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The screenshot shows the CLPE website interface. At the top right is the CLPE logo with the text 'CENTRE FOR LITERACY IN PRIMARY EDUCATION'. Below the logo is the main heading 'CLPE Resources for Schools'. A navigation menu includes 'Training', 'Teaching Resources', 'Books', 'Poetry', 'Research', 'News', 'Blog', 'About', 'Search', 'Account', and 'Cart'. A dropdown menu for 'Teaching Resources' is open, listing categories such as 'All Teaching Resources', 'Power of Reading teaching sequences', 'Power of Pictures teaching sequences', 'Power of Pictures videos', 'Teaching notes', 'Home Learning resources', 'Teaching approaches', 'Book lists', 'English Curriculum Maps', 'Reading and Writing Scales', 'Free Whole School Teaching Units', and 'ALCS Resources on Copyright in the Classroom'. On the left, there is a 'Year Group' filter with checkboxes for 'Nursery and Reception (25)', 'Years 1 and 2 (40)', 'Years 3 and 4 (39)', 'Years 5 and 6 (45)', and 'Years 7 and 8 (4)'. On the right, there is a search bar with the text 'ing Notes' and a 'SEARCH' button. The footer contains the text '© CLPE 2022 | www.clpe.org.uk'.

This collage features two main book covers and several associated teacher notes. On the left is the cover for 'Loki: A Bad God's Guide to Being Good' by Louie Stowell, featuring a stylized illustration of Loki. On the right is the cover for 'The Secret of Haven Point' by Lisette Auton, showing a group of people on a boat. Below these are several 'TEACHERS' NOTES' covers for 'Loki', 'Sawing the Butterfly' by Heller Linder, 'Michael Morpurgo - Becoming' by Michael Emschan, 'Black Artists Shaping the World' by Shaera Jackson, and 'Viking Boy: The Real Story' by Tony Bradman. The collage also includes photos of Louie Stowell and Lisette Auton. The footer contains the text '© CLPE 2022 | www.clpe.org.uk'.

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Selection of Upcoming Training Opportunities:



 <p>The Power of a Rich Reading Classroom - Picturebooks in the Primary School - Webinar</p> <p>17th March, 2022</p> <p>VIEW WEBINAR</p>	 <p>An Introduction to Meeting the Needs of Children with English as an Additional Language - Webinar</p> <p>23rd March, 2022</p> <p>VIEW WEBINAR</p>	 <p>Developing Historical Enquiry through Quality Fiction - World War 2 - Webinar</p> <p>18th May, 2022</p> <p>VIEW WEBINAR</p>	 <p>Effective Spelling in a Rich Reading Curriculum →</p> <p>21st March, 2022</p> <p>VIEW COURSE</p>
 <p>Teaching Reading in Years 3 and 4</p> <p>3rd May, 2022</p> <p>VIEW COURSE</p>	 <p>Meeting the Needs of Children with English as an Additional Language</p> <p>Two sessions from 3rd May, 2022 through to 24th May, 2022.</p> <p>VIEW COURSE</p>	 <p>Raising Writing Standards through Book Making - Foundation to Year 8</p> <p>13th May, 2022</p> <p>VIEW COURSE</p>	 <p>Let's Write! Improving Reading and Writing Using Poetry with Matt Goodfellow</p> <p>24th May, 2022</p> <p>VIEW COURSE</p>

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Aims:



- To discuss the most recent and relevant guidance and research to support you in developing your English curriculum in 2021-22.
- To consider what constitutes a quality English curriculum that enables engagement, progress and attainment for all pupils.


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New frameworks and guidance for 2021-22:




Statutory framework for the early years foundation stage
Setting the standard for development and care from birth to five

Published: 3 March 2021
Effective: 3 April 2021




Development Matters
Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021




The reading framework
Teaching the foundations

July 2021



Teaching a broad and balanced curriculum for education recovery


July 2021



Guidance: Choosing a primary school

September 2021

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What is Reading?

A **complex** system of deriving meaning from print that requires all of the following:

- the development and maintenance of a motivation to read.
- the development of appropriate active strategies to construct meaning from print;
- sufficient background information and vocabulary to foster reading comprehension;
- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words;
- the ability to read fluently.

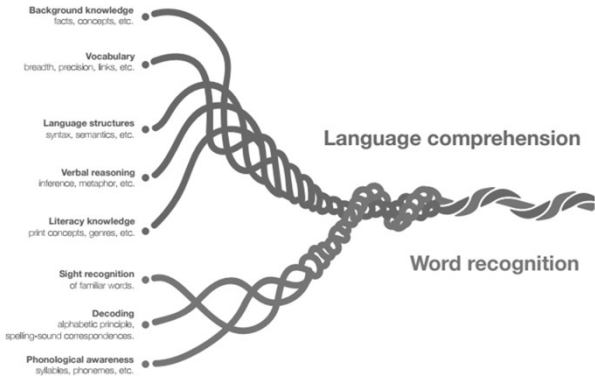
United States National Institute for Literacy: Definition of Reading (2000)

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The Reading Rope:


FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING¹



'The evidence for a balanced approach to reading is extensive, from both observational and experimental studies.'

