

An open book is shown from a top-down perspective, lying flat. The pages are a warm, yellowish-cream color, suggesting age. The central focus is a heart shape created by the pages of the book. The pages are folded inwards from the center, with the text on them curving to follow the shape of the heart. The text is small and appears to be in a serif font. The background is a solid black, which makes the light-colored pages stand out. The word "Reading" is written in a large, white, sans-serif font across the middle of the heart shape.

Reading

 Department
for Education

**The reading
framework**

Teaching the foundations of literacy

January 2022



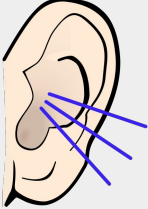
May 2012

Education Endowment Foundation		IMPROVING LITERACY IN KEY STAGE 2 Summary of recommendations	
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Develop pupils' reading and writing skills and understanding of language	Use a balanced and systematic approach to teaching reading and writing, with a focus on developing pupils' understanding of language	3	
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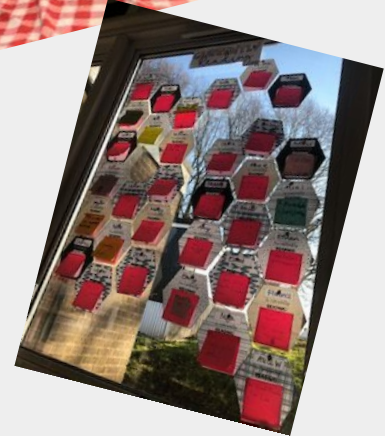
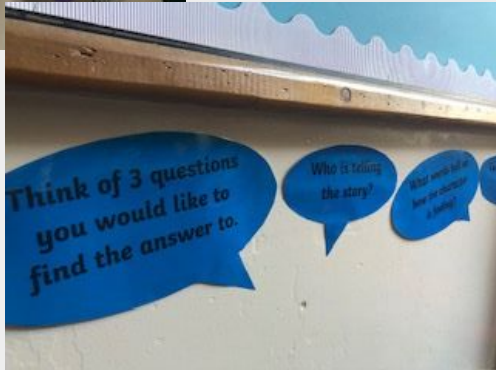
Key Points:

- Importance of language comprehension
- A book-rich curriculum and environment
- Systematic phonics programme
- Ongoing emphasis on fluency and comprehension
- Access to small group reading if required
- Close links with home

Importance of language comprehension

What the documents say...	Our Harbury offer...
     	-Planned opportunities for talk across the curriculum -Think-Pair-Share teaching strategies -Talk-rich environments especially Early Years -Interactive displays -Exposure to high quality texts through English Curriculum, class novels/story time book votes, library links -Talk interventions eg. Time to Talk, Lego therapy - Additional curriculum days eg. Nursery Rhyme week, performance poetry celebrations, World Book Day

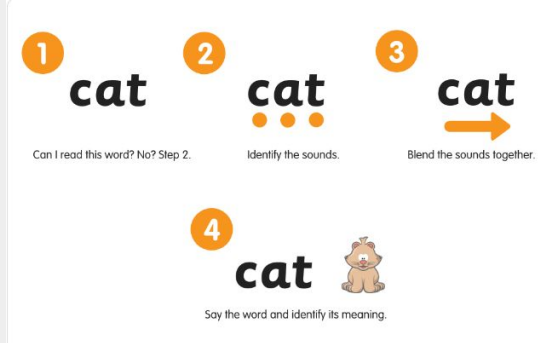
A Book-Rich Environment



Phonics Programme

What the documents say...

Research shows that to get every child reading and spelling we need to teach phonics with a systematic and explicit approach. In the United Kingdom this approach is known as synthetic phonics.



Our Harbury offer...



Daily phonics

Catch-up phonics: RWInc and Precision Teaching
Dyslexia-friendly approaches trained staff.

Focus: Individual Readers

Phonics Reading Check

Parent workshops in Rec

Additional parent workshops in the future

BREAKING NEWS



With thanks to you all as partially funded by the PTA.

Ongoing emphasis on fluency and comprehension

What the documents say...



Our Harbury offer...

- A curriculum designed upon high quality books
- Whole class sets of books to aid whole class reading sessions
- 1:1/Small group catch-up sessions
- Children seeing themselves as readers

Reading for pleasure

There is a growing body of evidence which illustrates **the importance of reading for pleasure for both educational purposes as well as personal development** (cited in Clark and Rumbold, 2006).

Evidence suggests that there is **a positive relationship between reading frequency, reading enjoyment and attainment** (Clark 2011; Clark and Douglas 2011).

There is a positive link between **positive attitudes towards reading and scoring well on reading assessments** (Twist et al, 2007).

