 letters to represent 44 sounds, but there are more than 70 common correspondences between phones and graphemes.

### **History of English Alphabetic Code**

English has absorbed many different languages.

The language continues to change, absorbing new words and generating new vocabulary.

In reading and spelling, the relationship of graphemes to phonemes is like this:

- One grapheme usually represents a single phoneme;
- Different graphemes can be used to represent the same phoneme;
- A grapheme can represent different phonemes in different words (but this is less common)

Phonics gives children the key to unlocking this alphabetic code for reading and spelling.

## **Synthetic Phonics**

This is necessary for the children to read and spell. Children are taught the correspondences between letters and sounds together to read.

**Synthetic** – refers to verb 'synthesise' meaning 'to combine'. Segmenting words into individual sounds is needed for spelling. Word reading and spellings are reversible processes. Reading involves blending. Spelling involves segmenting. The EEF recommends that teaching phonics is the best way to teach children to read and that schools need to use a systematic approach when teaching it.

### **Decoding (word reading)**

Children are taught to look at graphemes in written words from left to right and say each corresponding phoneme in turn.

Children:

- See the word cat
- Say the corresponding three phonemes /k/ /a/ /t/
- Blend the phonemes to say the word cat.

Many children need extra support with consonant clusters and they should be taught to pronounce each one before blending them. Teachers need to pronounce these sounds as clearly as possible.

### **Encoding (spelling)**

Children are taught to identify the phonemes in spoken words first. They are also referred to as segmenting spoken words where they write the graphemes corresponding to the phonemes. Children learn to read more quickly than they learn to spell correctly. This is why their progress in reading must not be held back by whether or not they can spell accurately. NC says that reading and spelling should be taught alongside each other. The more graphemes children learn to read and write, the more words they will be able to read and spell. Phonics continues to play an important role in spelling even after KS1.

## **Systematic synthetic phonics (SSP) programmes**

Important not to confuse children by mixing materials from different programmes or across different classrooms. Programmes will focus on which GPC's to focus on first as well as their order so they can generate the most words possible. Programmes also include Common Exception Words (CEW's) to enable children to read texts. Children are taught to read and spell these by noting the part that is the exception to what they have been taught so far. Children should not be asked to learn lists of high frequency words as they can read these in the usual way by blending the sounds.

### **Decodable books and texts**

The National Curriculum states:

*'...read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'*

Schools should invest in books that have been carefully structured in cumulative steps for children learning to read so that they can decode every word as their knowledge of the alphabetic code increases.

## **Teaching a Systematic Programme**

Daily phonics sessions should begin as soon as children start their reception year. Learning to read and write letters develops phonemic awareness rapidly. Phonics sessions may only be taught for 10 minutes in the first few days. By the end of Reception they will need about an hour a day to consolidate previous learning, learn new content and practise and apply what they have learnt, maybe split into different sessions for different activities. High quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children. The value of small group or one to one should not be undermined in order to help children catch up or who need extra help.

Teachers should:

- Be clear about objectives for any session and make sure the children understand them;
- Expect all children to participate throughout phonics sessions – use call and response;
- Make the most of the time for teaching and use activities that maximise the number of words children read and spell;
- Make sure the children are using the knowledge learnt in previous sessions;
- Support children to connect new knowledge with their previous learning;
- Demonstrate new learning in bite-sized chunks;

- Ensure children are given opportunities to apply what they have learnt;
- Praise the children for working hard and paying attention;
- Use assessment to determine next steps clearly and identify children who need extra support.

All children should take part in high quality phonics sessions. All children should participate by listening and responding, practising and applying what they have learnt.

For reading, children should:

- Revise GPC's taught in earlier sessions;
- Be taught new GPC's;
- Practise reading words containing these GPC's;
- Be taught how to read CEW's;
- Practise reading 'decodable' phrases, sentences and books that match the GPC's and CEW's they already know.

For writing, children should:

- Practise segmenting spoken words into their individual sounds;
- Choose which letter or letters represents the sound;
- Practise a correct pencil grip;
- Be taught the correct start and exit points of each letter which should not include 'lead in' strokes from the line.
- Respond to dictation from the teacher.

Dictation is a vital part of a phonics session

Writing simple dictated sentences that include words taught so far gives children opportunities to practise and apply their spelling.

