


EARLY READING & ORACY





'Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background'

The Reading Framework July 2021



INTRODUCTIONS

- Tell us one thing about your school context
- Tell us one challenge you have with early reading





DR HELEN HENDRY: READING FOR
PLEASURE AT THE HEART OF LEARNING

A photograph of a white ceramic coffee cup on a matching saucer, placed on a dark, reflective surface. A wisp of white steam rises from the cup. To the left of the cup, a folded newspaper is visible. The background is a warm, out-of-focus orange-red. The word "BREAK" is written in white, bold, sans-serif capital letters in the center of the image. A thin white vertical line is positioned to the left of the text.

BREAK

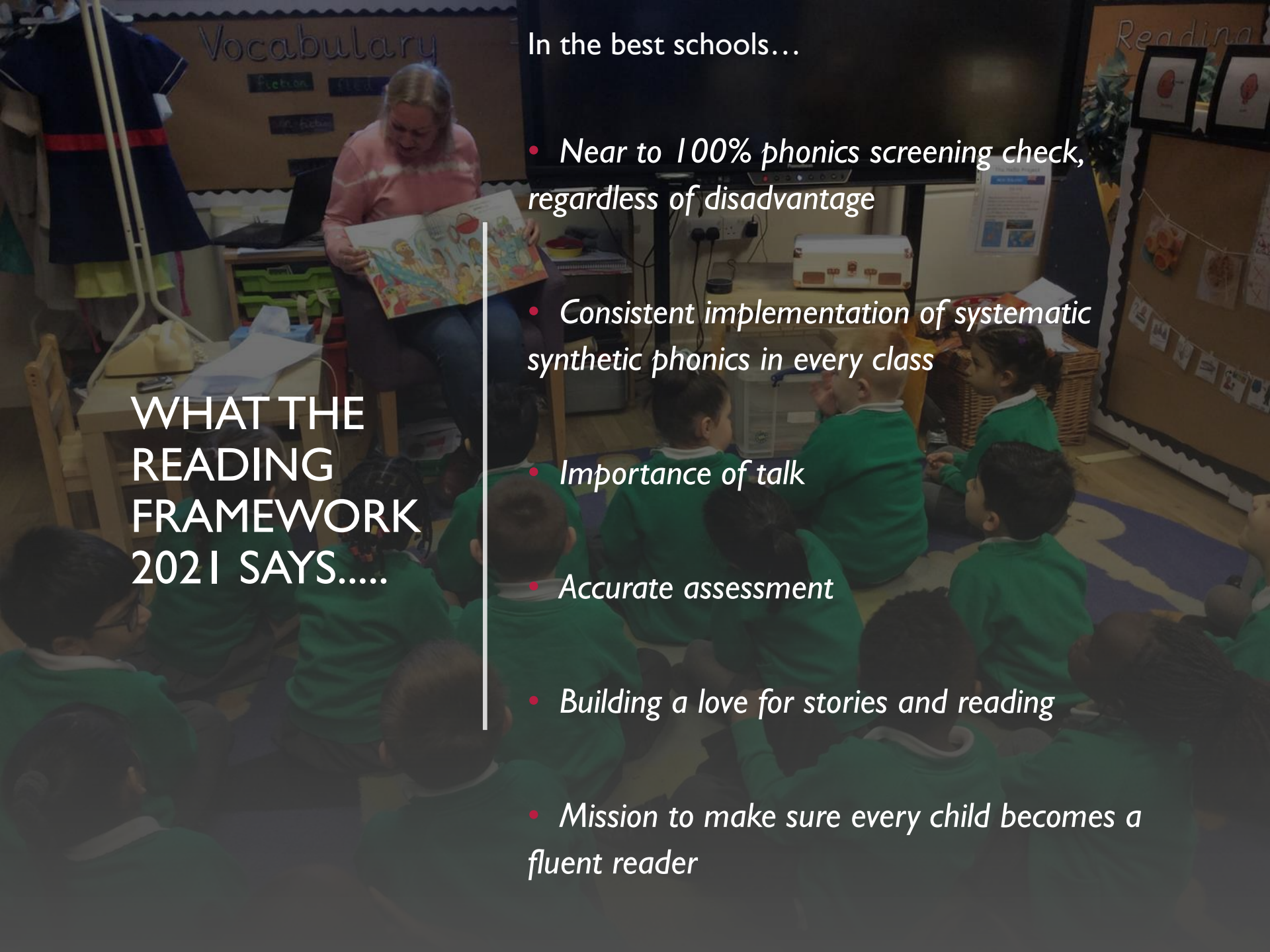
WHAT IS EARLY READING?

