A child's room with a light green wall. On the wall are three framed pictures: one of a child, one of a person, and one of a diagram. To the right is a wooden door. In the foreground, there is a wooden bookshelf filled with books, a white book rack with more books, and a blue shaggy rug. A white speech bubble is overlaid on the left side of the image.

~ Let's Chat ~
The DfE Reading
Framework

Part 5 ~ Leading Reading in
the Primary School

THE ROLE OF HEADTEACHERS

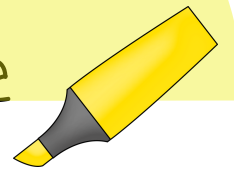
'Headteachers are ultimately responsible for building the reading culture in their school and ensuring that the teaching of reading is as effective as possible.'

'Headteachers have a duty to support teachers in making reading a priority.'

HEADTEACHERS AND SENIOR STAFF

Headteachers and senior staff are required to:

- believe that all pupils can learn to read, regardless of their background, needs, abilities and age, and be determined to make this happen
- promote a culture of reading for pleasure, ensuring that the desire to read is at the core of the curriculum,
- make sure all pupils make sufficient progress to meet or exceed age-related expectations, including those who need the most support
- build a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert training, practice and coaching to achieve this



HEADTEACHERS AND SENIOR STAFF

Headteachers and senior staff are required to:

- ensure that ongoing assessment, including of pupils' progress in phonics, is sufficiently frequent and detailed to identify those who begin to fall behind, and provide targeted support immediately
- make sure pupils have access to engaging texts
- involve parents and families in supporting their children's reading.
- adopt a rigorous SSP from the start of Reception

**READ
LEAD
SUCCEED**



◀ SWIPE ▶

SCHOOL LEADERS

'Providing catch-up teaching for word and text reading is vital, however difficult it may be to organise sufficient time, space and staff... School leaders and special educational needs co-ordinators... must take responsibility for ensuring all these pupils make rapid progress.' (pg 75)

LITERACY LEAD

Schools should appoint a Literacy Lead who should:

- become an expert in the school's chosen phonics programme for Reception and year 1 and the programme for catch up.
- know how to assess pupils to identify the appropriate support what they need to support their decoding, fluency or both
- promote a reading culture



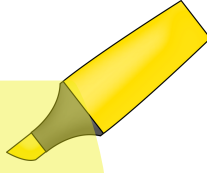
PUPILS NEEDING SUPPORT

Key Points:

- 1) Identify anyone falling behind quickly
- 2) Extra practice is planned in and prioritised
- 3) Individual records of assessment and progress are kept

PHONICS

Extra practice should:

- be provided by a well-trained adult: teacher or teaching assistant
- take place in a quiet place, at a regular time every day
- be a whole school priority 
- be consistent with the school's SSP
- include activities that secure the important phonic knowledge and skill the pupils have not grasped.

PHONICS

The emphasis should be on pupils:

- consolidating the work they have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day
- revising GPCs and filling in their individual knowledge gaps of the GPCs they have previously been taught but not secured.
- practising oral blending of spoken sounds to pronounce words
- reading words by saying the sounds and blending them
- 1:1 readers of decodable books at the level they can read should continue until not needed.

YEAR 2 & KS2

First, identify poor word readers How? Through 1:1 reading, through an SSP diagnostic or by creating KS2 nonsense word lists.

Actions:

Catch up SSP needed for those in KS2 that are still at the very early stages of reading - the person that leads this must be fully trained.

Assess frequently to ensure rapid progress.

"Adults need to give these pupils a considerable and continuing investment of time. It is vital that they have frequent practice to increase their confidence and fluency. They would benefit from extra time [either 1:1 or] in a small group every day to develop their fluency."

Next, identify pupils that need support to build fluency (STA 90 words per minute)

CHILDREN TO MONITOR CLOSELY

- Those that failed the phonics check in Year 1.
- Children that read very slowly.
- Those with barriers to comprehension

*possible
barriers and
potential
support
strategies*

- Lack of background knowledge - build through images, context and discussion prior to reading
- Limited vocabulary. - introduce new vocab prior to reading. Focus on tier 2 words. Use images and oral sentence building to support use of new vocabulary (EAL pupils may also require support to understand vocabulary)
- Lack of fluency/ability to gain the 'gist' of a text- daily reading, and use of HiLo texts to gain 'reading miles.'

SENCO CONSIDERATIONS

Instruction should be accessible to all pupils.

Teachers should:

- provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps
- use instructional routines that become familiar
- provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further
- Ensure that specialist provision is made where needed e.g. use of desktop manipulatives, use of alternative communication strategies, use of low- or high-tech eye gaze strategies.

'Under the Equality Act 2010, [schools] are required to make reasonable adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.'


SENCO CONSIDERATIONS

Instruction should be accessible to all pupils

Teaching should:

- be at a suitable pace for the pupil because progression through a programme will be much slower than for their typically developing peers
- be daily, with well-paced, well-planned lessons that are engaging and motivating
- take full account of each pupil's individual strengths, weaknesses, knowledge and understanding, and profile of needs.

'Under the Equality Act 2010, [schools] are required to make reasonable adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.'

A child's reading nook is shown, featuring a white shelf with books like 'ANTHONY BROWNE', 'ANITA AND OMAR', 'DAVE', 'SPIDERMAN', and 'YOU CHOOSE YOUR ADVENTURE'. Below the shelf are two grey corduroy beanbag chairs and a wicker basket with stuffed animals. A green vine plant hangs on the wall. In the foreground, a wooden table holds a 'Listening Station' sign and a green device.

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

DROP A COMMENT BELOW