Education Endowment Foundation, Improving Literacy in KS1 Toolkit (2016)

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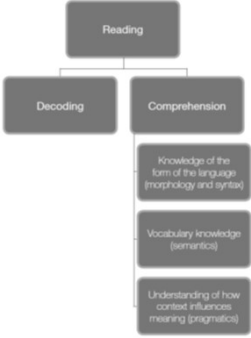


Education Endowment Fund Research. November 2016

Both decoding and comprehension are necessary, but not sufficient, to develop confident and competent readers. It is also important to remember that progress in literacy requires **motivation and engagement**, both of which help children to develop persistence and resilience as well as enjoyment and satisfaction in their reading.

If pupils are not making expected progress it may be that they are not engaged in the process, and require a different approach that motivates them to practise and improve.

FIGURE 1: A BALANCED APPROACH TO READING



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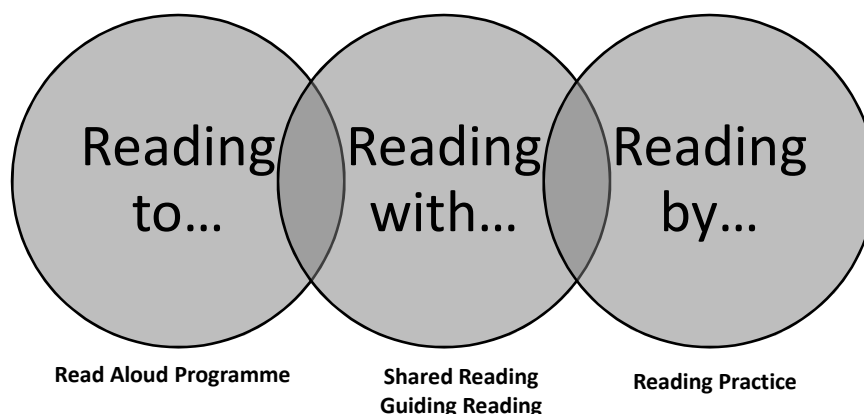
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The Reading Programme

- What elements constitute a successful reading programme that enables every child to develop as a rounded reader?
 - A supportive environment for reading
 - Whole class reading
 - Guiding reading through group work
 - Individual reading
 - Independent reading
 - Book Clubs

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The Reading Curriculum



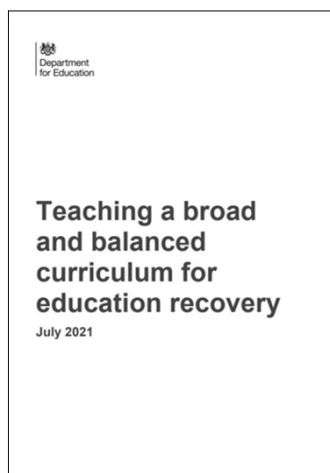
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‘A Broad and Balanced Curriculum for Education Recovery’ – DFE, July 2021



Frequent reading should be a priority. It should happen not simply in English lessons but also in other subjects, such as history, so that pupils learn from what they read. They should also have time to read for pleasure. Since fluency is important for comprehension, practising reading should be a priority. Reading across the curriculum, not simply in English lessons, also uses teaching time efficiently.

As at key stage 1, teachers should continue to read to all pupils so that they experience what it is like to enjoy and become immersed in a book.



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Reading Aloud



‘When someone reads aloud, they raise you to the level of the book. They give you reading as a gift.’

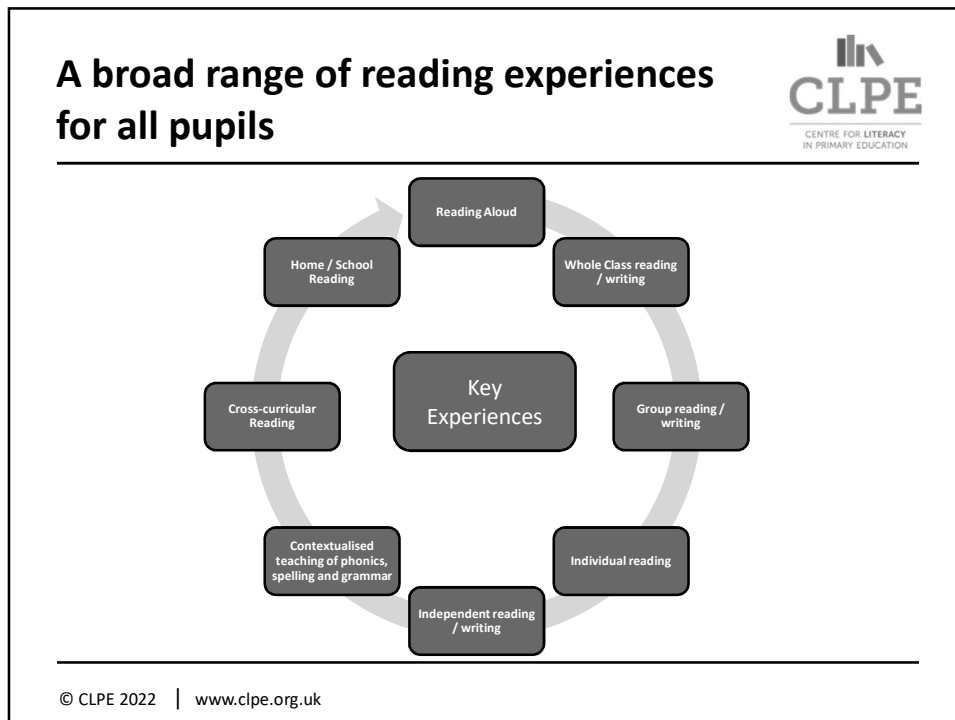
Daniel Pennac, *The Rights of the Reader*

‘Reading aloud to children may be the single most important thing a teacher does.’