EARLY READING IS THE CORE PRINCIPLES OF TEACHING READING FOR CHILDREN IN RECEPTION AND YEAR 1 AND FOR OLDER CHILDREN WHO HAVE NOT YET MASTERED THE FOUNDATIONS

(THE READING FRAMEWORK JULY 2021)

What does effective early reading look like?



A photograph of a classroom scene. A female teacher with blonde hair, wearing a pink sweater, is sitting on a chair and reading a large, colorful picture book to a group of young children. The children, wearing green school uniforms, are sitting on the floor in a semi-circle, looking towards the teacher. In the background, there is a 'Vocabulary' board with 'Fiction' and 'Non-fiction' sections, a 'Reading' board with various cards, and a display of children's drawings. A white vertical line is positioned to the right of the text 'WHAT THE READING FRAMEWORK 2021 SAYS.....'.

WHAT THE READING FRAMEWORK 2021 SAYS.....

In the best schools...

- *Near to 100% phonics screening check, regardless of disadvantage*
- *Consistent implementation of systematic synthetic phonics in every class*
- *Importance of talk*
- *Accurate assessment*
- *Building a love for stories and reading*
- *Mission to make sure every child becomes a fluent reader*

THE 2 DIMENSIONS OF READING



Word Reading

Reading unfamiliar words by saying the sounds corresponding to the letters in words and then blending the sounds together, either aloud or silently

Reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.

Decoding is taught through a systematic synthetic phonics programme.

In a school setting, the starting points for decoding are fairly equal.

Language Comprehension

The way in which we make sense of words, sentences and the wider language we hear or read.

In a school setting, the starting points are not equal.

