

Early Reading Training

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Getting the basics right

- That starts with early reading and learning to decode fluently through systematic synthetic phonics
- Unless children can read, they can't learn to the full
- That is why improving early reading is a moral imperative and a central plank of social justice
- Reading to young children in school, building their vocabulary and their knowledge of language, is a prerequisite of success. All, apart from those with the most severe special needs, can learn to read

HMCI Amanda Spielman,
December 2018

Aims for the National Curriculum for English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Early stages of learning to read

During all inspections, inspectors will be interested in how the school supports pupils who are at the early stages of learning to read, including older pupils.

This is especially the case because of the disruption to learning caused by the COVID-19 pandemic.

On inspections of infant, junior, primary and lower-middle schools

- Inspectors will carry out a **deep dive** to evaluate how well pupils are taught to read.
- They will pay particular attention to pupils who are reading **below age-related expectations (the lowest 20%)** to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers. This will include understanding how reading is taught remotely, where applicable.
- Inspectors will **listen to several low-attaining pupils in Years 1 to 3** read from unseen books that are appropriate to their stage of progress.
- They should also draw on information from the **school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.**
- Wherever possible, inspectors **will listen to children read to a familiar adult** in a classroom or in an open area that the pupils are familiar with. They will take into consideration the length of time a pupil has attended the school.

Reading



Prioritise reading



Love of reading



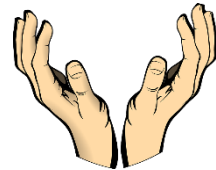
Programme and progress



Books match sounds



Phonics from the start



Catch up quickly

Early reading experts



Reading as a priority

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

- **Is reading a part of your school development plan?**
- **How do you prioritise early reading?**

- **Reading is prioritised to allow pupils to access the full curriculum offer.**
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, **gives them the foundations for future learning.**
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- **Pupils read widely and often**, with fluency and comprehension appropriate to their age.

'Good' School Inspection Handbook 2022

**What are your headlines for
outcomes in reading?**

GLD / Phonics screen / KS1

**Who are the lowest 20%
readers? Names not numbers**

What are the barriers to
learning for your pupils who are
not yet reading fluently?

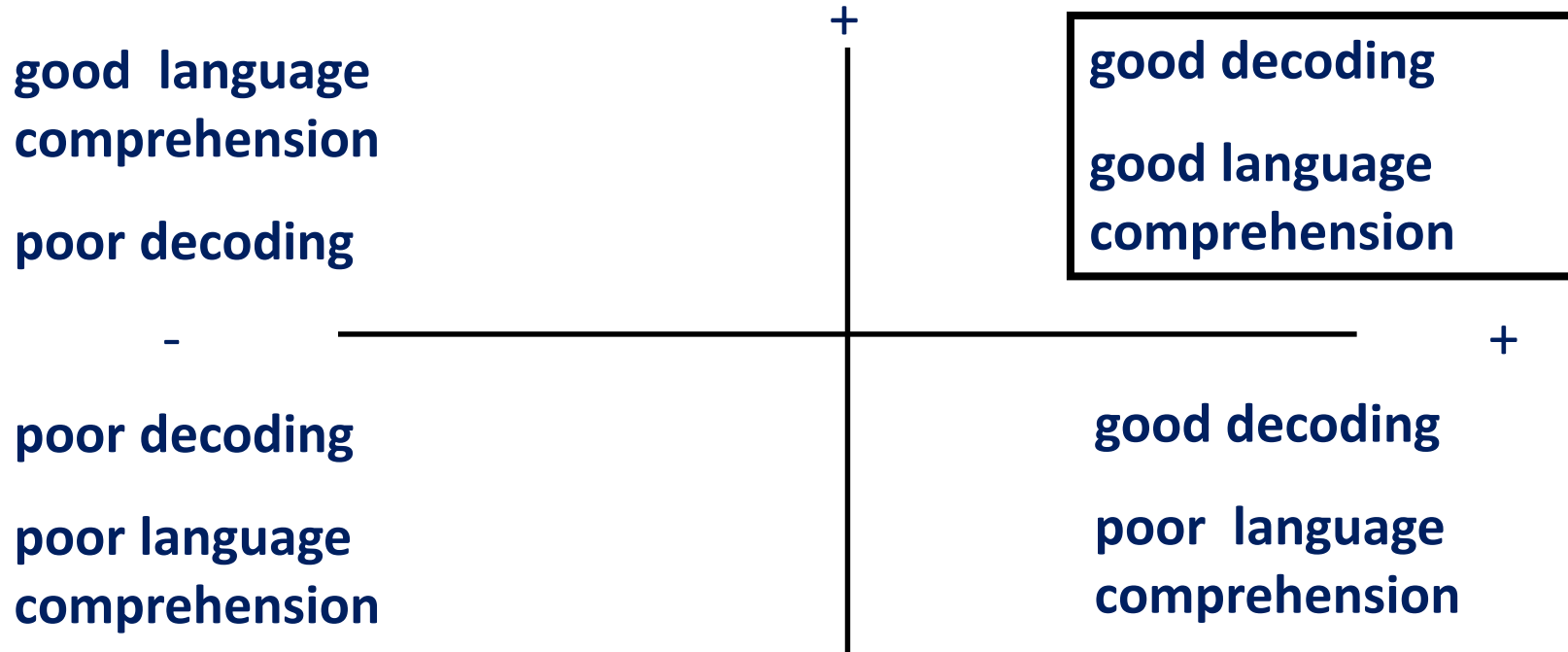
How are you addressing them?