Anne Thomas, *The Reading Book (CLPE)*



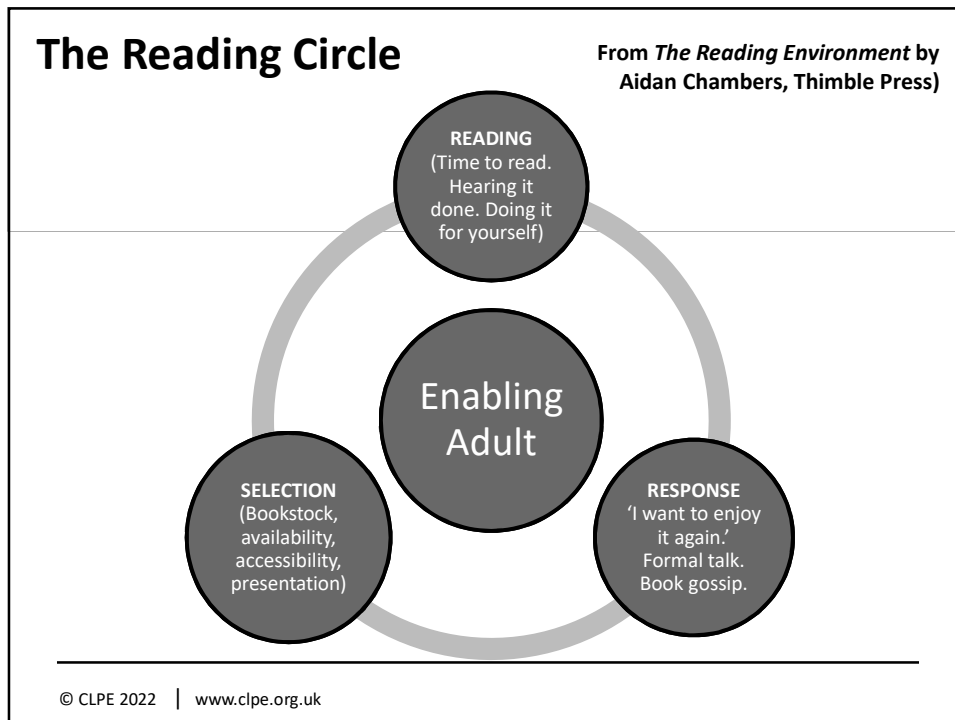

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Reflection

- How does the school approach the teaching of reading? Is there a balance between teaching of decoding and comprehension? Are children focused on reading for meaning?
- Do texts choices and approaches for all children reflect a reading for pleasure ethos and culture?
- What reading experiences do children have access to: daily, weekly, termly, annually?
- Which aspect of the reading curriculum would you like to explore or develop further?

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'In all of the books I have read about reading and teaching reading there is scarcely a mention about what is to be read. Books are as the saying goes taken as read in discussions about reading teaching.'

Margaret Meek, *How Texts Teach What Readers Learn* (1988)

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Developing a Knowledge of Texts in the Classroom Stock



- Knowledge of appropriate books, authors and poets
- Understanding how and when to use these texts in practice:
 - Reading Aloud
 - As support for a sequence of work
 - Recommending to individuals
 - Author Study
- Understanding children’s development as readers both in and out of school:
 - Home cultures
 - Personal interests
 - Community influenced reading

From *Building Communities of Engaged Readers: Reading for Pleasure*, Cremin et al (2014)


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Picturebooks:






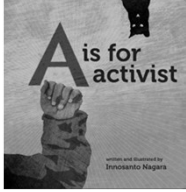


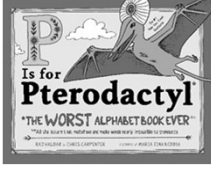

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Alphabet books:

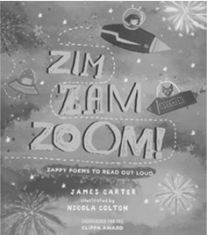



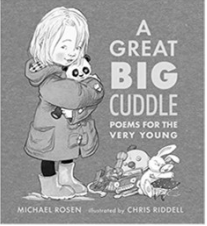
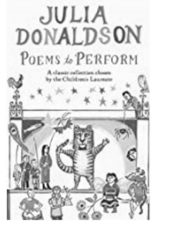

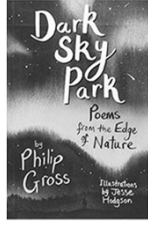









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Poetry:

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Traditional tales from many cultures:



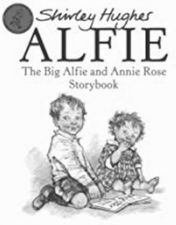
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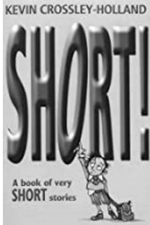
Short stories:




Shirley Hughes
ALFIE
The Big Alfie and Annie Rose
Storybook



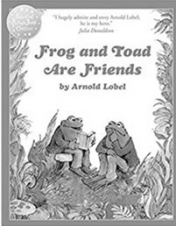
Ann Cameron
The Julian Stories




KEVIN CROSSLEY-HOLLAND
SHORT!
A book of very
SHORT stories




DAVID ALMOND
HARRY MILLER'S RUN
Illustrated by
SALVATORE KORBINO




Frog and Toad Are Friends
by Arnold Lobel



ALF PROYSEN
MRS PEPPERPOT Stories




GILL LEWIS
illustrated by JO WEAVER
A STORY LIKE THE WIND
A small book
A story of freedom