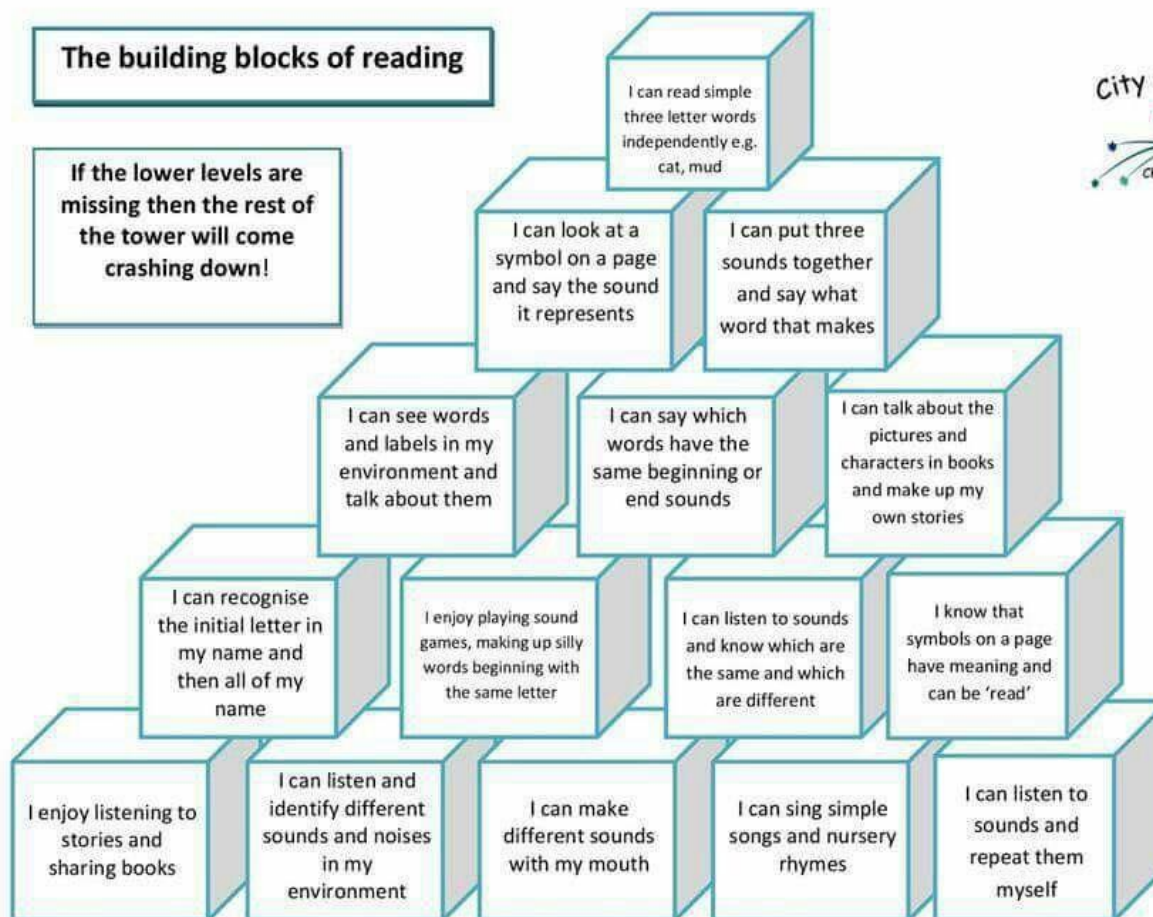
If a child is not receiving quality interactions, experiences and wide vocabulary at home, we must recognise this and fill the gap. This underpins the EYFS reforms

This training will support us to reduce the gap between children in language rich homes and others.



The building blocks of reading

If the lower levels are missing then the rest of the tower will come crashing down!

