
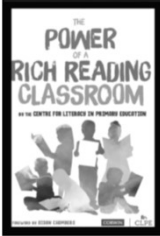

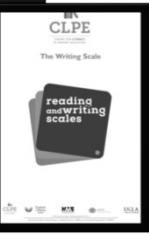


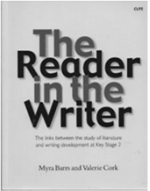
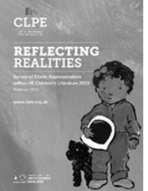

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## CLPE: A Centre of Excellence for Primary Literacy



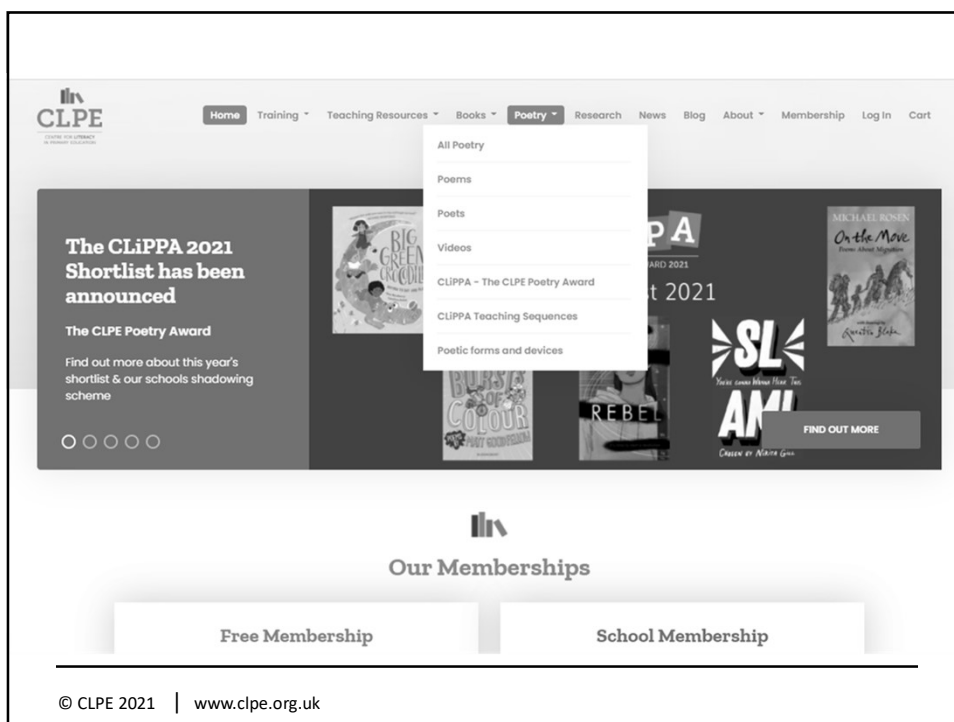
- **Expert-led** English planning and support which has raised children's literacy achievement for over 50 years.
- **Research-driven** approach; innovating and developing practice to meet the needs of the current classroom.
- **Evidence-based** classroom approaches and teacher training.

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The screenshot shows the CLPE website homepage. At the top, there is a navigation menu with links for Home, Training, Teaching Resources, Books, Poetry, Research, News, Blog, About, Membership, Log in, and Cart. The 'Poetry' menu is open, showing options for All Poetry, Poems, Poets, Videos, CLIPPA - The CLPE Poetry Award, CLIPPA Teaching Sequences, and Poetic forms and devices. The main content area features a large banner for 'The CLIPPA 2021 Shortlist has been announced' with a 'Find out more' button. Below this, there are several book covers including 'Big Green Cicadee', 'On the Move', 'Colour', 'Rebel', and 'SLAM!'. At the bottom, there is a section titled 'Our Memberships' with two options: 'Free Membership' and 'School Membership'.

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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.




## New frameworks and guidance for 2021-22:






**Statutory framework for the early years foundation stage**  
Setting the standards for development 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 reception framework**  
Teaching for the first time

July 2021



**Guidance**  
**Choosing a phonics teaching programme**  
Updated 27 July 2021

**New validation process**

By ensuring high-quality phonics teaching the government wants to improve literacy levels by:


- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

In April 2021, we published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to assess all synthetic phonics teaching programmes. The process for both previously assessed programmes and new applicants.

A number of publishers have completed a self-assessment process based on these criteria, which were then reviewed by independent evaluators. A total of 59 synthetic phonics programmes have been validated in this round, 5 of which are newly validated for use in schools.

