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| **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) |

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| **Knowledge of reading focus more important than test performance** | ED Hirsch, ‘Why knowledge matters: rescuing our children from failed educational theories’, Harvard Education Press, 2016  Quigley and R Coleman, ‘Improving literacy in secondary schools’, Education Endowment Foundation, 2019  Lemov, C Driggs and E Woolway, ‘Reading reconsidered: a practical guide to rigorous literacy instruction’, Jossey-Bass, 2016  Ofsted: 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 2018  Dehaene: 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 |