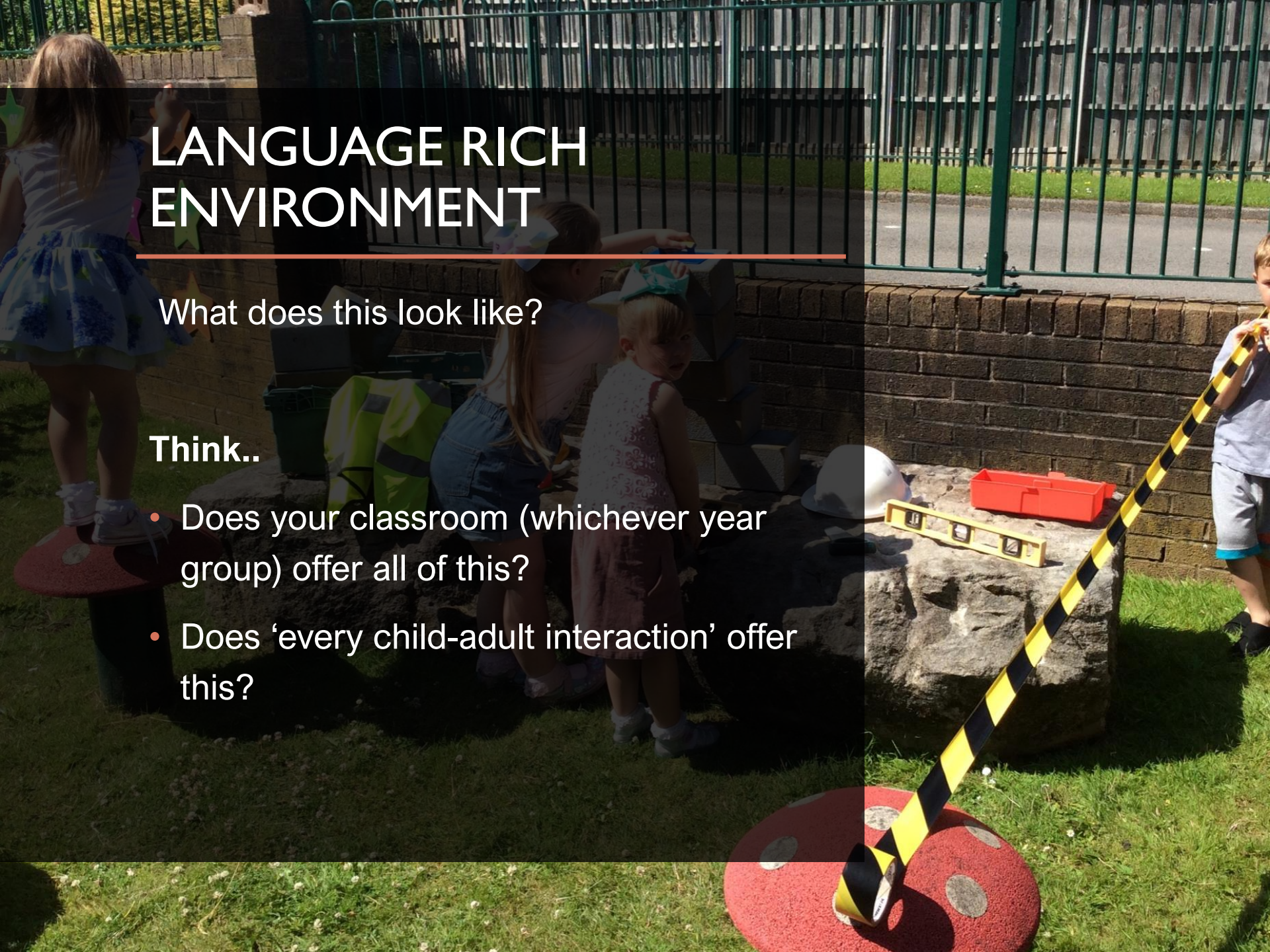


LANGUAGE RICH ENVIRONMENT

What does this look like?

Think..

- Does your classroom (whichever year group) offer all of this?
- Does 'every child-adult interaction' offer this?



WHICH OF THESE ENVIRONMENTS ARE LANGUAGE RICH?



FOOD FOR THOUGHT;

“A ‘language rich’ environment is about talking with children, not building displays, or sticking on Post-it notes”

Ref. Gill Jones

Deputy Director for Early Education
Ofsted

Words are, in my not –so-humble opinion, our most inexhaustible source of magic . Capable of both inflicting injury and remedying it.”

Harry Potter and the Deathly Hallows
J.K Rowling

The importance of providing children with a language-rich environment – the ‘caught’ as well as the ‘taught’.

Jean Gross CBE Government
Communication Champion

VOCABULARY

- How do we teach vocabulary? Discuss

We should aim to provide vocabulary provoking experiences and opportunities that will generate ongoing quality discussions. This approach is particularly important for children from disadvantaged backgrounds who may have limited experiences or not otherwise meet such vocabulary.

Alice age 4 'Flock of birds'





REAL EXPERIENCES



A woman with curly hair is sitting on the floor, reading a book to a group of children. The children are sitting around her, some holding blue cups. The background features a lattice wall with ivy and string lights.

LISTENING

Children need listening skills before they can access any form of direct teaching. Without these skills both teacher's and child's time is wasted. Reading can only be 'taught' once listening skills are embedded.