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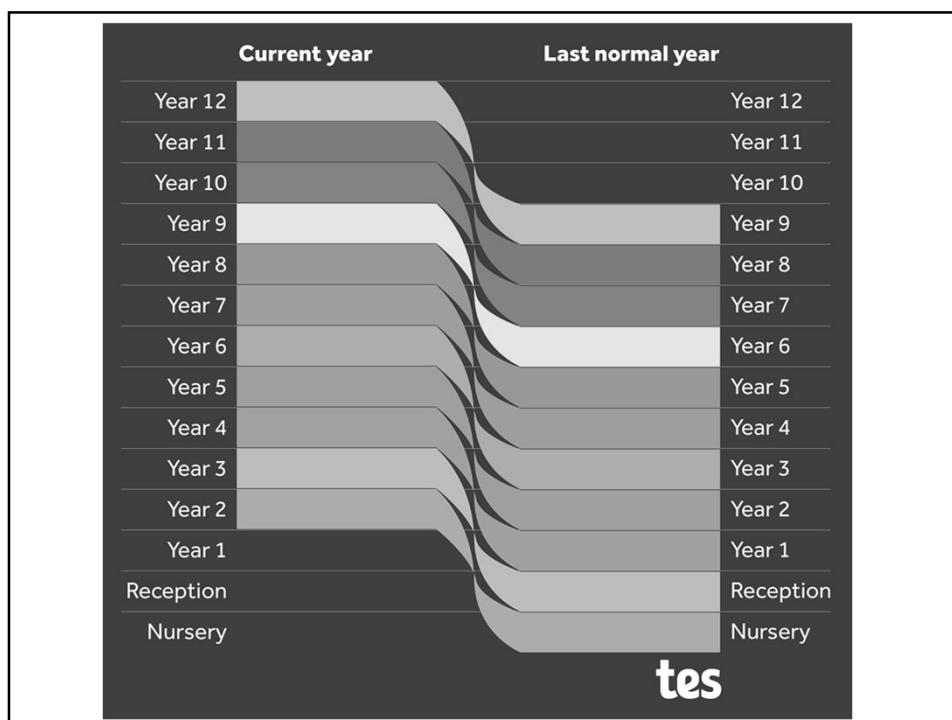
## Applying the Education Inspection Framework to the teaching of Early Reading



344. In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading

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## Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning

Ofsted has today published its second report on the effects of the COVID-19 (coronavirus) pandemic across the sectors it inspects and regulates.

From: [Ofsted](#)  
Published 10 November 2020



- Ofsted's second report into the impact of the pandemic finds that children who were hardest hit by school closures and restrictions have regressed in some basic skills and learning
- Some young children, who were previously potty-trained, have lapsed back into nappies, particularly those whose parents were unable to work flexibly
- Older children have lost stamina in their reading and writing, some have lost physical fitness, others show signs of mental distress, including an increase in eating disorders and self-harm
- Concerns remain about children who were out of sight during school closures, with falling referrals to social care teams raising fears that domestic neglect, exploitation or abuse is going undetected

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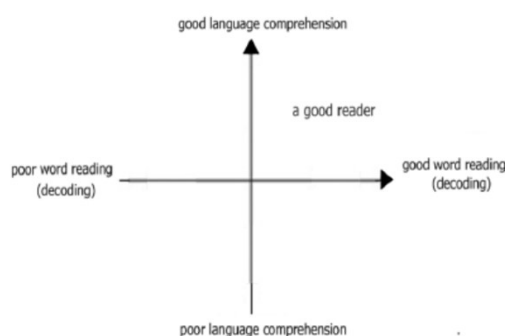
## Your own context

- *What are the pupil standards in your subject on return to the classroom? How do you know?*
- *Are there any underachieving groups in your subject?*
- *What are the strengths and areas for development in your subject?*
- *How is staff confidence and subject knowledge within your subject, and 'how are we doing'?*

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## Reading – A Simple View?

Figure 1: The knowledge of a good reader



The reading framework: Teaching the foundations of literacy, DFE, July 2021

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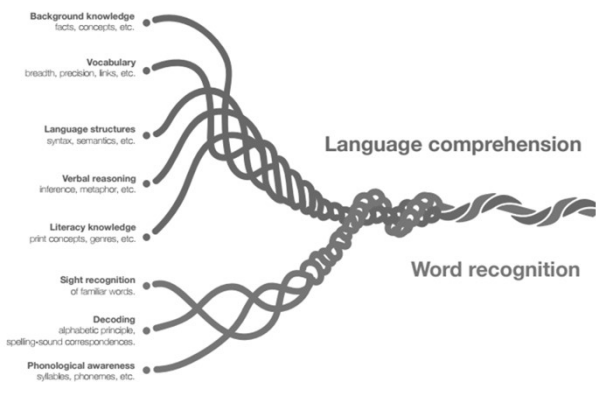


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## The Reading Rope:

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**FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>1</sup>**




***'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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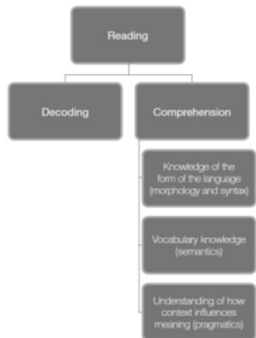
## Education Endowment Fund Research, November 2016

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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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## The Research on Phonics



Most researchers support the belief that:

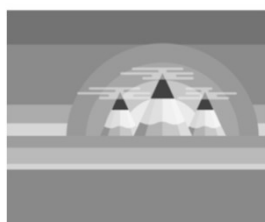
- **There is benefit from the inclusion of phonics within the early instruction in learning to read in English, within a broad programme;**
- There is not evidence to support phonics in isolation as the one best method;
- There is not evidence for synthetic phonics as the required approach rather than analytic phonics.