HAPPY HERE
20 stories from Rick
Aldford & Eve Straker
illustrated by
Simon Jackson

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Novels



CLAUDE
in the City
ALEX T. SMITH



RABBIT & BEAR
Beasts
Eat
Hats
JULIAN GOUGH & TIM FIELD



Ted Hughes
the Iron man




KATE DI-CAMILLO
MIEGACHEMUS: JOURNEY OF EDWARD TULANE



Frank Cottrell-Boyle
RUNAWAY ROBOT



FLAT STANLEY
THE ORIGINAL
CLASSIC ADVENTURE
JEFF BROWN



ANNA HIBISCUS
by Atinuke



ROBERT SWINDELLS
ICE PALACE
STORY BOOK



ONJALI Q. RAUF
The Boy on the Back of the Class



RUNAWAY INVENTION
STORY BOOK
TRACY LIFF

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Illustrated Novels:











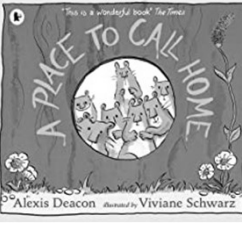







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Graphic novels:

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Newspapers, comics and magazines:



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Information books:



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Reflecting Realities

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Research and Reports

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Teachers as Readers



‘Knowledge of children’s literature and of individual children and their reading interests is essential in order to develop young readers who can and do choose to read for pleasure. Those teachers who have a secure knowledge of a range of children’s literature are not only more able to recommend the right text for the right child, but are also better positioned to create a community of readers in the classroom.’

Cremin et al. (2014: 35)

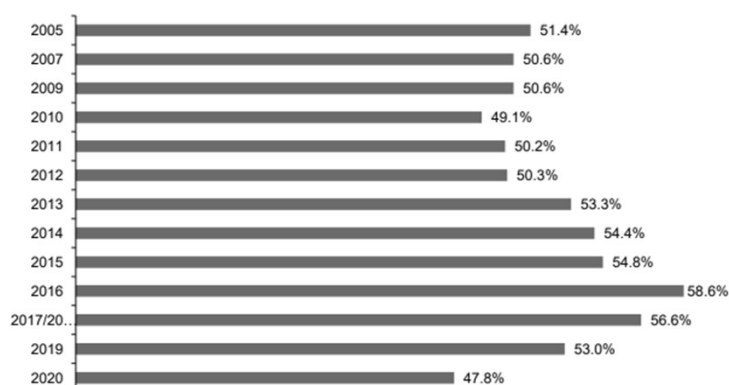
Building a Community of Engaged Readers – Reading for Pleasure

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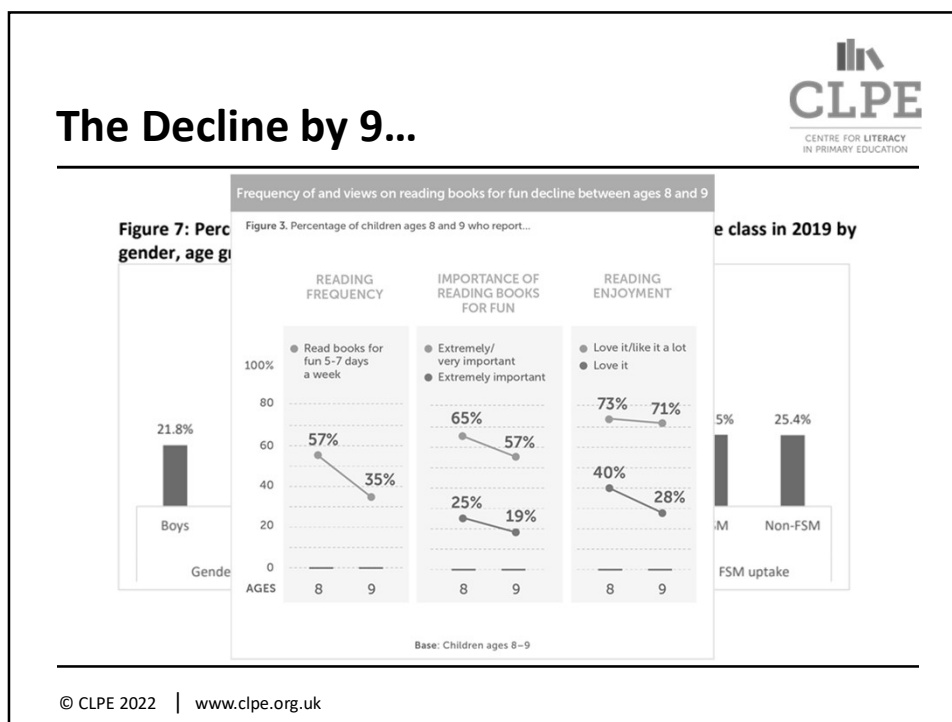
Reading Practices Under Lockdown: National Literacy Trust (2020)




Figure 1: Percentage of children and young people aged 9 to 18 who enjoy reading either very much or quite a lot from 2005 to early 2020



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Reading for pleasure leads to increased attainment:



- Significant positive relationship between enjoyment and attainment - pupils who read more are also better readers.
- Young people who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age.
- Children with the most positive attitudes to reading were more likely to do well on the PIRLS reading assessment.
- Children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.

