****

|  |
| --- |
|  By the end of their training and with appropriate induction support, students will:- * know and understand the: recommendations of the Rose Review; and the Simple View of Reading and be able to apply this understanding to their teaching of reading and writing. (*The Independent Review of the Teaching of Early Reading,* Final Report, DfES 2006)
* know and understand the alphabetic code
* know and understand the criteria for assuring high quality phonic work (DfE, 2011) and be able to recognise how they are met in a range of recognised and validated phonic programmes
* be able to apply their knowledge and understanding of the criteria to the teaching and assessment of phonics using a school’s phonic programme, and
* be able to identify, and provide targeted support for, children making progress both beyond and below the expected level
 |

# BA QTS: The Teaching of Reading

We believe that every child has the capability and right to achieve reading success. Our aim is to develop trainee teachers’ competencies in the teaching of reading to ensure/enable systematic and effective growth in children’s reading abilities in school. Through high quality teaching and collaborative learning, we promote:

* oral language enrichment across the curriculum
* systematic and rapid acquisition of decoding skills
* reading for understanding, purpose and pleasure
* the relationship between reading, writing, learning and life

This booklet is designed to help trainee teachers gain a greater understanding of the teaching of reading and support their development as a reflective teacher. Learning to read is a complex process involving a wide range of skills and experiences including promoting a language rich environment; reading for pleasure; reading a range of texts; formative assessments and links with home and the community. Training includes taught sessions in university, independent learning and school experiences. As outlined in the core content framework and BCU themes (identified on PG1) trainees will develop their knowledge and understanding of systematic synthetic phonics and how this supports the development of reading and spelling within the curriculum and a secure understanding of how children learn best to make appropriate progress.

It is the responsibility of the trainee to ensure that the professional development activities outlined in this booklet are completed but support from school-based colleagues in scheduling these and identifying relevant colleagues, where necessary, would be appreciated. We would like to thank school-based colleagues for supporting trainees through this learning process.

**Trainees are expected to observe and teach phonics and reading on every teaching practice where possible**. By the end of their course, they must have taught a sequence of phonics lessons.During school-based training, it is essential for trainees to receive feedback on the teaching of phonics and there is a specific observation form for this purposes as they include supportive prompts for trainees and observers . Trainees should provide schools with copies of these observation forms, (see appendix 5)

This booklet will provide valuable evidence that you are meeting the core content framework and makes secure links to the BCU themes.

Outcomes must be shared with all relevant staff involved with supervising the trainees at regular intervals.

**This electronic booklet is designed to help you record a summary of your experiences and understanding of the teaching of reading.**

**Please use the additional materials in the English subject knowledge (ESK)** [**https://moodle.bcu.ac.uk/course/view.php?id=59473**](https://moodle.bcu.ac.uk/course/view.php?id=59473)

 **Moodle module to focus observations and support your planning.**

**PRE COURSE REFLECTION**

**Briefly note any experiences of observing/teaching phonics before the course**

|  |
| --- |
|  |
| **Identify your understanding at this pre- course stage using the following key:****O**= no experience of phonics**D**=developing understanding of phonics**C**=confident in teaching phonics | **KEY****CODE** |

**Year 1**

**Sessions** (This includes taught sessions and collaborative tasks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title and Focus (key learning points)** | **Action Points** | **Reflection** |
|  | Phonics Session:-Teaching children to read: Principles of phonics part 1 delivered by expert phonics teachers  |  |  |
|  | Reading Session:- Teaching children to read strategies |  |  |
|  | Reflection on reading tasks carried out during school based training  |  |  |
|  |  |  |  |

**Record Year 1 English Audit Score:**

|  |  |
| --- | --- |
| **English Audit Score** |  |

**As part of your coure assessment, it is essential to upload your action plan to the submission point on Moodle.**

**END OF YEAR TASK - Complete Year 1 SSP self-evaluation in appendix 6**

School Based Training tasks were completed on (date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task 1: The reading environment

Task 2: Sharing a text

Task 3: Observing a phonics lesson

**During school based training observe at least three phonics lessons and record any sessions you teach**

SEE APPENDIX 5 EXAMPLE OBERVATION PROFORMA FOR PROMPTS WHEN OBSERVING PHONICS LESSONS

|  |  |
| --- | --- |
| **Obs/Teach** | Date/Age group/Phase |
| **1** |  |
| **2** |  |
| **3** |  |

**Reflection**

What are the implications for your teaching of phonics?