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## Exploring the wider research:



**PREPARING FOR LITERACY**  
Improving communication, language  
and literacy in the early years  
Guidance Report



**IMPROVING LITERACY  
IN KEY STAGE 1**  
Guidance Report



**IMPROVING LITERACY IN KEY STAGE 2**  
Guidance Report



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## An evidenced based approach:



<p><b>1</b></p> <p>Develop pupils' speaking and listening skills and wider understanding of language</p> <ul style="list-style-type: none"> <li>Language provides the foundation of thinking and learning and should be promoted.</li> <li>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</li> <li>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</li> <li>Collaborative activities that provide opportunities to learn their language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</li> </ul>	<p><b>2</b></p> <p>Use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills</p> <ul style="list-style-type: none"> <li>Both decoding the ability to translate written words into the sounds of spoken language and comprehension the ability to understand the meaning of the language being read skills are necessary for confident and competent reading, but neither is sufficient on its own.</li> <li>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</li> <li>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in their lives. This should include active engagement with different media and genres of texts and a wide range of content topics.</li> </ul>	<p><b>3</b></p> <p>Effectively implement a systematic phonics programme</p> <ul style="list-style-type: none"> <li>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter and sound relationships for reading and sound-letter relationships for spelling.</li> <li>Consider the following when teaching a phonic programme:           <ul style="list-style-type: none"> <li>– <b>Training:</b> ensure all staff have the necessary pedagogical skills and content knowledge</li> <li>– <b>Progression:</b> Check a learning plan is accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching</li> <li>– <b>Engagement:</b> Lessons engage pupils and are enjoyable to learn.</li> <li>– <b>Adaptation:</b> Carefully consider the potential impact of adaptations to the programme.</li> <li>– <b>Focus:</b> A responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.</li> </ul> </li> </ul>	<p><b>4</b></p> <p>Teach pupils to use strategies for developing and monitoring their reading and comprehension</p> <ul style="list-style-type: none"> <li>Reading comprehension can be improved by teaching pupils specific strategies to support them with inferring and self-monitoring their understanding.</li> <li>These include:           <ul style="list-style-type: none"> <li>– prediction;</li> <li>– questioning;</li> <li>– clarifying;</li> <li>– summarising;</li> <li>– activating prior knowledge.</li> </ul> </li> <li>Teachers could introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until they are capable of completing the activity independently.</li> </ul>	<p><b>5</b></p> <p>Teach pupils to use strategies for planning and monitoring their writing</p> <ul style="list-style-type: none"> <li>Pupils' writing can be improved by teaching them to plan and monitor their writing.</li> <li>Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.</li> <li>These include:           <ul style="list-style-type: none"> <li>– pre-writing activities;</li> <li>– drafting, editing and re-writing;</li> <li>– sharing.</li> </ul> </li> <li>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.</li> </ul>	<p><b>6</b></p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching</p> <ul style="list-style-type: none"> <li>Transcription refers to the physical processes of handwriting or typing and spelling.</li> <li>Children must develop fluency in these skills to the point that they have become automatic. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.</li> <li>A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.</li> <li>Spelling should be explicitly taught. Teaching could focus on spelling that are relevant to the topic or genre being studied.</li> </ul>	<p><b>7</b></p> <p>Use high-quality information about pupils' current capabilities to select the best first steps for teaching</p> <ul style="list-style-type: none"> <li>Collect high quality, up-to-date information about pupils' current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.</li> <li>Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils' needs.</li> <li>Use one-to-one and small-group tutoring (daily, frequent, structured interventions). There is consistent evidence the approach supports children struggling with aspects of literacy.</li> <li>Regularly review children's progress (at least a fortnight) and if the intervention is proving the support needed enhance their learning.</li> </ul>	<p><b>8</b></p> <p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> <li>Schools should really focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</li> <li>Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils' needs.</li> <li>Use one-to-one and small-group tutoring (daily, frequent, structured interventions). There is consistent evidence the approach supports children struggling with aspects of literacy.</li> <li>Regularly review children's progress (at least a fortnight) and if the intervention is proving the support needed enhance their learning.</li> </ul>
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## Develop children's early reading using a balanced approach:



- Early reading requires the development of a broad range of capabilities.
- Using a number of different approaches will be more effective than focusing on any single aspect of early reading.
- Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.
- Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

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## Teachers should prioritise:

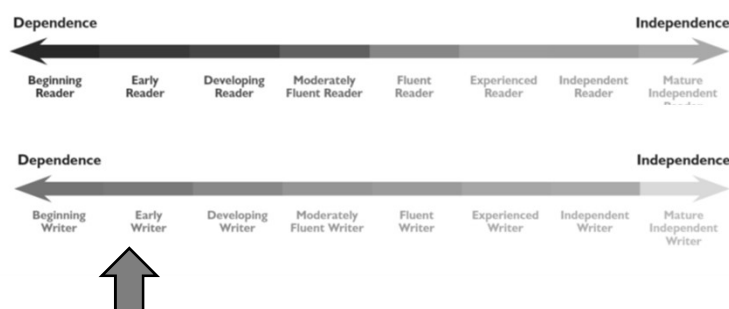
- Promoting, nurturing and monitoring pupils' reading, including reading aloud and guided reading as a class, giving them time to read independently where their reading is secure, and supporting them to choose books
- Rich discussion that facilitates the sharing of ideas, knowledge and experiences
- Mastery of writing at sentence level, including modelling, practice, feedback and redrafting. Shared class readers provide ample opportunities for teachers to engage pupils in reading rich and challenging texts, model fluent reading and initiate discussion.

**Department for Education**

***Teaching a broad and balanced curriculum for education recovery  
(July 2021)***

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## Reflecting on development and progress:



By the End of EYFS, we would expect most children to be emerging as Early Readers and Writers.