Children who read very little do not have the benefits that come with reading, and studies show that when struggling readers are not motivated to read, their opportunities to learn decrease significantly (Baker, Dreher and Guthrie, 2000 – cited in Clark and Rumbold, 2006).

Benefits of reading for pleasure

A growing number of studies show that promoting reading can have a major impact on **children and adults and their future**. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation and a greater insight into human nature and diversity.

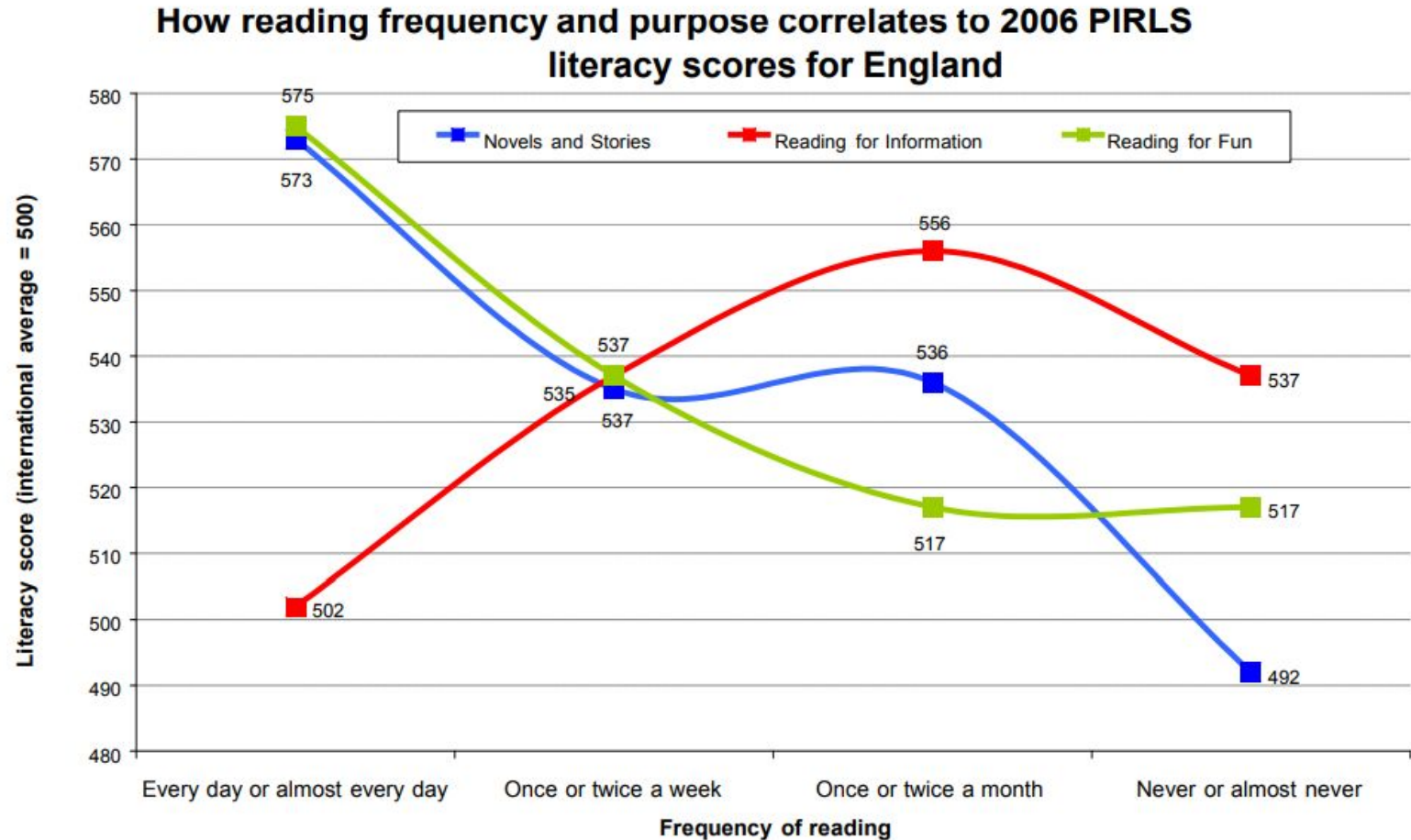
Reading for success

Research has shown that there is a relationship between reading frequency and attainment (Clark and Douglas 2011; Clark 2011)

Clark and Douglas (2011) in their survey of 17,000 young people found that **those who were at or above the expected reading level for their age read more frequently than young people who are below the expected level for their age.** Clark (2011) found only one in 10 young people who read rarely or never read scored above the level expected for their age compared with one in three of young people who read every day.