**Action Points**

Record your School Experience phonics progress mark:

|  |  |  |
| --- | --- | --- |
| Not Taught | Developing | Confident |

**Year 2**

**Sessions** (This includes taught sessions, collaborative tasks

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title and Focus****(key learning points)** | **Action Points** | **Reflection** |
|  | **Phonics 1**Phonics phases, assessment and planning phonics lessons (led by expert phonics teacher) |  |  |
|  | **Phonics 2**Peer teaching a phonics lesson |  |  |
|  | **Reading** Strategies for teaching reading  |  |  |
|  | **Spelling** Phonic knowledge for spelling |  |  |

**Record Year 2 English Audit Score:**

|  |  |
| --- | --- |
| **English Audit Score** |  |

**Upload your action plan to the Moodle Submission point and share progress regularly with your PDT**

**END OF YEAR TASK - Complete Year 2 SSP self-evaluation in appendix 6**

* **During school based training TEACH a sequence of at least three phonics lessons.**
* **Arrange to be observed teaching phonics**

**SEE APPENDIX 5 EXAMPLE OBERVATION PROFORMA FOR PROMPTS WHEN OBSERVING PHONICS LESSONS**

|  |  |
| --- | --- |
| **Teaching** | **Date/Age group/Phase** |
| **Lesson 1** |  |
| **Lesson 2** |  |
| **Lesson 3** |  |

 **Reflection**

What have you learned about the teaching of reading?

**Action Points (Refer to observation feedback):**

Record your School phonics progress mark:

|  |  |  |
| --- | --- | --- |
| Not Taught | Developing | Confident |

**Year 3**

**Sessions - (This includes taught sessions, phonics training, collaborative tasks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title and Focus****(key learning points)** | **Action Points** | **Reflection** |
|  | Phonics Training |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**END OF YEAR TASK - Complete Year 3 SSP self-evaluation – see Appendix 6**

**If you have no experience of teaching phonics before SE3 you need to make the teaching of phonics a priority action point for SE3. Please discuss this with your Mentor/ Class teacher / PDT and UT.**

**During school based training TEACH a sequence of at least three phonics lessons. Use the lesson planning proforma in the appendix and the prompts sheet. Arrange to be observed teaching phonics.**

|  |  |
| --- | --- |
| **Teaching** | **Date/Age group/Phase** |
| **Lesson 1** |  |
| **Lesson 2** |  |
| **Lesson 3** |  |

**Action Points**: refer to observation feedback (link to Early Career Framework):

Record your School Experience phonics progress mark:

|  |  |  |
| --- | --- | --- |
| Not Taught | Developing | Confident |

**Summary of BCU CORE Teaching of Reading with a focus on Systematic Synthetic Phonics -linking University and school based learning**

**BAQTS COURSE**

|  |  |  |
| --- | --- | --- |
| **BAQTS YEAR 1** | **BAQTS YEAR 2 3-7/5-11** | **BAQTS YEAR 3** |
| **Taught sessions** |
| **Session** Introduction to the teaching of reading:Early reading /environmental printShared reading strategyPicture booksThe simple view of reading | **Session** **All cohort:**Simple View of Reading with a focus on using the model as an assessment toolGuided reading Y2 focus**3-7 cohort** :Focus on early reading/ reading in FS and KS1**5-11 cohort:** Focus on developing comprehension skills in KS2 | **Session** **All cohort:**Students consider contemporary policy related to the teaching of reading and develop a reflective enquiring approach. |
| **Session** An introduction to teaching of reading strategies:Guided readingReciprocal reading Whole classChildren’ s texts/ reading for enjoymentPlanning for teaching of reading | **Session** Discrete session teaching synthetic phonics using Letters and Sounds resources.Recap phoneme articulation and key subject knowledge and principles of effective synthetic phonics lessons. **3-7 cohort:** Identify the key components of planning a phase 1-4 lesson to teach to peers**5-11 cohort:** Identify the key components of planning a phase 2-5 lesson to teach to peers | **Phonics- expert input** Discrete Synthetic Phonics Training with SLE teachers with a focus on all phases. |
| **Session** Discrete session teaching synthetic phonics using Letters and Sounds resources. An introduction to the key terminology and subject knowledge including articulation of the phonemes. Introduction to the key principles of planning a phonics lesson based on a range of phases. | **Session** Students teach a synthetic phonics lesson to peers. Students provide effective feedback using the phonics observation criteria.Assessment of phonics – KS1(yr1) screening  |   |
| **Peer Engagement –** Yr 1 student / Yr3 student mentor – planning and teaching phonics.  |  | **Peer Engagement –** Yr 1 student / Yr3 student mentor – planning and teaching phonics. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Independent professional development activities**