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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**.

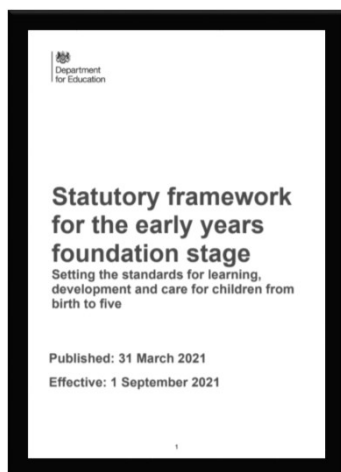
Children are **beginning to evidence one-to-one correspondence**, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them **decode simple words** and recognition of a core of known words. They **can read and understand simple sentences**. As fluency and understanding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

## Laying the foundations for future success:



- *What does this look like in your Early Years setting?*
- *What do children find most challenging?*
- *Why do you think that might be?*
- *Is there anything that you need to find out?*
- *When do you see reading happening in the Early Years?*

## Key Documents and Changes EYFS statutory framework



The changes are intended to:

- make all 17 ELGs clearer, more specific and easier for teachers to make accurate judgements
- focus on strengthening language and vocabulary development to particularly support disadvantaged children
- strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1
- ensure the ELGs are based on the latest evidence in childhood development
- ensure they reflect the strongest predictors of future attainment.

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## Communication and Language



“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. **Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.** Through **conversation, story-telling and role play**, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using **a rich range of vocabulary and language structures.**”

Statutory Framework for the Early Years Foundation Stage, 2021

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## Literacy



**“It is crucial for children to develop a life-long love of reading.** Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”

Statutory Framework for the Early Years Foundation Stage, 2021

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**HELPING HOME LEARNING**  
Reading with TRUST

**Appendices**

**Appendix 1. For parents: reading stories to children**

The following has been drawn together to provide the basis for a leaflet schools might create for parents and carers. Further guidance is available: [10 top tips for parents to support children to read.](#)

**Introduction**

Your child will bring home two books. One is for your child to read to you. It has been carefully chosen so that they can work out all the words. The other book has words your child may not be able to read yet. It is for you to read to your child and talk about together.

**How to read a story to your child**

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

**On the first reading:**

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.

**Read favourite stories over and over again.**

**On later readings:**

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in ...? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.

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## Early Learning Goals – Communication and Language



### Communication and Language

#### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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## Early Learning Goals - Literacy



#### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

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## Developing comprehension alongside phonics:



- *Teachers can help children to thrive by choosing books to read aloud to them that will engage them emotionally.*
- *By listening to and talking about stories, children also meet vocabulary that they might not be able to read for themselves. In this way, they add to the store of words they know and thus build a strong foundation for comprehension and their own writing.*
- *Daily story times should therefore be a priority. Teachers should also help children to learn and enjoy rhymes, poetry and songs.*

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## Text Choices



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## Reflection

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- Will the book stock in the Early Years enable teachers to deliver this curriculum and meets the needs of the children?
- How confident are teachers at selecting texts for different purposes?

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## Practice and provision in EYFS and KS1

**What's important?**

**What do we need to consider for 2021-22?**

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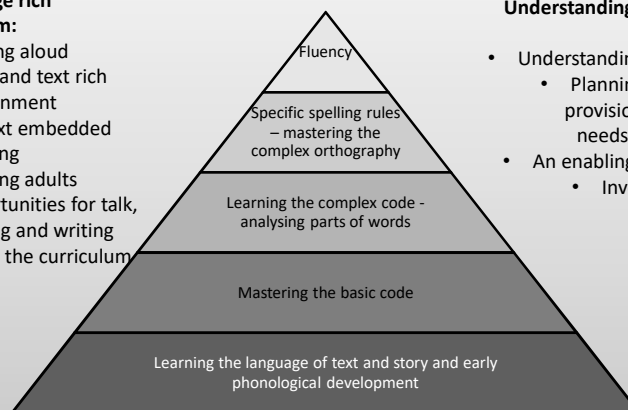


## Systematically supporting independence and fluency:



### A language rich curriculum:

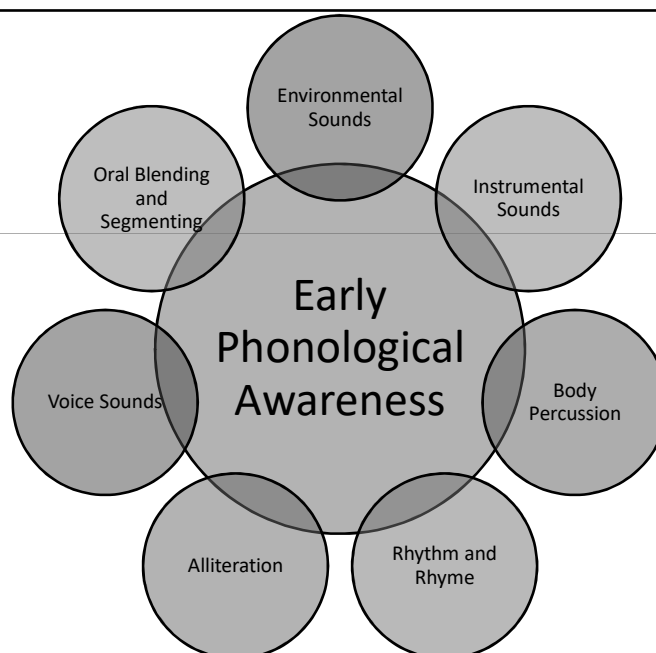
- Reading aloud
- A talk and text rich environment
- Context embedded teaching
- Enabling adults
- Opportunities for talk, reading and writing across the curriculum