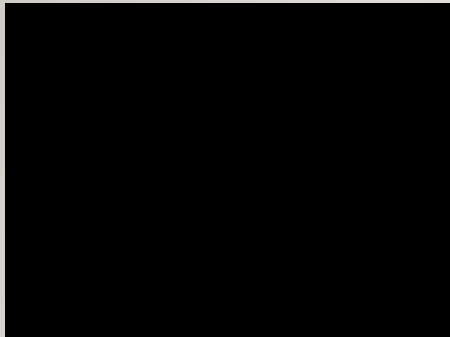
How? **Share ideas**

A teacher with dark hair in a bun, wearing a green shirt, is sitting on the floor and reading a colorful book to a group of children. The children, also in green shirts, are sitting around her, listening. The background features a decorative lattice with green leaves and blue lights. The text 'STORYTIMES, POETRY AND RHYMES' is overlaid on the left side of the image.

STORYTIMES, POETRY AND RHYMES

- Offer children opportunities to imagine being another character, having new experiences, relating their own experiences.
- Allow children to learn about lives of others whose experiences and perspectives are different to their own. Exploring differences breaks down prejudice and division.
- Show your love for a story through your storytelling.
- Allow children to access the story despite language barriers (visuals, oral telling, role play, dramatization etc).
- Make children believe they are storytellers (choosing memorable stories with repetitive refrains, story mapping).
- Make singing and reading aloud a priority and re-read as much as the children want you to.
- Use songs and rhymes that require 'call and response'. Allow children to join in gradually and repeat as much as they like. This is a sign that it is a well chosen song!
- Teach modern rhymes and nonsense rhymes but also teach traditional rhymes that build awareness of phonemes, alliteration, assonance, rhythm, and new vocabulary.

EXAMPLES OF STORYTELLING IN EYFS (SCHOOL AND HOME)



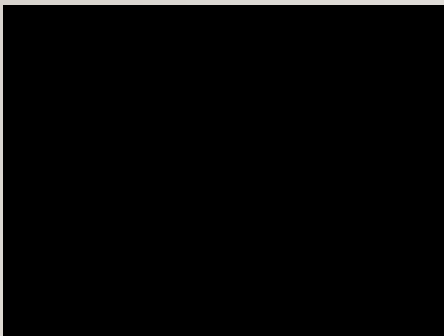
Nivaan age 3 (Nursery)



The Leaf Man read by Reception teacher



The Leaf Man read by Aliza age 4 (Reception)



Bear Hunt





OVERCOMING BARRIERS



Being a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary.

Are all reading difficulties caused by lack of conversation or engagement with books?

Discuss other factors

- Economical advantage
- EAL
- Does only 'book related' talk matter?
- Are girls better readers than boys?
- Do Summer born children struggle with reading?
- SEND



SUPPORTING PARENTS

Ensure the correct messages are delivered to parents:

Their vital role is in language comprehension not decoding!