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Reading for pleasure raises standards and combats social exclusion:



- Reading enjoyment is more important for children's educational success than their family's socio-economic status.
- Reading for pleasure could be one important way to help combat social exclusion and raise educational standards.
- Reading for pleasure was found to be more important for children's cognitive development between ages 10 and 16 than their parents' level of education.

Brown and Sullivan, 2013

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Literacy as an Underpinning Prediction of Better Life Expectancy



- 📍 A boy born in Stockton Town Centre (which has some of the most serious literacy challenges in the country) has a life expectancy **26.1 years shorter** than a boy born in North Oxford (which has some of the fewest literacy challenges)
- 📍 A girl born in Queensgate, Burnley (which has some of the most serious literacy challenges in the country), has a life expectancy **20.9 years shorter** than a girl born in Mayfield, Wealdon (which has some of the fewest literacy challenges)
- What's more, these inequalities even exist within the same communities:
- In Middlesbrough, a boy born in the ward of North Ormesby (which has some of the most serious literacy challenges in the country) has a life expectancy of 71.4 years, which is **11.6 years shorter** than a boy born just **2 miles away** in Marton East (which has some of the fewest literacy challenges in the country) who has a life expectancy of 83 years; the gap is **9.4 years** for girls (76.5 years vs 85.9 years)



National Literacy Trust - Gilbert, Teravainen, Clark and Shaw 2018

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What do we know about Reading for Pleasure?



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Summary of findings: Access to books



- 73% of teachers told us that they had more or about the same number of books in school as they had before the pandemic;
- More than 25% of schools (1 in 4) have fewer books in school than they did before the pandemic;
- 88% of primary schools told us that they have a school library;
- The vast majority of primary school teachers (94.5%) have a book corner in their classrooms. However, in 57% of these schools the book corners contained fewer than 100 books;
- 84% of classrooms in early years and 73% of classrooms in Y1 have fewer than 100 books in their book corner;
- Nearly half the teachers (48%) told us that they couldn't change the books in their classroom during the year.

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Summary of findings: Replenishing and renewing book stock



- **37%** of teachers **have a budget** from their school for new books;
- **38%** of teachers **only get new books in their classrooms if they buy them themselves**;
- **17%** of teachers **rely on donations** in order to update their book stock;
- **8%** of teachers **never get new books** in their classrooms.

This picture was similar across the age ranges and across the country. **This means that more than 60% of classrooms have no access to a budget for new books.**

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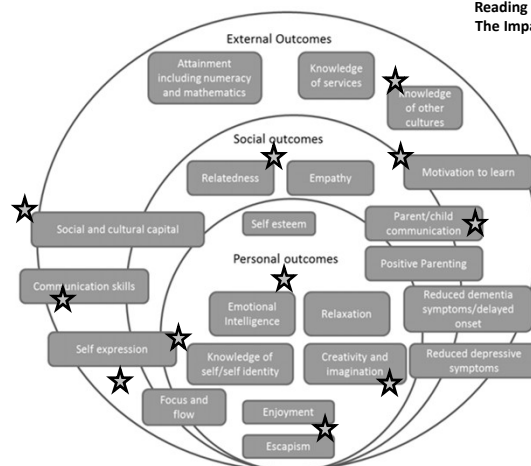
“Getting books into the hands of children was difficult during remote learning and this has led to some children falling out of the habit. Budget to buy books was already limited and has been restricted further with added expenditure on Covid costs such as an enormous amount spent on supply teachers and extra costs related to Covid-proofing the school.”

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The Role of Literature in Schools and in Life



Reading Agency, Literature Review:
The Impact of Reading for Pleasure
and Empowerment, 2015



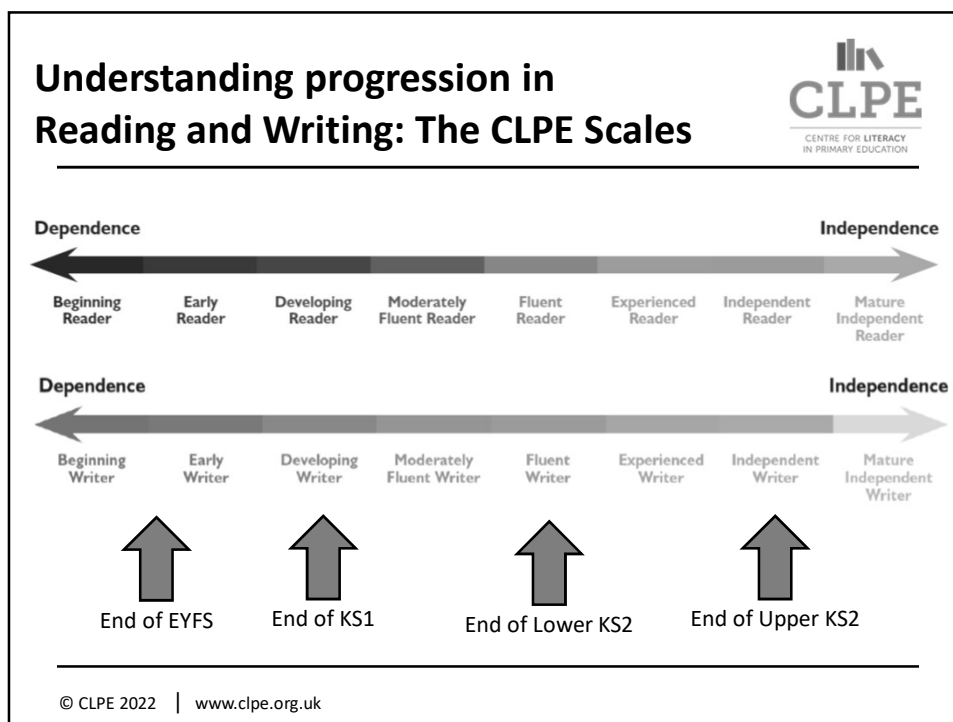
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Reflection



