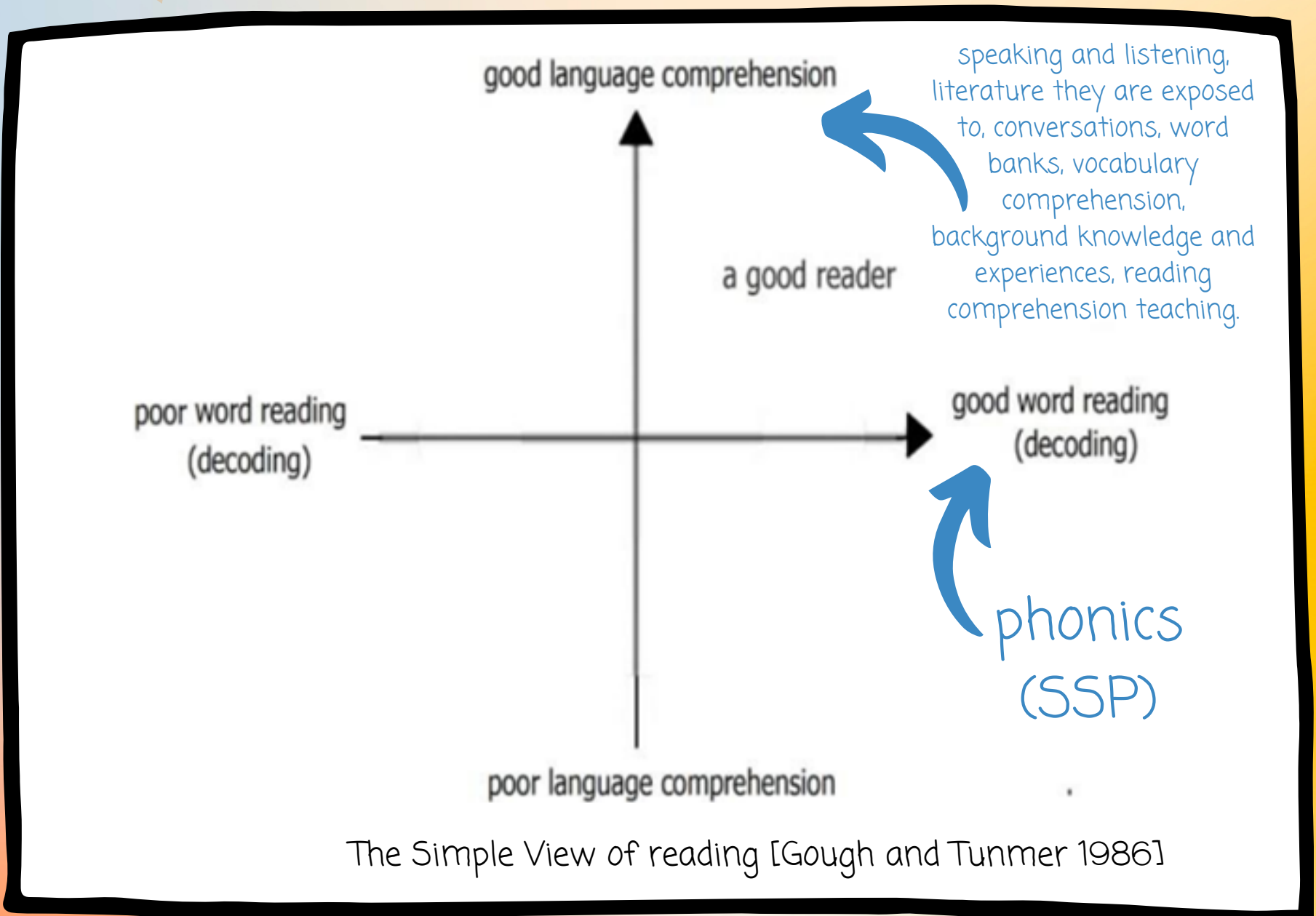
A photograph of a child's room with a light green wall and a wooden bookshelf. The bookshelf is filled with children's books, including titles like 'EMERGENCY', 'Baby Wolves', 'NENE', 'KATHERINE', and 'WHAT'. A white speech bubble is overlaid on the image, containing the text '~ Let's Chat ~ The DfE Reading Framework'.

~ Let's Chat ~  
The DfE Reading  
Framework

Part 2 ~ Teaching Reading  
word reading, prosody, comprehension



# THE SIMPLE VIEW OF READING



This model has formed the basis of NC teaching for over 20 years. Children need both good language comprehension and good word reading to become good readers.

# TEACHING PHONICS

Caveat ~ I am largely steering clear of talking about the teaching phonics in detail as every school has their own SSP program teaching decoding, encoding and exception words. The full guidance is laid out in section 3 of the document.

A few headlines:

- Schools must show 'fidelity to the program' chosen, including wall charts and all
- A preference is stated for children to be sitting at desks not balancing materials on their laps when writing.
- Decodable books must be used and only read when a child has tackled all GPC's within them.
- Time must be well used in all sessions.
- All children should be participating as much as possible.
- Use the SSP assessment materials to identify pupils with gaps in their learning and ensure they catch up quickly.