|  |  |  |
| --- | --- | --- |
| **BAQTS YEAR 1** | **BAQTS YEAR 2 3-7/5-11** | **BAQTS YEAR 3** |

 |
| Read - The readingframeworkTeaching the foundations of literacySection 3 - Principles underpinning the teaching of phonics<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000914/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_3.pdf> | Revisit the Reading Framework- investigate the teaching guidance and materials available to you on Moodle | Read materials on assessment of phonics on Moodle from phonics training.  |
| Access resources through the English Subject Knowledge (ESK) Module on Moodle and watch video clips from at least 3 phases<https://moodle.bcu.ac.uk/course/view.php?id=59473> | Plan and resource a SSP lesson following to teach to peers. | Buddy system with Yr1 students. Students share examples of good practice and effective strategies to develop/promote reading. |
| Complete Y1 English Subject Knowledge Audit and action plan. Record your scores in the teaching of reading booklet.Resources available through ESK Moodle page | Complete Y2 English Subject Knowledge action plan. Resources available through ESK Moodle page  | Develop English Subject Knowledge as required.Resources available through ESK Moodle page |
| Complete all BAQTS Y1 sections of Teaching of Reading (ToR) booklet and keep as evidence of subject knowledge development  | Complete all BAQTS Y2 sections of Teaching of Reading (ToR)booklet and keep as evidence of subject knowledge development | Complete all BAQTS Y3 sections of Teaching of Reading (ToR) booklet and keep as evidence of subject knowledge development |

|  |
| --- |
| **School-based training** |
| Observe and discuss phonics teaching with school colleagues.  | Observe and discuss phonics teaching with school colleagues. | Observe and discuss phonics teaching with school colleagues. |
| Complete action points for SBT which must include one action point related to the teaching of reading. Discuss your progress regularly with your PDT. | Complete action points for SBT consider action points related to the teaching of reading as appropriate. Discuss your progress regularly with your PDT. | Complete action points for SBT consider action points related to the teaching of reading as appropriate. Discuss your progress regularly with your PDT. |
| Observe at least three SSP lessons and record any sessions that you teach. | Teach a sequence of at least three SSP lessons. Arrange to be observed teaching phonics.  | Teach a sequence of at least three SSP lessons. Arrange to be observed teaching phonics. |
| Team teach/support synthetic phonics and reading lessons | Team teach/support synthetic phonics and reading lessons | Team teach/support synthetic phonics and reading lessons |
| Share ToR booklet with University Tutor or school mentor at your progress meeting. | Share ToR booklet with University Tutor or school mentor at your progress meeting. | Share ToR booklet with University Tutor or school mentor at your progress meeting. |

|  |
| --- |
| **Summative Assessments** |
|  | **Assignment Task:**Read and analyse a case study, identifying effective strategies to support pupil progress in reading (2,500 words) |  |

There will be additional SSP workshops and school based experiences provided for those trainees who require extra support with the teaching of SSP

**APPENDICES**

**Appendix 1**

**What is systematic synthetic phonics?**

Synthetic phonics is a method of teaching reading that ensures virtually all children can learn to read quickly and skillfully. Children are taught the correspondences between sounds (phonemes) and letters. They identify and blend different letter sounds and letter combinations together (‘synthesise’ them) to make a word - for example, pronouncing each phoneme in shop /sh/-/o/-/p/ and then blending those phonemes to produce the word. Through this, children take the first important steps in learning to read. They can also use this knowledge to begin to spell new words they hear.

A systematic approach to teaching synthetic phonics means teachers take a planned, thorough approach, teaching children the simplest sounds first and progressing all the way through to the most complex combinations of letters.

Using a systematic synthetic phonics approach, almost all children quickly become confident and independent readers. They soon move away from the mechanics of identifying and blending letter sounds (or ‘decoding’ words) and start reading fluently, even when they come across words they have never heard or seen before. Once the process of reading becomes automatic and easy, they can devote all their attention to understanding the meaning of what they have read.

DfE (2011:2) The importance of securing phonics: securing confident reading.