### Understanding pupils needs and interests:

- Understanding progression
  - Planning appropriate provision to meet the needs of all learners
- An enabling environment
  - Involving families

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Task	Pupils can...	Example
Phoneme isolation	Recognise alliteration	Correctly identifies that 'car' and 'cat' start with the same phoneme when also given the word 'dig'.
	Recognise when words have the same final phoneme	Correctly identifies that 'top' and 'cap' end with the same phoneme when also given the word 'pig'.
	Isolate the first phoneme in words	Gives the picture of a 'sun' in answer to the question, 'Which picture begins with 's'?'.
Blending	Orally blend isolated phonemes together to hear words	Says 'claf' when given 'c-a-f'. Phonemes that make a long sound may be easier to blend at first, e.g. 'rrrrmmmmnnnn', than those with a short sound e.g. 'bat'.
	Orally blend longer words with consonant clusters	Says 'clip', 'sift', 'spat', 'sprint', when presented with their isolated phonemes. Words with consonant clusters at the beginning may be initially easier to blend than those with clusters at the end.
Segmentation	Orally segment words into their component phonemes	When given 'sit' can hear and isolate each of the word's phonemes 's-i-t'.
	Orally segment longer words with consonant clusters	When given 'slop' can hear and isolate each of the word's phonemes 's-l-o-p'. Words with consonant clusters at the beginning may be initially easier to segment than those at the end.
Phoneme addition	Manipulate words by adding phonemes in different locations	Adding 'c' to the word 'am' to create 'cam', or adding 't' to the word 'bel' to create 'bet'.
Phoneme deletion	Manipulate phonemes by deleting them from the beginning or end of words	Removing 'c' from 'cup' to get 'up'.
	Manipulate phonemes by deleting phonemes within consonant clusters	Removing 'n' from 'long' to get 'log'.
Phoneme substitution	Substitute initial phoneme with another —this would make a rhyming string	Deleting 's' from 'sit' and adding 'p' instead to get 'pit'.
	Substitute a phoneme within a word	Deleting the short 'a' in 'fad' with the long 'a-e' to get 'fade'.

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## Laying the foundations for phonics to be successful:

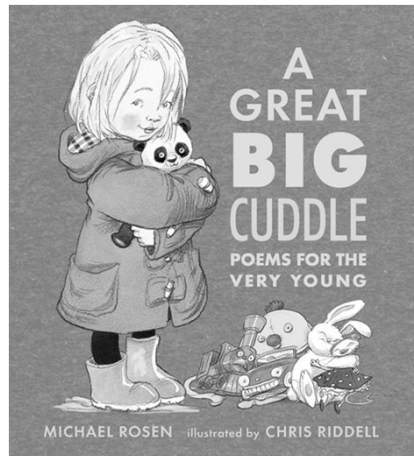
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The illustration shows a kitchen with various appliances and sound effects: 'Bubble', 'Rattle', 'Click', 'Hummmmm', 'Whizzz', 'Whoosh', 'Slosh', and 'Clatter'. A child with curly hair is peeking from behind a door that has a large speech bubble saying 'Quiet!'. The artist's name 'Kate Alizadeh' is written at the bottom right of the illustration.

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# Importance of Rhyme and Song



## TIPPY-TAPPY

Tippy-tappy Tippy-tappy Tap, tap, tap.		Dippy-dippy Dippy-dippy Dip, dip, dip.	
Nippy-nappy Nippy-nappy Nap, nap, nap.		Mippy-moppy Mippy-moppy Mop, mop, mop.	
Stippy-steppy Stippy-steppy Step, step, step.		Hippy-hoppy hippy-hoppy Hop, hop, hop.	
Pippy-peppy Pippy-peppy Pep, pep, pep.		Kippy-cuppy Kippy-cuppy Cup, cup, cup.	
Lippy-lippy Lippy-lippy Lip, lip, lip.		Lppy-uppy Lppy-uppy Up, up, up.	

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Michael Rosen · Quentin Blake  
Mustard, Custard,  
Grumble Belly  
and  
Gravy



## TIFFY TAFFY

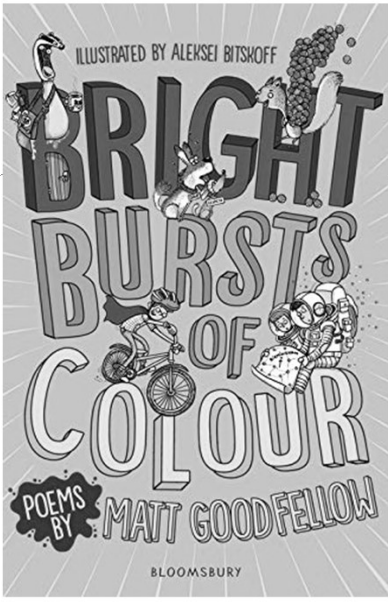


Tuffy taffy toffee  
on the fice flo floor.  
Tuffy taffy toffee  
on the dee doe door.  
Kifty kaffy coffee  
in a jig jag jug.  
Kifty kaffy coffee  
in a mig mag mug.