Simple View of Reading

- Two relatively separate skills are required for successful reading and partly explain the variation in pupil performance

“Decoding” and language comprehension



Pupil progression in reading

Developing reader – reads with increasing fluency and accuracy and uses a range of strategies to construct meaning

Competent reader – reads between the lines, seeing meaning that isn't stated directly. Deploys a wide range of active strategies to find and read texts for different purposes

Active reader – has sense of the writer at work behind a text, and can explain something about how a text is constructed, based on plenty of prior reading experiences

Reflective reader – can make a considered response to a range of texts and use information from a range of sources

Versatile reader – is a critical and thoughtful reader across a wide range of texts, selecting, sifting, summarising, comparing and contrasting

- | | |
|---|---|
| 1. Background knowledge | access prior knowledge – to self; to world; to text |
| 2. Vocabulary | vocabulary walls – subject specific, topic specific, text specific, pre teaching of vocabulary before see text, ‘field of white’ |
| 3. Local sense and linkage | read running texts , limit focus on single word meaning |
| 4. Language comprehension, not just reading | reinforce grammar knowledge |
| 5. Cultural background | know pupils and potential misconceptions |
| 6. Working memory | reading between the lines tasks, adding information |
| 7. Inference | ALL OF THE ABOVE AND NEXT SLIDE! |

8. Prediction

pupils as '**detective**' asking questions of text before reading, focus on structure, images, linking to prior knowledge, emphasise validation

9. Comprehension monitoring

building up **breakdown strategies** – rereading to clarify, look back, identify key words, think alouds, verbalise thoughts, read forward and back, use background knowledge, think like a detective

10. Integrating meaning 'gist'

headlines, titles for texts, identifying 5 key points, summarising

11. Visualising

storyboarding, graphic organisers, pictowords

12. Low reading miles

read, read, read and more reading!

Fostering a love of Reading

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

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

Love of Reading

What does story time look like?

How often do teachers read to children in each year group?

Are there expectations in place about frequency?

How do you support teachers to deliver high quality story time?

