|  |  |  |
| --- | --- | --- |
| **What do we know?** | **How do we know it?** | **Examples of how our approach reflects the value of this** |
| **Value of knowledge for reading, writing and spoken language are essential aspects of the early years’ curriculum.** **Oracy in preparation for understanding.** | Ehri, L. C. (2005). Learning to read new words: Theory, findings, and issues. Scientific Studies of Reading; 167–188 EEF Early Language Development (2017)EEF Improving Literacy in Key Stage 1 (2020).EEF Improving Literacy in Key Stage 2 (2021). Ofsted: Research review: English (2022)* Central goal during these preschool years is to enhance children's exposure to and concepts about print (Clay 1979, 1991; Holdaway 1979; Teale 1984; Stanovich & West 1989).

Millard and Gaunt (2018) Speaking up: The importance of oracy in teaching and learning. https://oracy.inparliament.uk/why-oracy-matters | * Range of books to help children distinguish different print features
* Teachers demonstrate features by pointing to individual words, directing children's attention to where to begin reading, and helping children to recognize letter shapes and sounds.
* Children practice what they've learned about print with their peers and on their own.
* Opportunities for talk and debate are encouraged throughout the reading process.
 |
| **Fluency aids pupils to understand how print works** | Rasinski, T.V (2012) Why reading fluency should be hot! The Reading Teacher, International Reading Association, 65 (8), 516 – 522. EEF Improving Literacy in Key Stage 2 (2021). Shanahan, T (2019) Wake up reading wars combatants: fluency instruction is part of the science of reading, Shanahan on Literacy.  | * Pre-teaching of vocabulary.
* Repeated opportunities to read a text.
* Modelled reading.
 |
| **Choice of texts studied is “critically important” to pupils’ development and an effective curriculum will feature “increasingly challenging texts”.** | Ofsted: Research review: English (2022)* Pupils will benefit from the opportunity to read whole texts and the study of *“one substantial complex text can do a lot of curricular ‘heavy lifting’”.*
 | * Work with teachers to understand the different factors which contribute to the “challenge of a text”
* Increasingly challenging texts introduced to children over time
* Exposure to large chunks of text from early age
* Blended approach of complete texts and large extracts of text
 |
| **Gap between our ‘word rich’ and disadvantaged children needs tackling** | Ofsted: Research review: English (2022)A report published in July 2021 quantified learning loss in England since the beginning of the pandemic based on data from studies of commercial reading assessments (Newton, 2021).The Reading Framework: teaching the foundations of Literacy (2022) | * Explicit teaching of complex vocabulary
* Teacher-education programme that supports teachers in planning for needs of disadvantaged children.
* Use of retrieval and low-stakes quizzing to habitually diagnose, identify and close gaps quickly for children.
* Celebration of reading culture across trust (e.g. Book Awards)
 |

|  |  |  |
| --- | --- | --- |
| **Knowledge of reading focus more important than test performance** | ED Hirsch, ‘Why knowledge matters: rescuing our children from failed educational theories’, Harvard Education Press, 2016Quigley and R Coleman, ‘Improving literacy in secondary schools’, Education Endowment Foundation, 2019Lemov, C Driggs and E Woolway, ‘Reading reconsidered: a practical guide to rigorous literacy instruction’, Jossey-Bass, 2016Ofsted: Research review: English (2022) | * Our reading curriculum supports children in reading increasingly complex and whole texts.
* More time given to children reading a lot of text compared to other settings, we want to develop their reading fluency.
* Teachers encourage children to read for pleasure.
* Planned and spaced recall built into curriculum and lesson planning; helping children retain new vocabulary knowledge.
 |
| **Curriculum can develop ‘genuine love of literature’** | Ofsted: Research review: English (2022)Counsell: Taking curriculum seriously, Impact (4), September 2018Dehaene: Reading in the Brain, Penguin Books, 2015.  | * Clear curriculum sequence; regularly reviewed with all teachers
* Further curriculum CPD rolled out for subject leads (2022-23)
* Reading text central to 2-3 week unit of work; range of activities
 |