

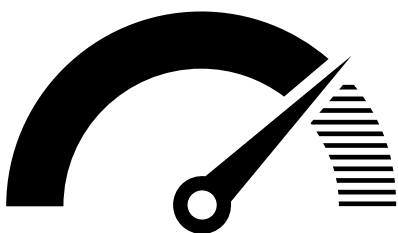
# SUMMARY OF THE DFE'S Reading Framework

## Key Stages 2 and 3

JULY 2023 UPDATE

### FLUENCY

Pupils need to read with increasing automaticity so they can concentrate on the content of what they are reading. Fluency is the number of words a child can read accurately per minute, and also includes prosody. The journey to adult fluency takes considerable and continuous practice; it is therefore useful to consider fluency as progressive: children should be fluent for their age and stage. Once children have practised decoding the same word several times, they become more able to read the word 'at a glance'. Familiarity with texts also supports fluency development.



### KEEPING UP AND CATCHING UP

Teachers should aim for all pupils to keep up from the start of phonics. Some pupils are likely to need support from the beginning of their phonics instruction and individual records of progress and barriers are essential to determining effective next steps for children who are making less or slower progress. An age-appropriate SSP programme should be used for children who need to make rapid progress; their intervention should be taught so that they experience success every day. Assessing gaps in GPC knowledge, words per minute and reading ages can help build a picture of what a child needs to do to improve.



### PHONICS AND SEND

The evidence suggests that SSP programmes are the most effective way of teaching children with SEND how to read. This is the case for most moderate to severe learning difficulties and includes dyslexia. Children with SEND may need longer to acquire the GPC knowledge required to become fluent readers and the pace of teaching should reflect this, as well as providing ample additional practice.



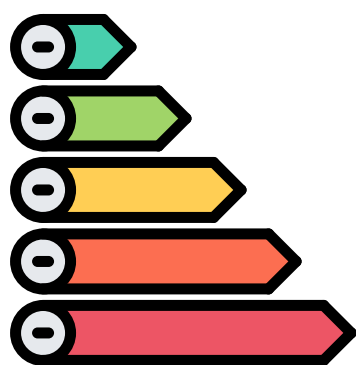
### SKILLED READERS

Skilled readers read automatically and effortlessly. There are a lot of subconscious processes taking place when we read, including inference making, predicting and drawing on what we know to make sense of the text. Over time, we develop automaticity in each of the components of reading. For children to achieve this level of proficiency, they need years of practice. The reading curriculum should enable all children to be able to achieve this standard of reading as adults.



### STAGES AND SCHEMES

The types of books students need to read depend on their stage of reading development and reading purposes. Avoid schemes that do not align with the teaching sequence of their SSP program. However, narrowly limiting students to unfamiliar books within a specific level or colour band may hinder their motivation to read extensively and impede their development of fluent and confident reading. Once pupils are reading the last 'decodable' books from their SSP programme, they will already be able to read a whole host of other books independently.



### READING ACROSS THE CURRICULUM

Children should read across the curriculum; without books, children are reliant on remembering what their teachers say to them. There are many types of texts which can teach, reinforce or extend the content taught in the curriculum as well as exemplify the features of texts typical within subjects such as science, history and geography. When using texts from across the curriculum, teachers should consider the vocabulary and features that might need to be explained to children in order for them to have a clearer understanding.



### SELECTING BOOKS

Teachers should provide a wide range of picture books and enjoyable page-turners, like short, popular easy-read books, hi-lo books (high interest, low threshold), joke books, and irreverent books, to foster a love for reading. Engaging students in literature through contemporary and classic works allows for rich discussions and learning. Pupils should encounter both relatable characters and diverse perspectives through gaining insights into others' lives. Teachers can select a core set of high-quality texts across fiction, non-fiction, poetry, and prose for each year group, involving pupils in the book selection process and regularly updating the list.



"All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others."



## SCHOOL LIBRARIES AND BOOK CORNERS

Schools should arrange their libraries like bookshops, promoting particular books and authors and making it clear where children can find books that interest them. Classroom reading areas should mirror this approach, and should have books facing forward where possible so that pupils can be enticed by the cover, name and author more easily. Including recommendations from other pupils - such as the three-word book review - can be a helpful way of using peer influence to promote a love of reading. Books that are not worth reading should not be on the shelves.

## READING FOR PLEASURE

In order to become accomplished readers, children need to improve their reading miles. Whilst a love of reading cannot be mandated, pupils can be inspired to consume a feast of books throughout their education. Schools should take a strategic approach to nurture a love of reading: competitions and extrinsic motivators are less effective of creating a genuine passion. Whilst dressing up and theme days have their place in launching new initiatives, core strategies to develop reading for pleasure include lots of adult modelling, discussion, sharing books and stories, library time and providing time to read.



## BOOK CLUB AND STORY TIME

Teachers can influence what their pupils read by including regular **book club** time in their timetable. Twenty minutes per week should be spent on sharing new books and recommending texts to the class - possibly through reading the first chapter and doing lots of anticipatory talk. It is also a time for pupils to recommend books to each other. It is also recommended that at least **four twenty-minute** sessions per week are used by **KS2** teachers to read a story to their class. Storytime should be prioritised and provided in a distraction-free environment, where children can become encaptured by the text.



## TEACHING READING

It is important that talk and discussion are used to enable learning in the classroom across KS2 and KS3, again refraining from using an approach such as voluntary hands-up, where children can opt out of participating. Reading should be taught explicitly and require conscious effort from pupils. Great reading teaching develops pupils both in the moment and in developing excellent future habits. Effective teaching includes teachers reading aloud, pupils reading aloud, teacher modelling and explanation, and questioning.



## DEVELOPING COMPREHENSION

Comprehension is an outcome of reading; it is not a skill to be taught. Whilst some components of comprehension, such as summarising, benefit from limited, targeted instruction, approaches which mirror the KS2 assessment framework are not recommended, especially those which focus on answering questions about unrelated extracts. Teachers should enable comprehension of texts through their scaffolding and explanation. The focus of reading lessons should be to help pupils develop a mental model of what they have read; this should enable a love of reading and should not be to solely prepare for the KS2 reading tests.



## LEADING READING

Headteachers are ultimately responsible for building a reading culture within their school. Usually this will be supported by a dedicated literacy lead, who should be an expert in all aspects of reading provision. The NPQLL is a useful qualification for literacy leads. Reading should be a priority in all schools and leaders should support teachers in managing interventions against curriculum time. Leaders need to also ensure that everyone in their school can teach reading effectively; all staff should receive professional development for their school's phonics programme.



## TRANSITION AND KEY STAGE THREE

At transition, pupils who are weaker readers should be identified. For struggling readers, Year 7 can be very hard - especially given the literacy demands and differences between subjects and teachers. Early identification and support can help prevent disengagement and will enable learning across the curriculum. It is useful for secondary teachers to understand how reading is taught in primary schools and ensure that children's love for reading is nurtured to enable them to become skilled readers.

This is a very condensed overview of the DfE's **updated** Reading Framework and I would definitely recommend reading the full document, which also has some additional guidance for parents and leaders. You can download the DfE document and a hi-res version of this graphic from my website.

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