- *Do children have a wide experience of different authors, genres and text types in the materials they choose to read independently?*
- *How confident are all adults in selecting texts to use for different purposes?*
- *How do you choose books for the classroom and the curriculum?*
- *How are you fostering a reading for pleasure culture and ethos across your school? What is going well? What are the challenges?*

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Stage	Reading Behaviours
Developing Reader	<p>A developing reader is gaining control of the reading process. Children within this stage link reading to their own experiences and are able to read simple texts independently. They show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment.</p> <p>Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. They read words containing common suffixes and contractions and understand their purpose. They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.</p> <p>Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. Children bring varied sources of information in order to enable them to make meaning of what they read. Their improved fluency enables them to comprehend more of what they are reading.</p> <p>Children reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.</p> <p>Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books.</p>

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The Early Reader



Early readers can **tackle known and predictable texts with growing confidence** but still need support with new and unfamiliar ones. They **show a growing ability to make sense of what they read**, drawing on illustrations, their knowledge of language and the world as well as the words on the page.

With support, children **reflect on their reading and respond personally to what they have read**, making links to prior knowledge, significant experiences and popular culture. **They begin to evaluate the books they meet**, expressing likes and dislikes with reasons for their views.

Children within this stage are at an important transition from dependence on memory or on reading alongside an adult, to a **growing independence in reading texts that are familiar but not known by heart**.

Children are **beginning to evidence one-to-one correspondence**, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them **decode simple words** and recognition of a core of known words. **They can read and understand simple sentences**. As fluency and understanding develop children will begin to self correct.

The Developing Reader

A developing reader is gaining control of the reading process. Children within this stage **link reading to their own experiences** and are able to **read simple texts independently**. They show interest in a growing range of reading material and are **able to branch out into a variety of books and other texts**, which include simple **information texts, poetry and picture books**, as well as digital texts and print in the environment.

Children **continue to develop self-correction strategies** when reading does not make sense and are **able to use more than one strategy**. Children bring varied sources of information in order to enable them to make meaning of what they read. **Their improved fluency enables them to comprehend more of what they are reading**.

Children **apply their developing phonic knowledge** when **reading words containing known graphemes, recognising alternative graphemes** for known phonemes and **alternative pronunciations** for graphemes, checking that the text makes sense. They **read words containing common suffixes and contractions and understand their purpose**. They have a **more extensive vocabulary of sight words** and fluency is beginning to develop through **recognition of larger units within words**.

Children **reflect on their reading, responding personally to what they have read** by drawing on personal connections to the texts. They are able to articulate views and preferences, **evaluate the books they meet making connections to other texts** they have encountered.

The Fluent Reader

Fluent readers are capable readers, who now **approach familiar texts with confidence** but still need support with unfamiliar materials. They are **developing stamina** as readers, are able to read for longer periods and cope with more demanding texts.

They will begin to read silently and monitor their reading. This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but **with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases**. During this time, children still need support and guidance.

Children at this stage use a **fuller range of cueing systems**, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. Their **increased fluency aids comprehension and allows them to start to self-correct**.

Readers within this stage are **confident and independent with familiar kinds of texts**, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. They select books independently and can use information books and materials for straightforward reference purposes, **but still need help with unfamiliar material**.

Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing. **They are willing to reflect on reading and often use reading in their own learning**. They are **receptive to the views of others and engage in discussions** about texts and their impact. They begin to **infer beyond the literal** from books and stories read independently.

The Independent Reader

Independent readers are **self-motivated, confident and experienced**, and may be pursuing particular interests through reading. They are capable of **tackling some demanding texts** and can cope well with the reading of the **wider curriculum**.

Students at this stage will be willing to take on more **extended and more challenging texts**. They become more fluent and experienced across the **wide range of reading demands that exist in the primary classroom**. They make predictions based on details stated and implied.

With encouragement, these children become more **critical of what they read**, and what writers have to say, as well as beginning to **notice the effect that writing has on them as a reader**.

They read thoughtfully and **appreciate shades of meaning**. They are capable of locating, retrieving and drawing on a variety of sources in order to **research a topic independently** and of presenting information to the reader. Across a range of texts, they can distinguish between **statements of fact and opinion**.

They comment on how **organisational structures and language**, including figurative language, are used to **contribute to meaning** and how this **impacts on the reader**.

They **express views formed** through both independent reading and the books that are read to them, **explaining and justifying personal opinions**, and **courteously challenge** those of others whose views may differ from those of their own.