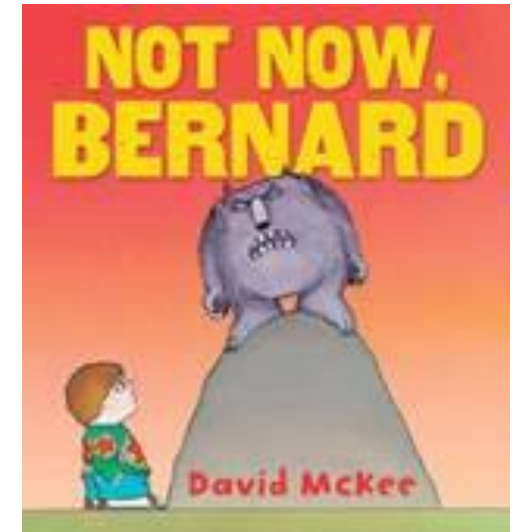
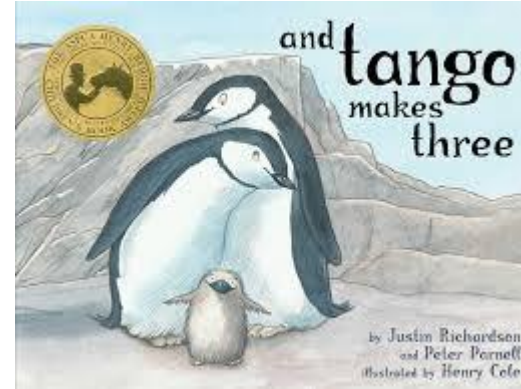
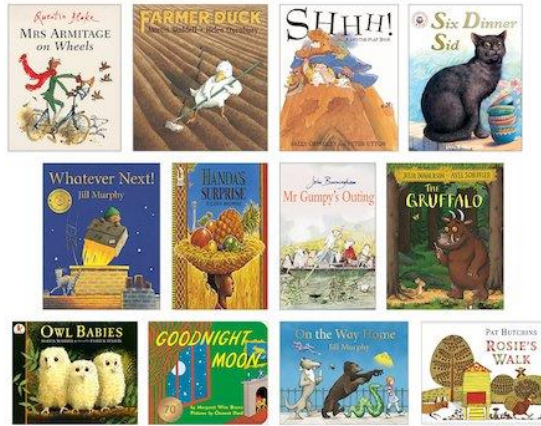
How do you keep up to date on what is on offer

How are the books chosen?

How do you engage parents in developing a love of reading?

Can pupils talk about their favourite books with a level of understanding?

Do you have links with your local library? Story-tellers? Authors?



Pie Corbett Reading Spine

<https://shop.scholastic.co.uk/reading-spine>

Book Trust - 100 best children's books

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

Stonewall Book List

<https://www.stonewall.org.uk/resources/primary-school-book-list>

School reading list

<https://schoolreadinglist.co.uk/tag/primary/>

Why should we read to our children?

Encourages children to be regular readers

Develops listening skills

Supports vocabulary development

Develops knowledge and understanding of our world

Promotes empathy

Phonological awareness and grammar

Sequencing. Problem solving and thinking skills

Story time – dos and don'ts



Make it enjoyable and interactive

Avoid over-analysis

Provide entertainment and challenge

Have story time while you are waiting for something e.g. parents to arrive or lunch to be served

Plan for it and know the book

Read stories you don't enjoy yourself.

Set it in a context and link it with the children's own context

Try and link every book you read to your topic or unit of work

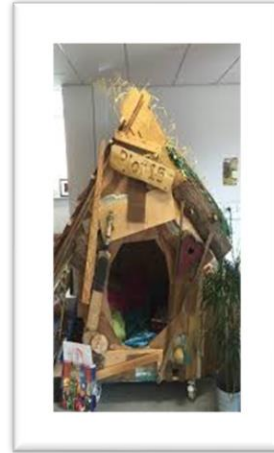
Opportunities for the widest range of literature as possible

Impose your interpretation on the material

Tell a story without a book

Look at the picture to develop inference – reading between the lines

Repeat, repeat, repeat



Classroom reading areas



Phonics programme and progress

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

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.

Phonics programme and progress

Fidelity to one programme

How do you teach phonics? What are your non-negotiables? How long for?

Do you know what children need to know term by term?

How do they make progress beyond Reception into Year 1?

CPD for all staff teaching phonics?

Monitoring of phonics teaching?

Reading books match sounds learnt

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

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

What does it take to become a fluent reader?

Accuracy

Decoding unfamiliar
words



Automaticity

Reading words
'at a glance'

Reading books match the sounds that children know

How do the reading books support children to practise their phonic knowledge?

Do books have a clear progression in phonic knowledge?

Which books do children take home?

Do parents understand the purpose of reading books?



Reading records

What is their purpose?

How are they valued?

What do staff write in them?

How are parents supported to write in them?

How are pupils supported to write in them?



Teaching phonics from the start

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

Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception

Children are taught phonics from the start of Reception

When do you start teaching children letter – sound correspondences?

How do you know where your children are at?

Who is teaching phonics – who is teaching the lowest 20%?

Introducing phonics to parents? Support not teaching

Catch up

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

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

Catch-up

Do you know what the issue is?

Decoding x language comprehension = reading comprehension

Identification?