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ILLUSTRATED BY ALEKSEI BITSKOV

**BRIGHT  
BURSTS  
OF  
COLOUR**


POEMS BY **MATT GOODFELLOW**

BLOOMSBURY

### A Special Badger

I'm a special kind of badger  
in a special badger den  
writing special badger poems  
with a special badger pen  
learning special badger lessons  
in a special badger school  
earning special badger kudos  
for my special badger cool  
wearing special badger badges  
saying *badgers are the best*  
passing special badger interviews  
and special badger tests  
drinking special badger coffee  
from a special badger mug  
but my special badger problem:

I am actually a slug




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## Onset and rime

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Letters before and after a vowel

<b>d/en</b>	<b>sch/ool</b>	<b>b/est</b>	<b>m/ug</b>
<b>p/en</b>	<b>c/ool</b>	<b>t/est</b>	<b>sl/ug</b>
<b>hen</b>	<b>pool</b>	<b>rest</b>	<b>thug</b>
<b>then</b>	<b>stool</b>	<b>crest</b>	<b>hug</b>
<b>Ben</b>	<b>fool</b>	<b>pest</b>	<b>rug</b>



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## Onset and Rime

- Recognising and making analogies between words with the same rime (e.g. *dog* and *fog*, *hand* and *grand*) helps children to begin to classify groups of words, in this case those that contain the same phonological patterns, and so build up a significant spelling repertoire.

As children's reading vocabulary increases, they are able to draw on more examples and make more analogies, in reading and also in spelling.

## Auditing Poetry Provision

### Choosing poems

Teachers should identify a core set of poems for each year group, including rhyming poems, poems where alliteration is a strong feature, word games, traditional songs and rhymes, nonsense rhymes, and poems that are particularly rhythmical. Those chosen should be able to withstand a lot of repetition, elicit a strong response and extend children's vocabulary in different areas of learning.

### Audit: Poetry, rhymes and songs

	Current practice
The daily poetry, rhyme and singing session is a priority.	
Poems, rhymes and songs for each year group are listed.	
Actions to be taken (by term)	

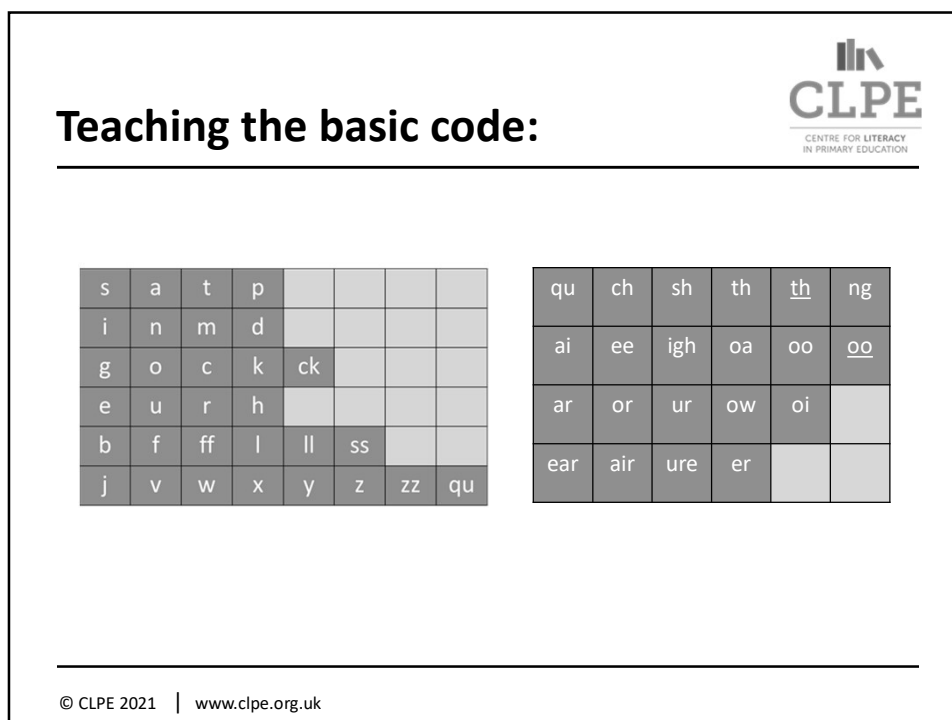
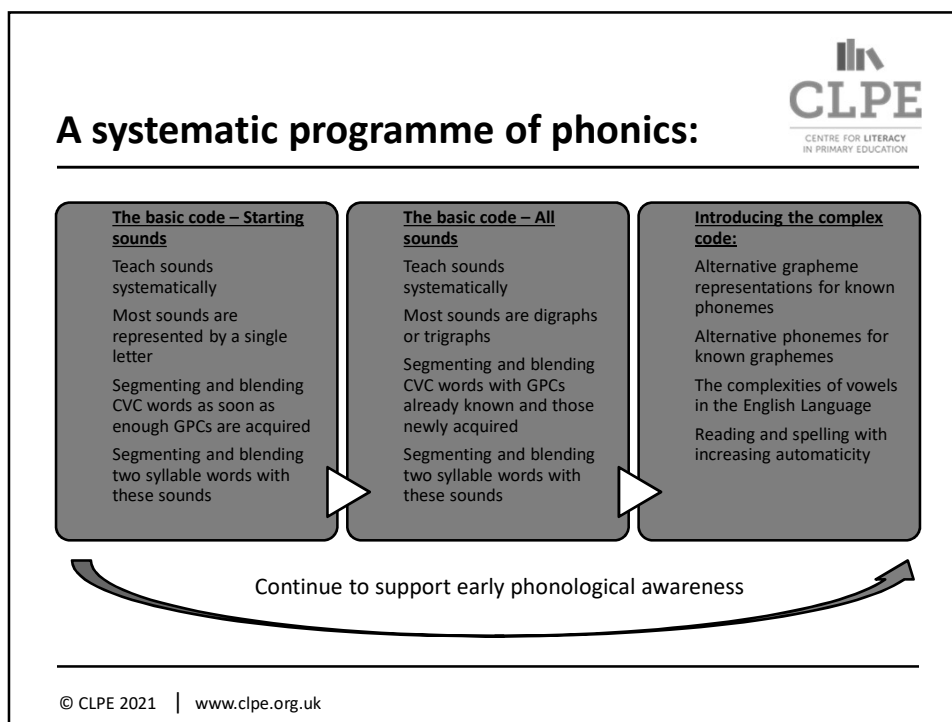