PIRLS also reports a positive relationship between frequency of reading for pleasure and scores on PIRLS literacy tests (Figure 1)

Figure 1:



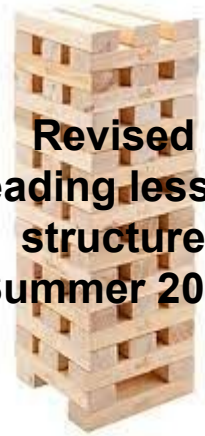
Reading habits

A more recent study has examined the reading habits of over 100,000 children aged 5 to 16 in the UK in 664 schools (Topping, 2010). The data from the study was captured using web-based software which aims to manage book reading for teachers and encourage children to read more for pleasure. **The study found that boys were reading nearly as much as girls, however they tended to read easier books than girls; girls consistently read books of a more difficult level than boys in the same year.** A survey of school children conducted for World Book Day, found that 15 to 16 year old boys **spent 2.3 hours** a week reading for pleasure, **compared to 9 hours a 20 week playing computer games, or 11 hours watching television.** However, when boys were reading they did so because they enjoyed it (cited by Clark and Rumbold, 2006).

BREAKING NEWS



**Revised
reading lesson
structure
Summer 2023**



With thanks to you all as partially funded by the PTA

Reading at home

Evidence suggests that **parents and the home environment are essential to the early teaching of reading and fostering a love of reading.**

Key findings from the evidence include:

- Parental involvement in a child's literacy has been reported as a **more powerful force than other family background variables, such as social class, family size and level of parental education** (Flouri and Buchanan, 2004 – cited in Clark and Rumbold, 2006);
- Children whose home experiences promote the **view that reading is a source of entertainment are likely to become intrinsically motivated to read** (Baker, Serpell and Sonnenschein, 1995 – cited in Clark and Rumbold, 2006)
- Children are more likely to continue to be readers in homes where books and reading are valued (Baker and Scher, 2002 – cited in Clark and Rumbold, 2006). Findings from PISA support this. OECD (2010) report that **parents' engagement with their children's reading life has a positive impact on their children's reading.**

Reading with your child

Sharing a book with a child is fun! It's a time for closeness, laughing and talking together – and it can also give children a flying start in life and help them become lifelong readers.

If you're not feeling confident about reading aloud or sharing books, don't worry – there's no right or wrong way to enjoy a story together. But if you'd like some tips, here are a few pointers to help you out.

Why read 20 minutes at home?

STUDENTS WHO READ:

 20 minutes

PER DAY

3,600 minutes per school year

1,800,000 words per year



SCORE IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 5 minutes

PER DAY

900 minutes per school year

282,000 words per year



SCORE IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 1 minute

PER DAY

180 minutes per school year

8,000 words per year



SCORE IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

What are we asking...



- That you try and read every day with your child. Older children can read independently but it's still great to hear them read as well.
- Ask your child questions about what they are reading.
- Record their reading in the **new reading diaries (every day)**. Older children can record themselves
- KS2- Year 3-6 Have a reading book that goes between home and school **everyday**. Books can be from home or school! As long as they match your child's reading ability.
- KS1- Completes the reading record everyday but books get changed every week (as set by the class teacher). Children can of course **read other books and record them in the reading diaries**. Keep them in your bookbags.

KS2 example

Date	Book and Page Number	Comments
6.2.23	Private P.7-25 Peaceful Michael Horsepurge	clear confident ready. unsure on the word Colonel. Mum
7.2.23	" " P25-45	We're really enjoying the story. Decided entire. we blended and sounded out voice. Mum
8.2.23	" " P45-47	Tried to read but too tired tonight - I read instead. Mum
9.2.23	" " P47-53	GREAT READING - WE CHATTED THROUGH THE STORY. GRANDAD
10.2.23	Beano Magazine	we spent an hour reading the Beano Magazine. Dad

KS1 Example

Date	Book and Page Number	Comments
6.2.23	SIX FISH	Blended Sh confidently. We used Fred Fingers. Dad
7.2.23	Six Fish The Lighthouse Keeper's Lunch	Found X tricky. We went through together. Read our library book. The Lighthouse Keeper's Lunch Dad
8.2.23	SIX FISH	Read 'keep out' on a sign on the way to school. Fluently reading Six Fish. Dad
9.2.23	The Gruffalo	Enjoyed sharing The Gruffalo. We read it twice! Mum
10.2.23	Black Hat Bob	At the local restaurant Sam read 'Fish and chips' on the menu. Blended 'ck' Dad

A decorative border surrounds the central text, featuring stylized lightning bolts in blue and purple, and snowflakes in light blue.

A LITTLE
PROGRESS
EACH DAY
ADDS UP
TO BIG RESULTS



Thank you

FOR YOUR SUPPORT