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**The Reading**

**Framework**

**July 2023**

 **Support Documents**

 **for School Leaders**

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This document has been collated for English Subject Leaders and Headteachers from *The Reading Framework July 2023.*

It is advised that when using the audit tools, each section of *The Reading Framework* is examined thoroughly by all teaching staff via the support of Senior Leadership Teams. It is also recommended that current school improvement priorities are supported by exploration of relevant sections.

Professional development support for implementing *The Reading Framework* guidance is essential for all practitioners prior to monitoring and evaluation.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf>

 **Refer to: Language Comprehension in Reception and key stage 1**

 **Section 2 of The Reading Framework**

 **Refer to: Supporting children's thinking - Appendix 2**

 **Refer to: Guidance for managing talk in pairs - Appendix 3**

 **Audit: Language comprehension**

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| **Language comprehension** | **Current practice** |
| A clearly defined curriculum extends children’s language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject. |  |
| Children are taught routines for back- and-forth talk. |  |
| Activities are used effectively to develop children’s language. |  |
| Non-fiction books related to experiences and activities are read with children and made available for them to share at school and at home. |  |
| **Language comprehension** | **Current practice** |
| A clearly defined curriculum extends children’s language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject. |  |
| Effective procedures identify and support children with speech, language and communications needs (see [Appendix 2: Supporting children’s](#_bookmark209) [thinking](#_bookmark209)). |  |
| Teachers are aware of practices that could reduce interactions with children. |  |
| **Actions to be taken (by term)** |

 **Refer to: Language Comprehension in Reception and key stage 1**

 **Section 2 of The Reading Framework**

### Audit: Poetry, rhymes and songs

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| **Poetry, rhymes and songs** | **Current practice** |
| The daily poetry, rhyme and singing session is a priority. |  |
| Poems, rhymes and songs for each year group are listed. |  |
| **Actions to be taken (by term)** |

 **Refer to: Language Comprehension in Reception and key stage 1**

 **Section 2 of The Reading Framework**

 **Refer to: For teachers preparing to read a story - Appendix 4**

**Audit: Story times**

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| **Story times** | **Current practice** |
| The daily time for stories is a priority. |  |
| Teachers prepare the story reading so they can capture children’s attention. |  |
| Extra small-group story times are timetabled for children with speech, language and communication needs. |  |
| Staff have a wide knowledge of traditional and contemporary children’s literature. |  |
| High-quality stories to read aloud to children, including traditional and modern stories, are organised, listed and shared. |  |
| In stories and other books, children encounter others whose experiences and perspectives are both similar to and different from their own. |  |
| Teachers re-read stories and talk with children about them to build familiarity and understanding. |  |
| Some stories are dramatised with children when they know the story well. |  |
| ‘Second tier’ vocabulary is explored in wider contexts, once children know a story well. |  |
| Books are made available for parents to share with their children at home. |  |
| Teachers explain to parents the benefits of reading aloud at home. |  |
| **Story times** | **Current practice** |
| Book corners are appealing to children and uncluttered. |  |
| Children have time to browse, and re- read or retell stories that have been read to them. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 3 of the Reading Framework**

 **Refer to Appendix 6 of the Reading Framework**

### Audit: Principles underpinning the teaching of phonics

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| **Principles underpinning the teaching of phonics** | **Current practice** |
| Teachers understand the nature of the English alphabetic code. |  |
| Teachers understand the principles underpinning a programme of synthetic phonics. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 3 of the Reading Framework**

 **Refer to Appendix 6 and Appendix 7 of the Reading Framework**

**Audit: Teaching a systematic programme**

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| **Teaching a systematic programme** | **Current practice** |
| The school has adopted a systematic synthetic phonics (SSP) programme for all pupils who are learning to read. |  |
| Direct teaching of phonics takes place every day for all children from the start of the Reception year until they can decode. |  |
| Interactive lessons ensure all children participate fully. |  |
| Teachers review GPCs already taught and provide further practice when children have gaps in their knowledge. |  |
| Children are taught correct letter formation and practise it daily. |  |
| Children are given tasks that allow them to practise and apply what they have been taught. |  |
| Children practise reading only with books or texts that are decodable for them at that stage of their learning. |  |
| Children read a decodable book or other decodable text most days. |  |
| Resources are organised effectively. |  |
| The organisation of books is matched closely to the order in which the phonics programme introduces GPCs and exception words. |  |
| Enough books or texts are available at each stage of the phonics programme for children to practise reading. |  |
| Teachers are aware of activities that might hinder children’s progress in learning to read and write. |  |
| Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice. |  |
| **Actions to be taken (by term)** |

  **Refer to Section 3 of the Reading Framework**

 **Audit: Assessment**

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| **Assessment** | **Current practice** |
| Teachers understand the difference between formative and summative assessment in relation to reading. |  |
| Teachers use formative assessment throughout a lesson. |  |
| Teachers assess pupils’ GPC knowledge, skill in blending GPCs into words and reading words ‘at a glance’, and the speed pupils can read these words in a text. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 4 of the Reading Framework**

 **Refer to Appendix 4 of the Reading Framework**

**Audit: Developing fluency**

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| **Developing fluency** | **Current practice** |
| Teachers develop pupils’ fluency while they are learning to decode and continue to develop it once pupils can read words at a glance. |  |
| Teachers understand why fluency is essential for pupils’ reading comprehension. |  |
| Accurate decoding is assured before pupils move on to read a new book. |  |
| Teachers explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance. |  |
| Pupils, from the earliest stage, re-read books to practise and improve their fluency. |  |
| In all lessons, teachers provide practice in decoding unfamiliar words from a text pupils are about to read and explain their meaning. |  |
| Teachers provide pupils with a wide range of familiar poetry, stories and non-fiction books to read in school and at home. |  |
| Teachers read aloud to pupils, across the curriculum, providing a model of fluency. |  |
| Teachers use a range of strategies to support and develop pupils’ fluency. |  |
| Teachers provide extra practice for pupils who need support in developing fluency. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 5 of the Reading Framework**