Reflection:

- *What aspects of the scale points do you think are the most challenging?*
- *Why might that be?*
- *What might you need to focus on in the teaching of reading moving forward?*



Supporting the Early Reader in developing independence as a reader – next steps

Foster positive attitudes to reading by ensuring it is a fundamental part of home and school routines. Ensure accessibility to a wide range of texts at home, as well as in school, through established school lending programmes and links with local libraries. Observe and sample reading frequently to inform next steps and fine-tune text choice.

Create attractive and accessible reading environments, rich with stories, poems and rhymes, as well as information texts organised effectively to support browsing and text selection. Gather texts that may spark interest and provide regular opportunities for children to read for enjoyment, quietly to themselves, with each other and to known, supportive adults.

Continue to provide a wide range of high quality texts with meaningful and supportive features, strong shapes and tunes to develop children's ear for language across a range of text types. A core collection of texts gives children opportunity to know texts well, establish firm favourites and read for information. Maintain routines of reading about familiar, less well-known and unknown texts with children playing a participatory role in reading such texts alongside adults.

Choose shared texts that can be drawn upon to establish flow, allegiance to the storyline, and build stamina. Model one-to-one correspondence of printed words, a balance of cuing systems and strategies; developing confidence through the use of familiar texts. Attend to the recognition of high frequency words, increasing the vocabulary of sight words. Encourage children to reflect on their reading, respond personally to what they have read and begin to evaluate the books they meet, making recommendations. A rich stock of digital texts should form an integral part of the provision, so that children can hear and see models of reading and work on their comprehension beyond their current decoding ability.

Teach phonics in context, introducing grapheme, phoneme correspondences and the skills of segmenting and blending through a word. Ensure children learn a core of common sight words that will also help to facilitate fluency. Encourage children to self-monitor as they read, checking for sense and accuracy and promote self-correction where reading does not make sense.

Continue to provide regular and meaningful opportunities for discussions about what the children have read or have had read to them. Promote a deeper understanding by facilitating opportunities to summarise texts, link them to personal experiences and answer questions directly relating to the text.

When working with older readers at this stage, the following points are also important:

Provide a rich reading programme for older readers at this stage; reading aloud and responding to intellectually appropriate texts, developing visual literacy, and ensuring inclusion in a community of readers for recreation and learning across the curriculum. Continue to provide an encouraging reading environment, rich in meaningful print and stocked with a range of high-quality texts, chosen with the children's strengths, interests, cultures, and emotional and intellectual needs in mind. Establish an ethos of shared enjoyment in stories between children and supportive adults or more experienced readers.

Continue to develop a relaxed and trusting relationship with older readers at this stage, regularly sampling reading from a range of sources and gradually involving them in reflecting on their reading strategies and behaviours following miscue analysis. Focus on strengths, self-corrections and substitutions to help identify next steps. Ensure the text choice enables opportunity to practise orchestrating the reading cues and that the adult teaching reading facilitates growing independence. Support children in risk-taking and reading aloud by allowing them to revisit familiar texts and carefully choosing less well-known texts that have supportive features.

Model, in shared and group reading, how to take risks with print by making informed guesses based on semantic, syntactic and grapho-phonetic information and using a number of strategies to try out hypotheses and to confirm or reject them as new knowledge is added to the old. Model and elicit different styles of reading for the demands of different texts encountered, providing experience for a greater variety of books and reading material across all areas of the curriculum.

Develop orthographic approaches to reading words and prioritise growing independence in reading and spelling strategies, introducing editing partners, making word collections, and developing self-monitoring and self-help strategies. Make explicit the interdependent nature of reading and writing. Provide rich and meaningful experiences that put the writing system and written language in context, such as: bookmaking, using characters, settings, themes or storylines from familiar texts to inspire their own creative writing; writing for specific purpose and audience. Display such texts as an integral part of the environment in order to develop a sense of authorship. Encourage children to read their own writing and that of others.

Reflection:



- *Do all teachers have a strong understanding of progression and development in reading and writing?*
- *How is this knowledge used to plan and prepare appropriate provision and classroom practice?*
- *How might you use the scales to support classroom teachers?*
- *How might they be used to support other members of the school community – governors, parents, etc?*

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Where to Find the Scales



The screenshot shows the CLPE website page for 'Reading and Writing Scales'. The page includes a navigation menu at the top with options like Training, Teaching Resources, Books, Poetry, Research, News, Blog, About, Search, Account, and Cart. The main content area features a title 'Reading and Writing Scales' and a sub-heading 'The CLPE Reading and Writing Scales - available FREE'. Below this, there is a paragraph describing the scales as supporting progression for 3-16 year olds in a 21st Century Classroom. A quote from Darne Alison Peacock is also visible, stating: "Using the CLPE Reading and Writing scales allows me to step back and consider the holistic development of the children in my class as readers and writers."

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Older Early Readers

Reading Behaviours

Early readers can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones. They show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.

Children within this stage are at an important transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart. They are developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.

Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. They can read and understand simple sentences. As fluency and understanding develop children will begin to self-correct.