### **Handwriting**

Schools should consider the advantages to children of delaying the teaching of joined handwriting. Bold Beginnings survey suggested not to teach cursive or precursive script in reception.

### **Written Composition**

Children's writing generally develops at a slower pace than their reading. Before they can write independently in a way that can be read to others, they need to know what they want to say, how to identify sounds in words, at least one way to spell each of the sounds in English and how to form letters. By having plenty of dictation practise, children will find it easier to write independently. At first, teachers should support children to compose sentences out loud, without requiring them to write. As spelling develops, they can begin to write sentences using the GPC's they already know with some words being phonetically plausible. As knowledge of the alphabetic code increases, teachers should encourage correct spelling.

### **Resources**

Teaching spaces should allow children to focus on their learning. Resources should be in a place that where the children can easily find or see them. Phonics should be taught in a quiet space.

Highly decorated walls in primary schools undermine children's ability to concentrate and absorb teachers instructions. A large carpet close to the teacher enables young children to sit easily during direct teaching. Tables and chairs allow children to sit and write properly. Letter cards, friezes and posters should match the phonics programme the school has chosen.

### **Decodable texts and books for children to read**

Decodable books and other texts make children feel successful from the very beginning. If an adult is not present, they are not forced to decode from the pictures. Decodable books that children should read should run alongside or a little behind their teaching of GPC's so there is always a sense of achievement. It is important for children to practise their reading of decodable texts. It is helpful if teachers can explain to parents to help their children read such books when they are brought home. So that beginner readers read books to the correct level of difficulty, teachers should make sure the organisation of the books matches exactly the order that the GPC's are taught.

### **Activities that can hinder learning**

If children do not practise reading and writing enough, they fail to make sufficient progress. Children enjoy well designed activities that focus on phonics. Painting, colouring, modelling, playing in the sand and water are valuable for developing language, knowledge, cooperative play, fine motor skills, imagination and creativity. Using them to practise phonics takes away the integrity of the activities and

does not provide sufficient practice in word reading. A failure to make sure all children are participating fully can hinder learning by limiting the amount of time to practice. Examples include:

- One child practises reading while others watch;
- One child writes on the board while the others watch;
- Asking children to take turns to read letters and words;
- Taking feedback from individual children;
- Playing games that involve turn taking.

Some practices may confuse children such as when the teacher:

- Asks children to write independently before they have the necessary skills;
- Corrects spelling without appreciating that a child has identified a sound correctly;
- Demonstrates phonetically plausible, but incorrect spellings;
- Asks children to identify and count sounds in a spoken word after reading it;
- Tells a story about a sound or letter with too much detail so children focus on this rather than the sound.

Poor classroom routines can also get in the way of learning:

- Routines and activities change frequently and too much time is lost in explanations;
- Children are seated where they can't see the teacher's face or resources;
- Children are not shown how to use the classroom's posters or charts to support reading and spelling;
- Displays about reading and writing are overly elaborate;
- Posters and charts from other phonics programmes are used to decorate the classroom.

Sitting on the floor and using a mini whiteboard does not help children in forming letters correctly. They should write sitting comfortably on a chair at a table.

Using a whiteboard also means there is no record of the children's work.

### **Children with Special Educational Needs or Disabilities.**

Teachers should be ambitious about teaching them to read and write. Schools are expected to enable access to appropriate phonics instruction for children with complex needs. The best reading instruction for children with SEND is SSP, taught by direct instruction. Evidence suggests that most children with moderate to severe learning difficulties are not 'visual learners' as previously thought. SSP rather than the whole word approach provides SEND children with the best opportunity to gain functional literacy.

Teachers should:

- Provide them with the skills they need to learn and spell;
- Use instructional routines that become familiar;
- Provide materials that limit distraction;
- Provide opportunities to work on vocabulary;
- Provide multiple opportunities for overlearning.

Teaching should:

- Be at a suitable pace for the children because this will be slower;
- Be daily and well-paced;
- Take account of the child's individual strengths.

### **Fluency**

This allows us to understand what we can read. Measure fluency in the number of words read correctly in a minute. Accuracy as well as speed influences fluency. Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of their reading. Practising to gain automaticity in decoding needs to focus on accuracy. Children need to focus on blending first and read it a few times before accurately reading at a glance. Rereading texts gradually increases the number of words they can read at a glance. Urging children to read at speed will not increase their fluency; they can only read at the speed in which they can decode. The teacher should help children to gain reading fluency at each stage. Children with poor short term memories need to practise decoding a word many more times before they can read it at a glance. The more words children read at a glance, the sooner they see beyond the word and can focus on what it means.

