**The Reading Framework**

**Report compiled by:**

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| Setting priorities | * Department for Education published report   The Reading Framework - Teaching the foundations of literacy July 2021 |
|  | * It sets out the core principles of teaching reading for children in Reception and Year 1, and for older pupils who have not yet mastered the foundations. |
|  | * The report focuses on the requirement that all schools teach reading using systematic phonics, and that the government Phonics Screening Check (introduced in 2012) is used as a measure to further drive up standards |
|  | In addition to this schools are further required to:   * Ensure that the systematic synthetic phonics programme is consistently implemented in every class * That schools recognise the importance of talk * That they accurately assess reading * That they build a community where there is a love of stories and reading. * Ensure the Head teacher prioritises reading and make it their mission to make sure every child in their school becomes a fluent reader. |
| Context and actions at College Town | * In week one of this term English Lead and Lead Practitioner – read and summarised the reading report and focused on the priorities for CT. * In week two we visited every class to check that teachers were hearing and assessing children’s reading in a consistent manner. * Teachers were provided with a checklist against which to self-assess their practice. The teachers were then re-visited to ensure that changes had been implemented * Using information from the Simple view of Reading assessment tool and our Phonics Trackers - interventions were set up and implemented for older children who have not yet met the required standards in reading – AH of Inclusion involved * Improvements in reading are identified in School Development Plan by Head teacher TS – Targets: * *To ensure consistent teaching of phonics in EYFS & KS1 due to 83% new staff* * *To further develop reading throughout the school* * Teachers in EYFS and KS 1 are supported by Head, LP, English Lead and AH to improve the teaching of reading practice through feedback and modelling in class * SLT teachers completed Learning Environment walks to ensure reading is promoted in every class. Individual feedback given to teachers and date for re-check given * 30-09-21 School Standards and Effectiveness Partner (Caroline Morgan) visited CT * English Lead and Lead Practitioner explained the priorities and actions, for ensuring reading standards are prioritised and improved * 1-10-21 Trudi Sammons delivers Phonics workshop for Reception parents * 7-10-21 SLT and English Lead review impact to date, including waiting for governments updates about validated systematic, synthetic phonics programmes (SSPs) in Spring 2022 |