With support, children read popular culture. They be
Older readers at this stage sufficient challenge in ext writing confidently. They reading aloud, often read

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Assessment and Intervention

In Reception and Key stage 1, teachers should use the assessments in the school's phonic programme to:

- *identify gaps in children's phonic knowledge and revise lessons that address these gaps*
- *identify children who might need immediate extra support and provide additional daily phonics practice for them with a well-trained adult.*



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The 'Balanced Curriculum for Education Recovery' – DFE, July 2021



At key stage 2, leaders should prioritise:

- **assessment of pupils' decoding skill to identify those who are at risk of failing to learn to read**
- **systematic synthetic phonics teaching for all pupils who still need it, with plenty of practice**
- **sufficient time for reading and writing, including phonics for spelling.**

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Ofsted: Deep Dive into Early Reading



Teachers:

- Are all trained in **how to teach a child to read**, with someone in place to co-ordinate training and support and identify future needs of staff;
- Work to a clear **programme of phonics**, ensuring that GPCs are taught sequentially in EYs and KS1 alongside the key skills of decoding for reading and encoding for spelling;
- Keep a clear view on the **progress of every child**, identifying the needs of any child not meeting expectations and putting appropriate support in place to enable them to make progress;
- Use texts that enable pupils to **use and apply their developing phonic knowledge**;
- Choose and use stories, poems, rhymes and non-fiction for reading that allow pupils **to develop an enlarged vocabulary, to develop comprehension at a deeper level** and to **encourage a lifelong love of reading**;
- Follow an **Observe, Assess, Plan, Review cycle** to ensure they are clear on each child's progress and what provision needs to be in place for every child to succeed;
- **Know how to support Early Readers in KS2**, ensuring that their needs are met in an age appropriate programme of support.

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OFSTED Framework

Inspectors will explore:

- how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a **logical progression**, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills; this **includes understanding how the pandemic may have led to gaps in pupils' knowledge, learning delays and a wider range of starting points**
- how the curriculum has been designed and taught so that **pupils read at an age-appropriate level**

Paragraph 204 – Ofsted School Inspection Handbook, September 2021

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EEF: Tiered model to School Planning

▪ What does quality intervention look like?

- **brief** (about 30 minutes) and **regular** (3–5 times per week) sessions that are maintained over a sustained period (6–12 weeks) and carefully timetabled to enable consistent delivery
- extensive **training** (5–30 hours) for those delivering the intervention
- **structured** supporting resources and clear objectives;
- **assessments** which identify appropriate pupils and guide areas for focus
- tuition that is additional to, and **explicitly linked** with, normal lessons
- **connections** between the out-of-class (intervention) learning and classroom teaching.

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Interventions

In some subjects and phases, **well-targeted interventions, based on a range of high-quality assessments, can complement decisions about curriculum prioritisation and teaching...**

It is **important that any additional interventions are explicitly linked to the content of daily lessons and that systems for feedback are effective**, so that pupils experience the curriculum as a coherent whole.

The 'Balanced Curriculum for Education Recovery' – DFE, July 2021

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Understanding Your Older Early Readers



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Text Types and Features that Support Readers – *in all phases*



- Texts that allow children to practice and apply their phonic knowledge
- Memorable texts that feature repetition and encourage predictions
- Texts within which rhythm and rhyme are important
- Books with strong story shapes and structures
- Texts which positively reflect children's interests and backgrounds
- Books with supportive illustrations
- Books that draw attention to written language and to the ways books work

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Selecting Texts for Older Developing Readers



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/ee/ phoneme represented by y

murky

hungry

huffy

Practice Basic Code

across creek and

High Frequency Words

the he was

Basic Code + Common Suffix

splashed

Wolfboy splashed across the murky creek. He was HUNGRY and HUFFY.

"Rabbits, rabbits! Where are you?"

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Further reading and support in reflecting on reading development, progression and engagement.

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POETRY IN PRIMARY SCHOOLS

CHOOSING & USING QUALITY CHILDREN'S TEXTS

What we know works

READING FOR PLEASURE

What we know works

The Reader in the Writer

The links between the study of literature and writing development at Key Stage 2

Myra Barry and Valerie Cork

THE POWER OF A RICH READING CLASSROOM

BY THE CENTRE FOR LITERACY IN PRIMARY EDUCATION

reading and writing scales

The Reading Scale

Understand what progression looks like in reading

Aidan Chambers Tell Me What the Reading Environment Help Children Enjoy Books

BUILDING COMMUNITIES OF ENGAGED READERS

THE POWER OF READING

Reading 3 to 7


Understanding READING COMPREHENSION

Literature Circles

READ-ALOUD HANDBOOK

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Reflection:


- What might you like to explore further from today's meeting?
- What do you still need to find out?
- What do you hope to gain for:
 - The children and their engagement, attainment and progress?
 - The development of your teaching staff?
 - Your subject and your leadership of it?
- What will you need to do to achieve your goals?
- What further support will you or your colleagues need?

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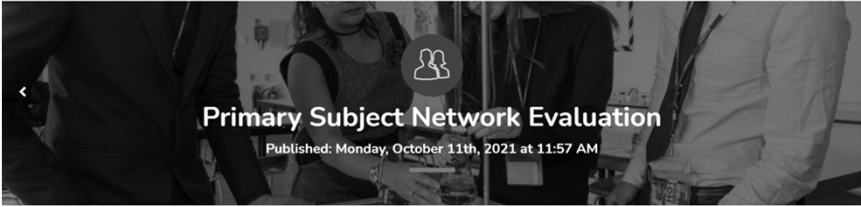
Evaluation

← → ↻ hounsloweducationpartnership.co.uk/survey/primary-subject-network-evaluation/ ☆ ⓘ



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Primary Subject Network Evaluation
Published: Monday, October 11th, 2021 at 11:57 AM

Primary Subject Networks
November 2021

Primary Subject Network Evaluation

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