The Department for Education has introduced ‘The reading framework, Teaching the foundations of literacy’ (2021) and is strongly encouraging schools to follow validated phonics teaching programmes that enable most children to become confident in decoding and encoding more challenging letter combinations. The English programme of study in the updated National Curriculum (DfE 2014:4) states “Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Research by ‘The Education Endowment Foundation (EEF) considers phonics to be one of the most secure and best-evidenced areas of pedagagy’ to develop and progress children early reading development (DfE 2021:8) In addition, this research and recent ‘Reading framework publication’ continues to recognise the wider aspects of children developing fluency and a love of reading and continues to support Dombey’s point that a balanced approach to the teaching of reading is essential and that “as well as working to master the mechanics of reading that allow them to lift the words off the page, children are encouraged and supported to focus on making sense of written text, and to see its uses in ordering, enlarging, enjoying and making sense of their lives. It means ensuring that classrooms are filled with interesting written texts – on screen as well as on paper– and that children are given rich experiences of putting these texts to use.” (Dombey et al, 2010: 5)

During the course, you will also learn about the significance of reading for pleasure and purpose. Through taught sessions, workshops and experiences on placement, you will develop the knowledge and skills to support pupils to become confident and enthusiastic readers.

**Appendix 2**



**Appendix 3**

**Year 1 Placement Tasks**

1. **Preparing for Reading- Explore the provision for reading across the school.**

Find out about how children are being introduced to and encouraged to interact with, books in preparation for reading. Look at the reading environments across the school in EYFS, KS1 and KS2 – what do you notice?

* Talk to staff about how they approach planning for reading and phonics
* Observe children and staff interacting with a book
* What opportunities do children have to listen and respond to stories?
* What opportunities do children have to join in with songs, nursery rhymes, poems and music?
* Investigate the availability of library or book areas in school and classrooms
* Quality and range of the books and attractiveness of areas
* Any strategies such as writing book reviews, posters etc.
* Consideration of language, disability, beliefs, gender and cultural diversity in books
* Book weeks and other whole school reading promotion activities held
* Other strategies/interventions such as paired reading with older pupils etc.
1. **Sharing a Text**
* Lead a “shared reading” session with a group of children.
* Consider the purpose of the session.
* Consider the choice and type of text selected.
* How is reading for pleasure reflected within the session?

**Record your findings as a short report and place in your PDP file to support TS**

1. **Observe a Phonics Lesson**

Prompts for Phonics Lesson Observation

* What teaching strategy is used when revisiting phonemes, graphemes, GPCs (grapheme/phoneme correspondences)?
* What new learning is taking place?
* Does the teacher use a story, action, song or other mnemonic to help the children remember the new learning?
* Note any activities where the children are practising blending phonemes for word reading/ segmenting for spelling.
* Note any examples of the teacher correcting any misconception. How is this managed?
* How are all children engaged in the lesson?
* Describe how the teacher differentiates through tasks, questions or support for different children?
* Using the University phonics plan proforma – (**see appendix 5** / available on Moodle ESK) - retrospectively complete the plan identifying what the teacher does in each part of the lesson
* Pay particular attention to the planned activities for each part and how the teacher is making assessments in relation to the children’s understanding
* Discuss the planning and assessment process with the teacher at the end of the session and record that discussion in writing
* Bring your completed phonics plan proforma and record of discussion to your University sessions post-placement

**Appendix 4**

**Glossary of Terms Associated with the Teaching of Phonics**

This glossary lists and explains terms associated with the teaching of phonics. You will come across the terminology when using the planning, teaching and assessment materials of commercially published schemes of work. Words in bold font relate to entries in the glossary.

