

~ Let's Chat ~
Telling the Story: The Ofsted
English Education Subject
Report 2024
My Take Aways ~ Reading



PHONICS AND LEARNING TO READ

'[There is an] overwhelmingly positive shift towards having all children reading by the end of key stage 1.'

- Most EYFS and KS1 teachers are now well trained and well placed to teach children to word read using a validation synthetic phonics program.
- These skills do not always extend into.
- The use of decodable books to practice reading and learn to read is having a positive impact.
- Pupils who need 'keeping up' or 'catching up' interventions are areas some schools find harder to identify and action.
- KS2 teachers need more training around Early Reading to support pupils who still need phonics teaching
- Ensure foundational knowledge is secure.

FLUENCY

'In many schools, leaders recognise the importance of reading fluently but are not clear about how to make sure that pupils are successful.'

- The focus on developing fluency needs to continue after children can decode and throughout KS2.
- Provide pupils with lots of opportunities to read aloud and be read to.
- Model how to control the pace and intonation when reading.
- Read and re-read passages for prosody practice.
- Embed the teaching of fluency into the curriculum.
- Provide training for staff.

TEACHING READING AND TEXT CHOICE

Consider

'Too often, schools choose texts to study in English lessons based on their link to other curriculum areas, rather than on how they might advance pupils' knowledge of English language and understanding of literature.'

- Carefully select a progression of texts for each year group/ phase based on literary merit, to build linguistic knowledge, fluency and understanding of the world.
- Link teaching texts to the wider curriculum only where the text quality matches the desired progression.
- Consider opportunities for teaching new vocabulary from texts.
- Consider the range of texts, introducing both modern and traditional texts within each phase's text progression as well as those that provide windows and mirrors in your own setting.
- Consider prior knowledge and supporting children to consolidate knowledge e.g. a class read aloud in year 5 may then be studied in year 6.

READING FOR PLEASURE

'Leaders understand the impact of being able to read fluently, and choosing to read, on pupils' future academic success and life-long well-being.'

- All schools are working to develop a positive reading culture. ❤️
- Make time to offer varied opportunities for reading for pleasure, including independent reading, booktalk and storytime.
- Make sure daily read alouds continue to be timetabled and prioritised throughout KS2.
- Make recommendations to encourage children to read widely.

QUOTES TO PONDER

“
Ensure that statutory tests and exams do not disproportionately influence decisions about curriculum and pedagogy.”


I find it interesting that teaching to the test is acknowledged here, although not that the reason for many schools doing this is that they are judged very much, if not purely, on these results.

Again, much CPD has been cut due to schools being unable to afford it.

I find EEF and the Chartered College good ways to engage with research based practice examples.

“
Ensure that teachers have high-quality professional development in English literature and language with time to develop subject knowledge beyond exam specifications.”

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I'd love to know your thoughts and ideas on this.

DROP A COMMENT BELOW