# FOCUS ON FLUENCY

*'Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words and sentences, and making connections across the text.'*

Fluency = speed + accuracy (+ prosody)

In a nutshell, developing fluency makes reading easier, which in turn makes children more likely to want to read for pleasure

The STA use the benchmark of 90 words per minute to describe a 'fluent reader' but also acknowledge that children may read more slowly and still gain meaning from the text.

The report talks about using a model of progressive fluency:

- practice at reading at the level they are at until they develop automaticity (can decode speedily and read words 'at a glance')
- then develop prosody through pace, emphasis, 'voices' for characters to 'perform' the book
- children then repeat the process with a slightly more challenging text and so on.

This means that having a focus on fluency is important from EYFS right up to Year 6.

# HOW WE CAN SUPPORT FLUENCY

- Practice, practice, practice!
- Give children access to familiar texts
- Carefully matched texts for all (this should continue into KS2)
- Invest in books such as Barrington Stoke titles that are brilliant for engagement and developing fluency for ALL readers
- Children read the book at home that they have practiced in school
- Talk about and teach new vocabulary to support automaticity
- Children in ks2 should still be given opportunities to decode. (This can also help identify any children who still struggle to word read but are able to mask it.)
- 1:1 practice at least 3 x per week for children who are less fluent (lowest 20%)
- Continue to teach, model and practice prosody in ks2 - reading and re-reading paragraphs or short passages, marking them up to read aloud with conscious control. (e.g. < symbol to get louder, underline for emphasis)
- Teachers read aloud and model prosody

# READING COMPREHENSION

For children learning to read:

The focus is on developing spoken language comprehension and ensuring the potential vocabulary gap children have at the start of their schooling is mitigated through purposeful planning (for example through generating vocabulary banks) and the modelling of language.

For more experienced readers:

They need 'reading miles' to develop their fluency, vocabulary and the breadth and depth of their reading.

Vocabulary comprehension is a KEY focus.

*As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently*  
DfE 2013

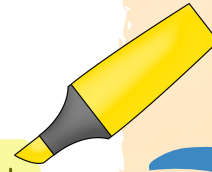
# SUPPORTING VOCABULARY COMPREHENSION

- Intentionally use higher order vocabulary in our speech.
- Repeat back and re-phrase children's sentences. Scaffold and extend ideas.
- Give alternative vocabulary options in conversation or when supporting writing. E.g. Yes, that sweet is nice, or you could say it's delicious or mouth-watering.
- Explicitly explore vocabulary before reading a text so when it is heard in context, it is better understood.
- Use images within vocabulary banks to support understanding and memory
- Have a range of both narrative and non-fiction books children can share with adults at school and home that develop their range of vocabulary and widen their experiences beyond their immediate world.

# READING LESSONS

'Effective reading teaching needs to be planned carefully so it supports pupils to become confident readers, able to construct coherent mental models of the texts they encounter.'

However, reading teaching is about far more than this.'  
(pg 110)



*'Through the books and poems they encounter, through the characters and situations that they meet, and the discussion that surrounds the text, pupils have a chance to experience the excitement, wonder and fascination that can come from reading, to feel what it is like to lose themselves in a story.'*



SWIPE






# READING LESSONS

Reading comprehension relies on many elements working together so children can build a mental picture of the text and keep adding to it as they read (get the gist) Some of these are:

- background knowledge
- knowledge of vocabulary (breadth and depth)
- understanding sentences
- using text structure
- activating meaning
- making inferences
- comprehension monitoring



Appendix 9 gives more detail and info on each element of this.

They all combine to help give a mental model

For pupils who can decode well, effective teaching supports pupils to develop as readers through:

- introducing a wide range of literature and non-fiction that they could not or might not choose to read independently
- explanations, modelling and support from the teacher for different aspects of reading, including fluency
- allowing pupils to think deeply and discuss a range of rich and challenging texts.



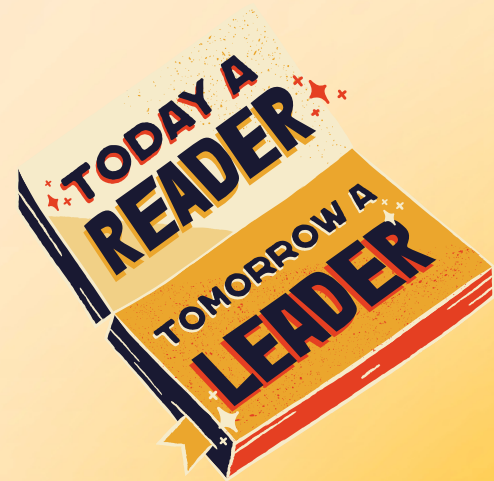
SWIPE



# READING LESSONS

"Reading lessons need to create readers, not just pupils who can read." ~ a powerful statement

'Reading lessons are for enjoying and delving deeply into texts.'  
(Section 10)