|  |  |
| --- | --- |
| **Accent** | Features of pronunciation which vary according to the speaker’s regional and social origin. |
| **Alphabetic code** | This relates to the writing system and how in English we have a complex code i.e. 26 letters to represent approximately 44 sounds identifiable in speech. |
| **Blend** | The process of combining phonemes into larger elements such as syllables or words. This term is associated with reading |
| **Decode**  | In reading this means being able to translate the visual code of the letters into words.  |
| **Digraph** | Two letters representing one phoneme e.g. bath.  |
| **Encode** | In spelling, this means to convert a spoken word into its written/coded form. |
| **Etymology** | The study of the origin of words and the way in which their meanings have changed throughout history.  |
| **Four letter grapheme**  | Four letters representing one phoneme e.g. through |
| **Grapheme- phoneme correspondence (GPC) or** **Phoneme – grapheme correspondence (PGC)** | The ability to understand the relationship between the written and spoken word i.e. which **grapheme** corresponds to which **phoneme** and vice versa**.** In order to readan unfamiliar word, a child mustrecognise each grapheme, not each letter ( e.g. **decode** ship as sh/i/p not as s/h/i/p) and then merge (**blend**) the phonemes together to make a word.  |
| **Grapheme**  | The written representation of a sound. It may consist of one or more letters e.g**. digraph, trigraph** |
| **Homograph**  | A word with the same spelling as another, but a different meaning e.g. The *calf*had just been born / My *calf* was aching after my run.  |
| **Homophone**  | A word that sounds the same as another but has a different spelling or meaning e.g. pair/pear  |
| **Morpheme**  | The smallest unit of meaning. A word my consist of one morpheme e.g. house or two morphemes e.g. houses(s), hous(ing) etc prefixes and suffixes are morphemes. |
| **Morphology**  | The study of the structure and form of words. |
| **Phoneme** | The smallest unit of sound in a word. It may be represented in its written form by one, two, three or four letters.  |
| **Phonics**  | The relationship between the letters (**grapheme**)of written language and the individual sounds (**phonemes**) of spoken language.  |
| **Phonemic awareness**  | The ability to hear and manipulate and **segment** the sound in oral speech and the understanding that spoken words and syllables are made up of sequences of speech sounds.  |
| **Segment**  | This is the process of breaking a word apart, or part of a word, down into it component **phonemes**. This term is associated with spelling.  |
| **Trigraph**  | Three letters representing one **phoneme** e.g. high  |

**Appendix 5**

|  |
| --- |
|  |
| Trainee: | Date: |
| Observer: | Observer’s Role: | Joint | UT | SM | CT |
| School: | Age Group  |
| PDT: | Phonics Scheme | Phase  |
| **ADDITIONAL prompts for observing phase one phonics lessons:**What aspect of phase one is the focus for this lesson? (Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds or oral blending and segmenting).Does the lesson link to other areas of learning in the EYFS?Is the activity linked to EYFS principles?Is phonics embedded in a language-rich environment?How is indoor and outdoor space used to support learning?Are there opportunities for oral blending and segmenting?Do children have opportunities to explore sounds throughout the day?Are children encouraged to listen attentively?Are they encouraged to reproduce audibly the phonemes that they hear, in order, all through the word?How are resources used to support learning? |
| **Observation Prompts**  | **Areas of strength and for development** |
| **Revisit and Review** Can all children see/hear? Does the trainee ensure that children revise and consolidate earlier learning? Is the articulation of the phonemes correct and clear? |  |
| **Teach** Is the new learning clear? Does the trainee introduce a new sound? Does the trainee model blending and segmenting? Does the trainee introduce/revisit and tricky words? Is the learning contextualised? Are all children actively involved in speaking and listening?  |  |

|  |  |
| --- | --- |
| **Practise** Is the session interactive fun and multisensory?Are all the children engaged? Is any form of differentiation evident? Do the children articulate the phonemes correctly? Do the children blend phonemes to read words and/or segment words into phonemes for spelling? Does the trainee give feedback? Is there appropriate pace?Are additional adults contributing to the learning? |  |
| **Apply** Is there evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption? |  |
| **Assessment** Are criteria used for assessment? Does assessment take place? Is it clear that the assessment will help inform future planning? What was the impact on pupil progress |  |
| **Agreed next steps for improving phonics teaching** |
| **Comments on any other aspects relating to the Teachers’ Standards** |
| **Observer’s Signature**  | **Trainee Signature** |
| **If** **there is a cause for concern, please complete the Cause for Concern form and give a copy to the trainee, PDT and Partnership office within 48 hour** |