## Reflection



- *How are we ensuring that children are ready for phonics teaching so that a school's phonics programme can be as impactful as possible?*
- *What does poetry, rhyme and song look like across your school? What role does it play in the development of reading behaviours as well as skills and strategies?*

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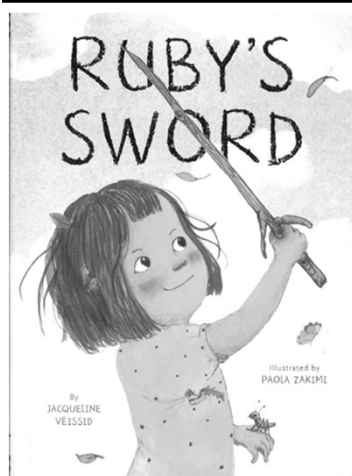
## Planning a Discrete Phonics Session around a Text



<b>Date:</b>	Focus GPC: ck
<b>Revisit, Revise</b>	s, a, t, p, i, n, m, d, g, o, c, k Segmenting and blending with these sounds Countdown
<b>Teach</b>	ck Digraph – two letters making one sound Rule – usually found at the end of a word Grapheme – names of letters, letter formation Reading new GPC in context – I peck the mat
<b>Read /blend</b>	Sentences to go alongside the book: I peck the tap I peck the tin I peck the mop
<b>Spell/ segment</b>	New sentences to follow those in the book: I peck the cot I peck the pot

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## Planning a Discrete Phonics Session around a Text




<b>Date:</b>	Focus GPC: Consonant Clusters
<b>Revisit, Revise</b>	Blending CVC words including Basic Code GPCs: <i>Countdown</i>
<b>Teach</b>	Introducing or Revising Consonant Clusters: Phonemes – articulating two known consonant graphs or digraphs together Grapheme – names of letters and letter formation Creating a new /CCVC/ word from a base CCV word
<b>Read /blend</b>	Words, captions and sentences to go alongside the book: <i>Swish</i> <i>A gust of wind</i> <i>Swish with a stick.</i> <i>Flop on the grass.</i> <i>Wait for your sister!</i> <i>Catch the sheet in the wind.</i>
<b>Spell/ segment</b>	New words identified in the illustration: <i>stick</i> <i>tent</i> <i>grass</i> <i>flowers</i>

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## The Complex Code:

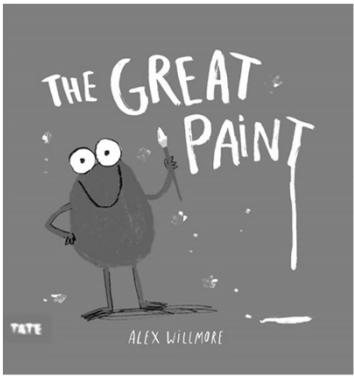
/eɪ/			
ai rain	ay play	ae brae	a_e brave
a table	ey they	ea great	
ei vein	eigh eight	aigh straight	
é café	et ballet		

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## Planning a Discrete Phonics Session around a Text



<b>Date:</b> Session 1 of 2 /ai/	<b>Focus GPC:</b> Alternative Grapheme for /ai/
<b>Revisit, Revise</b>	Blending less secure & long vowel phonemes Basic Code GPCs: <i>Noisy Phonemes</i>
<b>Teach</b>	<p><u>Introducing Alternative Grapheme for /ai/</u></p> <p>Word generation - listening for and identifying words containing /ai/ phoneme – <i>Phoneme Spotter</i></p> <p>Categorise words according to grapheme representation for /ai/ phoneme - <i>Word sort</i></p> <p>Make generalisation to support with spelling</p>
<b>Read /blend</b>	<p>Words, captions and sentences to go alongside the book:</p> <p><i>Is it okay to paint?</i></p> <p><i>He didn't say you could paint his cave!</i></p>
<b>Spell/ segment</b>	<p>Apply and test spelling hypothesis/generalisation:</p> <p><i>Best Best</i></p> <p><i>play or plai?</i></p> <p><i>Rain or rayn?</i></p>

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## Validation of Systematic Synthetic Phonics Programmes



**There is no statutory requirement for schools to choose one of the SSP programmes on the validated list.** However, validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise and that both consider it to meet all of the Department for Education (DfE) criteria for an effective systematic synthetic phonics programme.