### **One teacher with one child.**

Books need to be chosen that closely match the GPC's the child knows and words that can be read 'at a glance.' The teacher should begin by showing interest in the book, connecting it to something the child

knew or had read before. Children should be expected to sound out unfamiliar words and praise for doing so. The teacher may reread sentences or pages to help keep them on track and explain meanings of words in context to the story. Encourage children to read the same story at home.

### **One teacher with many children.**

Teachers need to:

- Decide how to organise groups so they can practise reading a decodable book or text.
- Choose a book or text that closely matched GPC's
- Noting which words may need explaining;
- Clarifying the purpose of any rereading;
- Deciding which decodable books the children will take home and read.

As knowledge of GPC's read at a glance increases, the children can then read gradually longer books. They also need to draw on learning other knowledge of words such as spelling patterns and word endings. When they no longer need decodable books, they can then read any age appropriate literature. Practising reading every day, children can refine processes.

### **Formative and Summative Assessment.**

Teachers can adjust children's misconceptions throughout a lesson through formative assessment.

Summative assessments are about providing:

- Information about what each child has learnt in a given period;
- Leaders with information about which children might benefit from additional support.

Summative assessments should also indicate which teachers may benefit from additional practice and coaching to improve outcomes for children. Summative assessments are termly or half termly. Up to schools to decide. Teachers should use the programmes phonic assessments to check for gaps in children's knowledge. Individual records of progress are vital particularly for children at risk of not meeting the expected standard.

**Phonics screening check** – purpose to assess whether children can read accurately a selection of words that include common GPC's. Teachers should not ask children to read lots of pseudo-words to prepare for the phonics screening check. The speed in which the children have read the words is not part of it. They need practice to build up stamina in their reading before they can leave the security of books they can decode. 90 words a minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding.

### **Assessing reading comprehension.**

It is neither necessary nor desirable to assess their reading comprehension using summative assessments before they are reading fluently. When children are learning to read, they should listen to and talk about books that include words beyond those they can read for themselves. When they can read, they are more likely to have the vocabulary to understand what they can read for themselves.

## **Section 4: Children at risk of reading failure.**

Some children need extra support from the beginning and teachers should investigate possible reasons.

The should be given extra practice, either in small groups or individually. Practice should:

- Take place in a small quiet space;
- Be a school priority;
- Be provided by a well-trained adult;
- Be consistent with the school's mainstream phonics programme;
- include activities that secure the important phonic knowledge the children have not grasped.

Emphasis should be on:

- Consolidating work the children have already met;
- Revising GPC's
- Practising oral blending of spoken sounds to pronounce words;
- Reading words by saying the sounds and blending them.

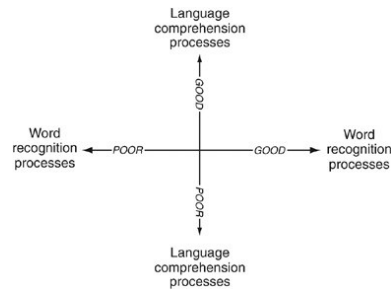
Children should continue to read decodable words with GPC's already explicitly taught. Schools should provide extra opportunities for children who are not reading at home.

### **Older pupils who need to catch up.**

Those who fail to learn early often start to dislike reading. Most will catch up with intense individual or small group teaching. Those with learning difficulties may need longer. If pupils reading is below what



is expected of their age, it is important to determine whether it is difficulty with word reading, language comprehension or both. Look at model 'The simple view of reading.'



**Good word reading but poor comprehension** – will have difficulty understanding what they have decoded. Children with SALT and EAL may fall in to this category.

**Good comprehension but poor word reading** – good comprehension, but cannot decode words easily. Need to undertake rigorous SSP with plenty of practice. The books they are likely to decode are far below their level of comprehension. They need to continue to develop their understanding through hearing and talking about books and poems and learning new vocabulary across the curriculum.

**Poor comprehension and word reading** - teachers may not realise how much their reading comprehension may improve if they had extra practice in decoding through an SSP as the first step in reading comprehension is to decode familiar and unfamiliar words at a glance and unfamiliar words speedily and silently.