**Appendix 6**

**Demonstrating a clear understanding of Systematic, Synthetic Phonics self evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards** | **Learning Outcomes** | **Evaluation****YR1** | **Evaluation****YR2** | **Evaluation****YR3** |
| S2 Promote Good Progress and Outcomes for Pupils | Evaluate children’s learning in phonics | Y | N | Y | N | Y | N |
| Apply understanding of the simple view of reading to the teaching of reading and writing | Y | N | Y | N | Y | N |
| Recognise the importance of phonemic awareness as a foundation to applying phonics successfully  | Y | N | Y | N | Y | N |
| Talk about the impact of your teaching on a child’s reading progress | Y | N | Y | N | Y | N |
| Discuss phonics and early reading with peers | Y | N | Y | N | Y | N |
| S3Demonstrate Good Subject and Curriculum Knowledge  | Know and understand the alphabetic code  | Y | N | Y | N | Y | N |
| Articulate phonemes clearly and accurately | Y | N | Y | N | Y | N |
| Understand and use terminology of phonics | Y | N | Y | N | Y | N |
| Evaluate experience of different schemes and programmes | Y | N | Y | N | Y | N |
| Apply knowledge of good phonics teaching to use a school’s phonics programme effectively | Y | N | Y | N | Y | N |
| Match decodable texts to children’s ability | Y | N | Y | N | Y | N |
| Understand the importance of phonics and comprehension to the reading process | Y | N | Y | N | Y | N |
| S4Plan and teach well-structured lessons  | Plan and teach a discrete phonics lesson  | Y | N | Y | N | Y | N |
| Plan and teach a series of phonics lessons  | Y | N | Y | N | Y | N |
| Plan and teach phonics for a range of age groups  | Y | N | Y | N | Y | N |
| Incorporate phonics into the teaching of reading  | Y | N | Y | N | Y | N |
| Incorporate phonics into the teaching of writing  | Y | N | Y | N | Y | N |
| Utilise phonics into teaching of spelling  | Y | N | Y | N | Y | N |
| Plan for opportunities for children to apply their knowledge of phonics in reading and writing | Y | N | Y | N | Y | N |
| Evaluate the effectiveness of your phonics teaching  | Y | N | Y | N | Y | N |
| S6Make accurate and Productive Use of Assessment  | Assess a child’s phonics knowledge | Y | N | Y | N | Y | N |
| Refer to the Year 1 Phonics Screening Check  | Y | N | Y | N | Y | N |
| Monitor progress in phonics and use to plan subsequent phonics lessons | Y | N | Y | N | Y | N |
| Utilise target support and interventions to boost phonics and early reading progress | Y | N | Y | N | Y | N |
| **Year 1** List aspects of phonics / reading you have taught this year. |
| **Year 2** List aspects of phonics / reading you have taught this year. |
| **Year 3** List aspects of phonics / reading you have taught this year. |

**Appendix 7**

**Appendix 8**

**Barrett’s Taxonomy of Comprehension**

|  |  |
| --- | --- |
| **Aspects of Reading Comprehension** | **Examples of Question Starters** |
| **Literal comprehension** The reader locates or remembers ideas and information which are explicitly stated in the text. This can develop from a single fact or incident to a series of facts or sequences of incidents. | **Uses skills of recognition and recall**Find, Show me, Locate, Identify, Point out, Read the line that. Tell me, List, Recall, Describe, What caused,What part of the story describes.  |
| **Reorganisation** The reader considers the ideas/information explicit in the text and organises them differently. The author’s words are analysed and considered before a response can be given.  | **Uses skills of** Compare, Contrast, List Paraphrase, Classify, Divide, Summarise, How is…..different than, How is…that same as |
| **Inferential Comprehension** The reader uses what is explicit in the text and combines this with their experience and intuition to make conjectures and hypotheses. Prior knowledge plays an integral role.  | **Uses skills of predicting, inferring** Pretend, Suppose, Could, How would, What might have happened if, If we assume…What might, What would be the consequences if, What are the implications of…?  |
| **Evaluation** The reader responds to the text by thinking evaluatively and making a judgment. This can range from judgements about if an event really happened to judgements about worth and acceptability.  | **Uses skills of evaluation and judgement** Should, In your opinion, Do you agree, Do you like..., Do you believe, Would you have, Is it right that…?  |
| **Appreciation**The reader responds by combining their knowledge of text with an emotional and aesthetic sensitivity. This might be a response to the language/ imagery of the text or considering if they can identify with a character or incident.  | **Uses skills of linking emotional response with aspect of the text**Do you know anyone like, What did you think when, What would you do if you were, Did you (dis)like, Why did you (dis)like…? |

**Appendix 9**

**Resources and Further Reading**

**Articulation of Phonemes**

* <https://www.youtube.com/watch?v=BqhXUW_v-1s>

**Statutory and exemplary documentation:**

* DfE (2014) *National Curriculum in England: English Programmes of Study*, London: DfE
* Rose. J. (2006) *Independent Review of the Teaching of Early Reading*: Final Report, London: DfES
* DFE(2021) Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf>
* DFE (2021) Development Matters Non-statutory curriculum guidance for the early years foundation stage <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf>
* DfE (2021) The reading framework- Teaching the foundations of literacy
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