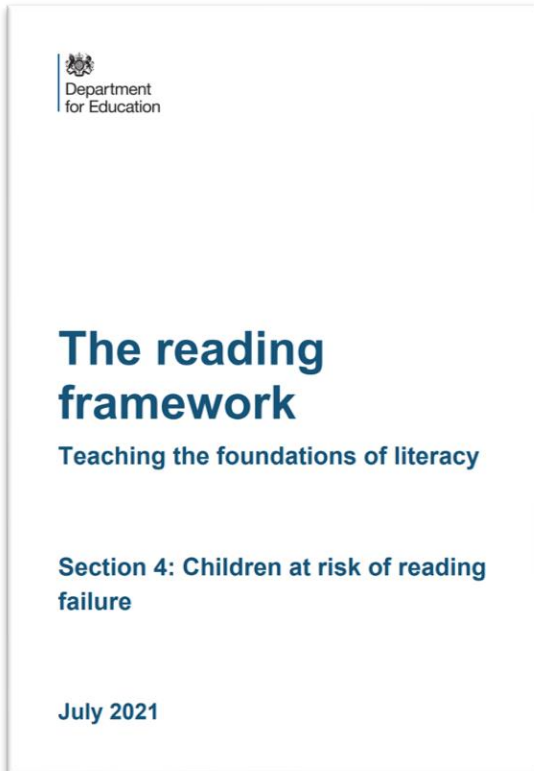
Checking?

Intervention?

Who does the catch up?

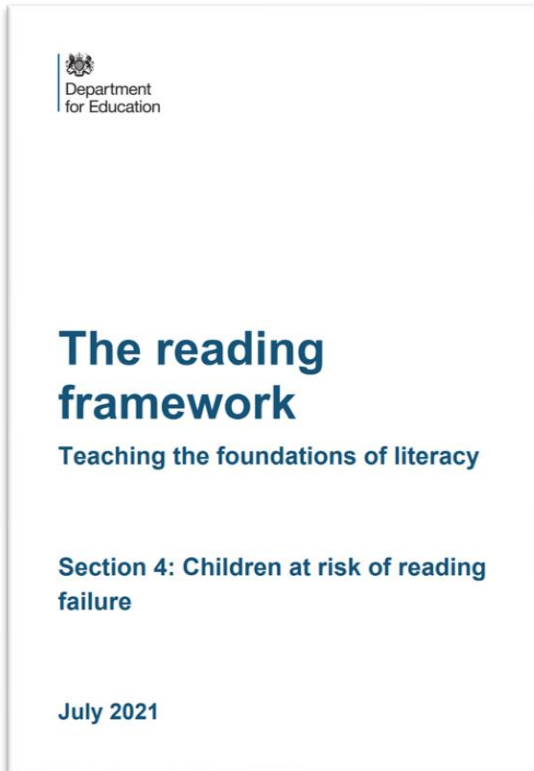
Assessment and understanding of children who are new to the school –
what scheme they were using previously?

How are Key Stage 2 pupils who are not yet reading fluently supported?



To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found. The extra practice should:

- take place in a quiet place, at a regular time every day so that the children become familiar with the routine
- be a school priority, with maximum efforts made to avoid disruption or cancellation
- be provided by a well-trained adult: teacher or teaching assistant
- be consistent with the school's mainstream phonics programme
- include activities that secure the important phonic knowledge the children have not grasped.



The emphasis should be on:

- consolidating the work the children 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 grapheme-phoneme correspondences (GPCs)
- practising oral blending of spoken sounds to pronounce words
- reading words by saying the sounds and blending them.

Staff expertise

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

The school has developed sufficient expertise in the teaching of phonics and reading.

Staff expertise

What training and development have you had to support the teaching of reading?

Induction for new staff?

All staff, including Key Stage 2

Things to think about...

Is there a culture of reading across school?

Literature rich environment

Website

Policy on early reading / phonics

Use of assessments

What do you do if a child is absent and misses a phonic session / sound?

How often do you hear readers individually?

Financial implications

Use of texts in other areas of the curriculum

Deficit in cultural capital – developing vocabulary and language comprehension

Headteacher and Governor's understanding of reading in school

Always part of self-evaluation

Working with parents to understand the approach to reading at home

Story time on the timetable

To be a reader is to gain a voice and to participate meaningfully and assertively in decisions that affect one's life. To be a reader is to gain self-confidence. To read is to become self-assertive....

Reading enables people to read their own world and write their own history

Reading provides access to knowledge – and knowledge is power.

In a nutshell reading empowers.