*The best moments in reading are when you come across something - a thought, a feeling, a way of looking at things - that you'd thought special, particular to you. And here it is, set down by someone else, a person you've never met.*

*Alan Bennett 'The History Boys'*

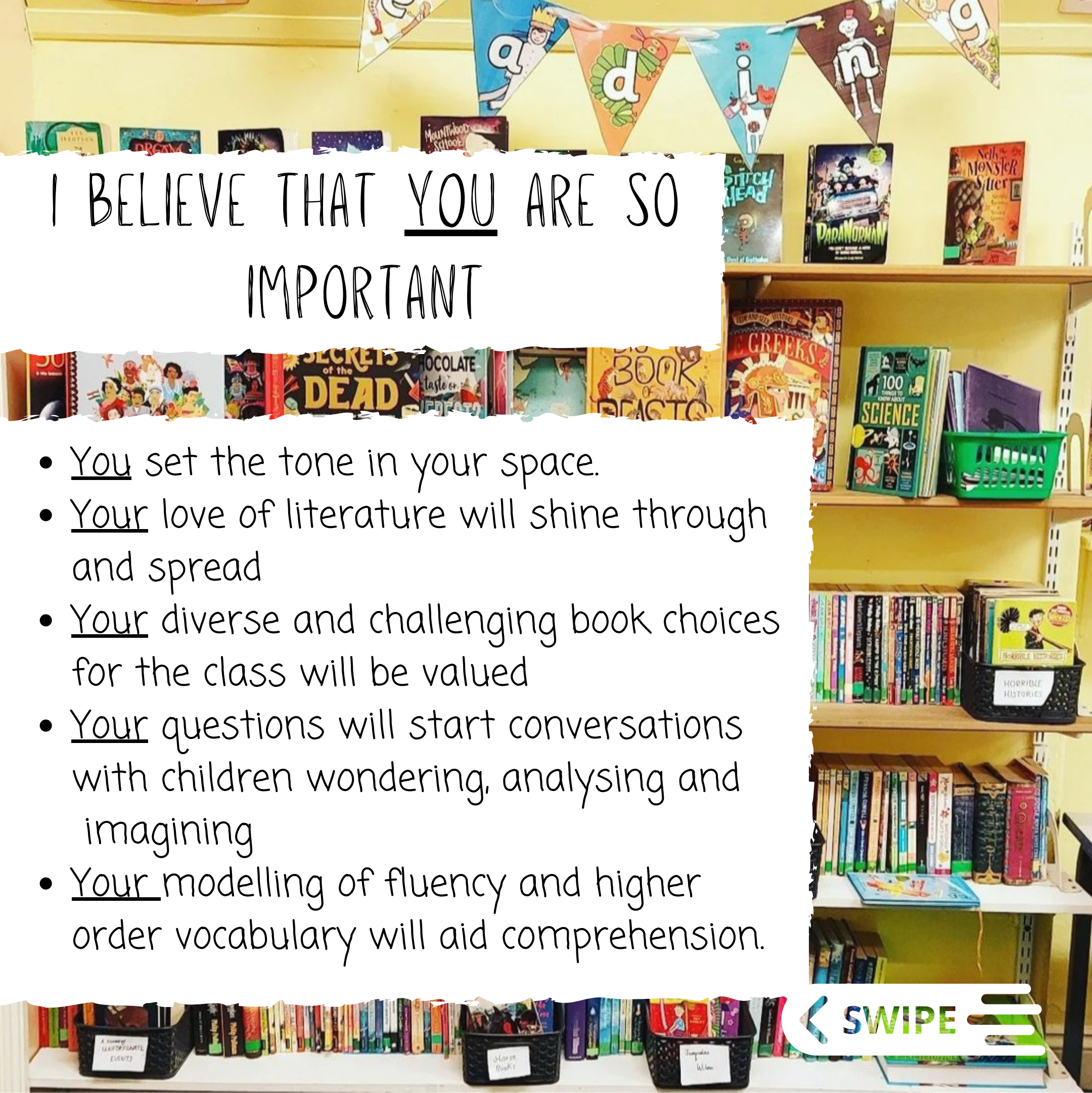


SWIPE



# HOW CAN WE CREATE READING SESSIONS WITH DEPTH, MEANING AND ENJOYMENT

- Careful text choice:
  - ~ know your texts well (questions asked should be text specific, not from generic banks);
  - ~be careful to consider windows and mirrors;
  - ~include a diverse range of authors;
  - ~ensure texts are challenging
- Choose whole texts and poems
- Pre-teach background knowledge and vocabulary
- Effective questioning should be used to deepen pupils' understanding, prompting them to think about the ideas and vocabulary used and to drive discussion.
- Focus on developing a mental model and 'staying in the story' to develop full comprehension.



I BELIEVE THAT YOU ARE SO  
IMPORTANT

- You set the tone in your space.
- Your love of literature will shine through and spread
- Your diverse and challenging book choices for the class will be valued
- Your questions will start conversations with children wondering, analysing and imagining
- Your modelling of fluency and higher order vocabulary will aid comprehension.