### **Assessing older pupils whose reading is poor.**

Pupils whose decoding skills may be good, but language comprehension is poor may still benefit from SSP teaching. These pupils do not need something different from others who are learning to read: the same alphabetic code knowledge and phonics skills underpin all reading.

### **Organising and teaching catch up.**

For beginner readers, it should be an SSP programme. For older readers, this should be more age appropriate. Teaching should happen in the same place at the same time. Good reading is the only route to success at school so leaders, parents and teachers need to overcome concerns that they are missing mainstream lessons. Leaders should invest in a strong team that are committed to making sure these children catch up. Should be school staff or long-stay tutors rather than external teachers or tutors. To continue to develop language and vocabulary and encourage a love of reading, class teachers should make sure that they listen to and discuss the same texts as their peers in English lessons. Asking them to read texts by themselves and complete written comprehension activities wastes their time and demoralises them.

## **Section 5: Leadership and management**

Headteachers are ultimately responsible for reading culture in school and ensuring teaching of reading is as effective as possible. Requires them to:

- Believe that all children can learn to read;
- Adopt a rigorous SSP;
- Make sure all children made sufficient progress;
- Build a team of expert teachers who know and understand the processes that underpin learning to read;
- Ensure ongoing assessment is frequent and detailed to identify those who are falling behind;
- Make efforts to involve families in supporting their children's reading;
- Make sure children are taught from the beginning of their reception year;
- Develop a programme of reading aloud to children and encouraging a love of reading.

A daily timetable for reception and Year 1 should include storytime, poetry/ singing time, one or more phonics sessions. Headteachers need to support in making literacy a priority and managing the rest of the curriculum realistically. Leaders should set out strong, school-wide routines and make sure all teachers reinforce these consistently to support children's learning.

Implementation is a process, not a single event and it needs to be well planned. Responsibilities of school leaders to ensure the teaching of reading is as effective as possible. Headteachers are responsible

for investing in the best teachers and teaching assistants they can find and training or retraining them to teach phonics.

### **The Literacy Lead**

Someone to manage the teaching of phonics, reading and writing. That person should become an expert in the school's chosen phonics programme. The Headteacher and the Literacy Lead need to agree on:

- The detail of their roles;
- Expectations and assessment of progress for each age group;
- Timetables for phonics, reading and writing sessions, and story times;
- The best organisation of teaching spaces and resources.
- Extra practice for the children making the slowest progress;
- Systems to tackle any poor attendance and particularly for those children who need the most support;
- A timetable for practice and coaching of teaching staff;
- Systems for staff cover;
- How they help parents to support their children's learning.

All staff responsible for the leading for leading and teaching reading should take part in the professional development of the school's chosen phonics programme. High quality in service training is the first step. Carefully constructed practice of teaching routines can help make sure all teachers become excellent teachers of reading, spelling and writing. Practising together as staff needs regular sessions. It builds consistency and accountability. Sessions should be ringfenced and not subsumed into staff meetings. Practice should focus on the activities that will make the biggest difference to the children who are making the slowest progress. As teachers improve through practice, the literacy lead can identify an action for a teacher that could make a difference. Great teaching is not learned through discussion, it is learned by doing. The literacy lead should start by coaching teachers who are teaching children who need the most support. Once teachers are confident, one may be selected to coach. This embeds sustainability and continuity and protects the school if the literacy lead is absent or leaves. Leads need to ensure that everyone is using resources provided by the SSP. This gives teachers time to think about how to teach rather than what to teach and will take the burden out of planning.

### **Section 6: Building on the foundations with older pupils.**

With a strong start in Reception and Year 1, pupils' word reading and spelling rapidly become more accurate and automatic. Teachers can therefore spend more time developing reading comprehension and written composition. Pupils should read often in English and across the curriculum to learn from their reading. As their reading becomes more fluent, their need for an SSP reduces. Spelling is more difficult. An effective spelling programme will therefore teach further correspondences between phonemes and graphemes. Teachers need to draw pupils attention to the unusual correspondences between spelling and sound. When pupils can form letters correctly and easily, they should be taught how to join. They should practise their handwriting to increase its fluency, legibility and quality. Grammar and punctuation becomes more important in teaching writing as pupils' spelling and handwriting improves. Sentence dictation is effective in helping them consolidate spelling, handwriting and punctuation.