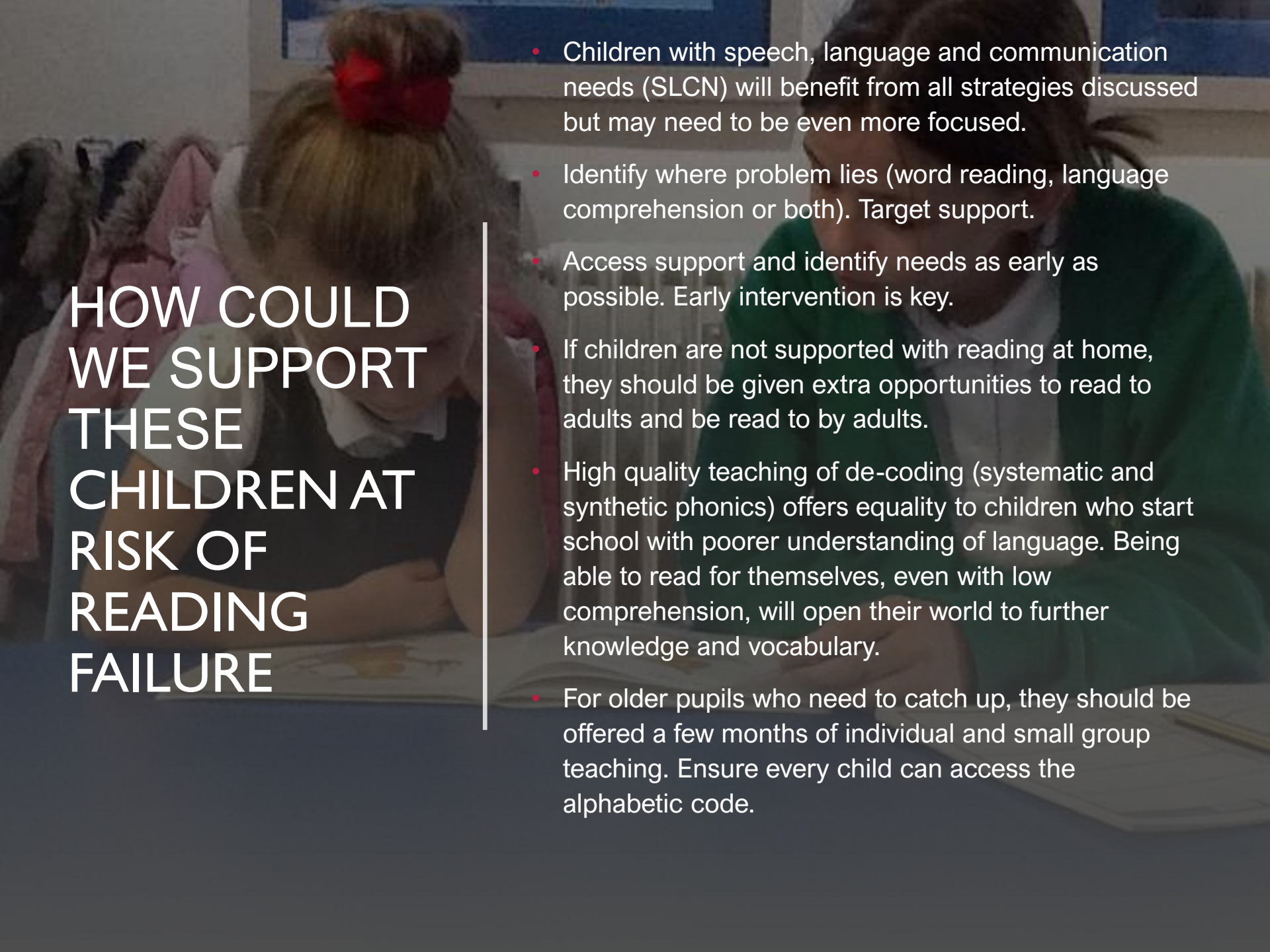
How comfortable are parents with this?

Talk over flashcards, bedtime stories over reading books!

Interaction over you tube!

Access to books (including bilingual and books to reflect class cultures)

Videos of teachers reading, workshops, special story sessions.



HOW COULD WE SUPPORT THESE CHILDREN AT RISK OF READING FAILURE

- Children with speech, language and communication needs (SLCN) will benefit from all strategies discussed but may need to be even more focused.
- Identify where problem lies (word reading, language comprehension or both). Target support.
- Access support and identify needs as early as possible. Early intervention is key.
- If children are not supported with reading at home, they should be given extra opportunities to read to adults and be read to by adults.
- High quality teaching of de-coding (systematic and synthetic phonics) offers equality to children who start school with poorer understanding of language. Being able to read for themselves, even with low comprehension, will open their world to further knowledge and vocabulary.
- For older pupils who need to catch up, they should be offered a few months of individual and small group teaching. Ensure every child can access the alphabetic code.



Supporting a child with speech, language and communication needs.



WHAT NEXT?

- Early Reading Audits.
Look through Page 96-98
The Reading Framework
- Make one achievable
action in each section
and set a realistic
deadline to achieve it.
- Launch BOSCEP
Storytelling event.