A complete systematic synthetic phonics (SSP) programme is one that provides:

- all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools
- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

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Guidance

## Validation of systematic synthetic phonics programmes: supporting documentation

Updated 1 April 2021

### Contents

Background  
Essential core criteria  
Explanatory notes  
Timelines  
Appeals and complaints procedure  
Appeal of a decision  
Complaints about the process  
What to do if you aren't satisfied  
Next steps

 Print this page

### Background

Validation will indicate that a programme has been self assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme.

Validation will be of complete SSP programmes only, not of partial programmes, of supplementary materials or of sets of readers that are not integral to a particular programme. A complete programme is one that provides all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools, up to or beyond the standards expected by the national curriculum, and provides sufficient support for them to become fluent readers. Although it may cover other aspects of reading, writing and spelling, or extend beyond key stage 1, these elements will not be included in the assessment or validation.

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## FAQs



- Letters and Sounds will remain on the DfE's list of validated SSP programmes until Spring 2022. This allows time for schools to consider their approach and, if changing, look at other (possibly new) validated SSP programmes.
- The validation process is taking place between now and February 2022, with validations of programmes due to take place in June 2021, October 2021 and February 2022.

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## Supporting independent reading using decodable readers:



- Evidence indicates that once children have learned a core set of grapheme-phoneme correspondences, they get no more opportunity to practice these in decodable books than they do in other books they might be reading.
- Once children move beyond the very early stages of reading, the benefits of decodable readers are likely to be outweighed by their limitations.

**Castles, Rattle & Nation, Ending the Reading Wars, 2018**



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## Supporting independent reading using decodable readers:



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## Reflection




- What do you need to know about the systematic phonics programme used by your EYFS and KS1 teachers?
- Do you think it already fulfils these criteria?
- What criteria do you apply when choosing decodable texts for the children at each stage of their reading development? How do children respond to those text choices?
- Is it proving effective in teaching children to read and write?
- Are children developing positive attitudes around reading and writing behaviours? Do children show progress?
- Do you have any concerns? If so, what might they be? And how might they be addressed?

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## Training




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**Phonics in a Rich Reading Curriculum** →

Two sessions from 25th January, 2022 through to 22nd February, 2022.

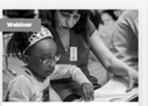
[VIEW COURSE](#)



**Developing Early Readers in Key Stage 2**

Two sessions from 4th February, 2022 through to 4th March, 2022.

[VIEW COURSE](#)



**Phonics in a Rich Reading Curriculum: Practice and provision in Early Years Foundation Stage - Webinar**

1st February, 2022


[VIEW WEBINAR](#)



**Phonics in a Rich Reading Curriculum: Practice and provision in KS1 - Webinar** →

28th January, 2022

[VIEW WEBINAR](#)



**Phonics and Early Reading for KS2 - Webinar** →


24th June, 2022

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## Reflection:

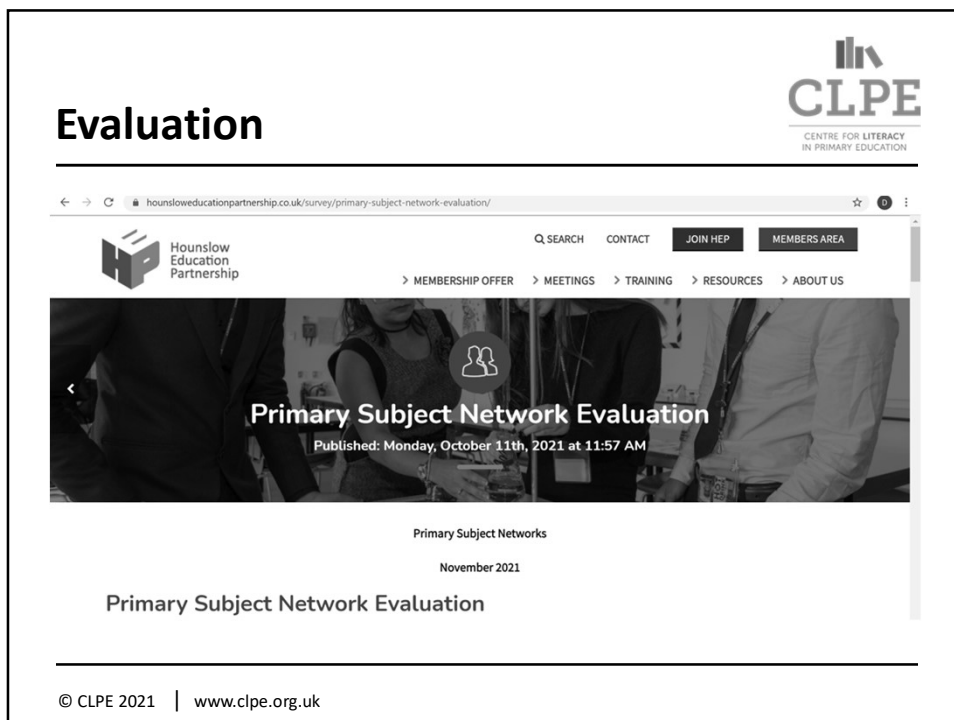


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- What might you like to explore further from today's meeting?
- What do you still need to find out?
- What do you hope to gain for:
  - The children and their engagement, attainment and progress?
  - The development of your teaching staff?
  - Your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