**Audit: Keeping up from the start**

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| **Keeping up from the start** | **Current practice** |
| Phonics lessons are of the highest quality to reduce the likelihood that pupils might need extra support. |  |
| Children at risk of falling behind are identified within the first three weeks of their starting in their Reception year.They should continue to be assessed until they can read fluently. |  |
| These children have extra daily phonics practice with a well-trained adult. |  |
| Each pupil receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 5 of the Reading Framework**

**Audit: pupils who need more support**

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| **Pupils who need more support** | **Current practice** |
| Assessments identify pupils with poor word reading and fluency as soon as possible. |  |
| Sufficient support accelerates progress, including for new arrivals and pupils who are learning English as an additional language. |  |
| Each pupil receiving daily extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; time at the school; their attendance, and previous teaching. |  |
| Leaders manage the timetable effectively, so pupils receive sufficient time to catch up with their decoding and fluency. (It is likely that pupils may need to miss other lessons, or form time, while they catch up.) |  |
| Well-trained staff make sure that pupils get effective teaching to catch up rapidly. |  |
| Leaders support and monitor interventions closely and the impact on pupils’ progress is evaluated regularly |  |
| **Actions to be taken (by term)** |

 **Refer to Section 8 of the Reading Framework**

**Audit: Book club**

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| **Book club** | **Current practice** |
| Book club, for every class, is timetabled without interruptions. |  |
| Teachers take time to get to know their pupils as readers and know their likes, dislikes and interests. |  |
| Teachers have up-to-date subject knowledge of literature and other books that help pupils to put in the reading miles. |  |
| Teachers use a range of promotional activities to ‘hook’ children into reading. |  |
| Teachers emphasise the intrinsic rewards of reading for pleasure, rather than use extrinsic motivations, e.g. quizzes and prizes. Where rewards are offered, these are reading based. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 8 of the Reading Framework**

 **Refer to Appendix 4 of the Reading Framework**

**Audit: Class reading time**

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| **Class reading time** | **Current practice** |
| All pupils benefit from class reading time, including those who need the most support with their reading. |  |
| Class reading time, for every class, is timetabled efficiently and effectively, without interruptions. |  |
| Space in classrooms is organised so that pupils can concentrate on reading and do not disturb others. |  |
| Teachers use class reading time to support pupils, listening to them read, discussing texts with groups or supporting pupils to choose. |  |
| Behaviour and routines are established so that pupils spend as much time as possible actually reading. |  |
| Pupils have a book with them throughout the day. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 9 of the Reading Framework**

 **Refer to Appendix 3 of the Reading Framework**

**Audit: Reading across the curriculum**

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| **Reading across the curriculum** | **Current practice** |
| Whole-class interactive strategies with choral work and partner discussion help pupils understand and remember what they are learning. |  |
| Subject leaders work with class teachers to agree on which texts pupils will read in science and the humanities. |  |
| Pupils have the chance to read texts to explore ideas from lessons in more depth, learning at their own pace |  |
| All pupils, including those who are not yet reading fluently, have access to the key knowledge in a lesson |  |
| Reading across the curriculum contributes to the reading culture; pupils are motivated to read related fiction and non-fiction in their own time |  |
| Whole-class interactive strategies with choral work and partner discussion help pupils understand and remember what they are learning. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 10 of the Reading Framework**

 **Refer to Appendices 4, 9, 10, 11 of the Reading Framework**

### Audit: Teaching reading in the English lesson

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| **Teaching reading in the English lesson** | **Current practice** |
| Teachers introduce all pupils to a wide range of literature in reading lessons that they either could not or might not choose to read independently. |  |
| Teachers’ explanations, modelling and support are effective in teaching reading. |  |
| Pupils have many opportunities to think deeply and discuss a range of rich and challenging texts. |  |
| Pupils develop their fluency through practice: both reading independently and in pairs. |  |
| The English curriculum distinguishes clearly between ‘staying in the story’ to teach reading and examining the author’s craft to teach writing. |  |
| The reading curriculum focuses on complete texts rather than extracts. |  |
| Interventions based on reading comprehension strategies (primarily for upper KS2) are time limited. |  |
| Teachers design the reading curriculum around building knowledge rather than around test domains. |  |
| **Actions to be taken (by term)** |

 **Refer to Section 12 of the Reading Framework**

 **Refer to Appendix 8 of the Reading Framework**

### Audit: Leadership and management

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| **Leadership and management** | **Current practice** |
| The headteacher takes responsibility for building a strong reading culture. |  |
| The headteacher believes that virtually all pupils can learn to read, regardless of their background, needs or abilities, and acts to make this happen. |  |
| Professional development, including training, practice and coaching, is planned and effective so all staff become experts in teaching reading |  |
| The literacy/reading lead has expertise in and experience of teaching phonics. |  |
| The literacy/reading lead has sufficient, dedicated time to fulfil the role. |  |
| **Leadership and management**  | **Current practice** |
| In primary schools, sufficient time is planned for teaching phonics. |  |
| In secondary schools, subject specialists consider the specific approaches required for reading in their own subject. |  |
| Routines are strong, school-wide and reinforced consistently to support pupils’ learning. |  |
| Leaders use summative assessments to plan professional development. |  |
| **Actions to be taken (by term)** |