



Our Supporting Resources for the **Reading Framework 2021**

In this document you will find everything you need to get started within the new framework. We have included audits, prompts and advice and lots more.

Be sure to search the [Timeforphonics.co.uk](https://www.timeforphonics.co.uk) for more information and related resources to help you.





Guidance for managing talk in pairs

from the 2021 Reading Framework

Sequence	Guidance
Ask a question.	Ask questions about what happened before asking questions about why.
Ask children to talk with their partners.	Listen carefully to identify which pairs might give feedback later and to pinpoint misconceptions.
Take feedback from one or two pairs.	Ask one partner to feed back to the group. Choose a different partner each time.
Repeat what children say and/or rephrase their response.	Make sure that all children know what was said. Take the opportunity to model correct grammar (see below).
Extend children's ideas.	Think aloud as you extend the idea, so the discussion moves forward.
Ask the children to repeat some sentences chorally.	As you extend the sentence, gradually add more detail and ask them to repeat the sentence at each step in unison.
Ask children, sometimes, to build on the ideas of others.	Repeat the child's idea and ask partners to turn to each other again to discuss the idea.
Model accurate grammar, particularly irregular past tenses and plurals.	Avoid correcting children in a way that makes them feel they have said something wrong. Model a correct response rather than asking them to repeat the correction.





Back and forth talk across the curriculum checklist

from the 2021 Reading Framework

These back and forth interactions involve the adult in:

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by
- rephrasing what children say if necessary
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.
- To develop and extend children's language takes careful, deliberate planning in each area of learning, with opportunities built in for plenty of repetition.
- What do we want children to know and think about?
- What vocabulary is associated with this knowledge and thinking?
- How can we engage the children in back and forth talk that supports their knowledge and thinking?
- What photos could we take that would reinforce the vocabulary and language after an activity or visit?
- Which books could be read aloud and shared before and afterwards?
- Which songs might introduce or reinforce the vocabulary?



Audit Guide

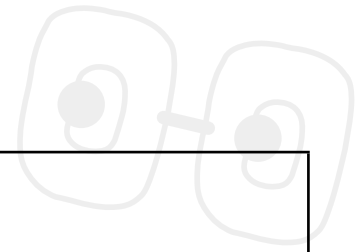
from the 2021 Reading Framework

Audit: Language comprehension

	Current practice
A clearly defined curriculum extends children's language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject.	
Children are taught routines for back and forth talk.	
Activities are used effectively to develop children's language.	
Non-fiction books related to experiences and activities are read with children and made available for them to share at school and at home.	
Effective procedures identify and support children with speech, language and communication needs.	
Teachers are aware of practices that could reduce interactions with children.	
Actions to be taken (by term)	

Audit: Storytimes

	Current practice
The daily time for stories is a priority. Teachers prepare the story reading so they can capture children's attention.	
Extra small-group storytimes are timetabled for children with speech, language and communication needs.	
Staff have a wide knowledge of traditional and contemporary children's literature.	



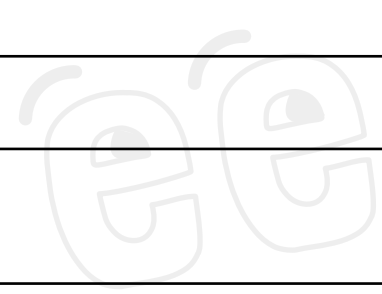
High-quality stories to read aloud to children, including traditional and modern stories, are organised, listed and shared.	
In stories and other books, children encounter others whose experiences and perspectives are both similar to and different from their own.	
Teachers re-read stories and talk with children about them to build familiarity and understanding.	
Some stories are dramatised with children when they know the story well.	
'Second tier' vocabulary is explored in wider contexts, once children know a story well.	
Books are made available for parents to share with their children at home.	
Teachers explain to parents the benefits of reading aloud at home.	
Book corners are appealing to children and uncluttered.	

Audit: Poetry, rhymes and songs

	Current practice
The daily poetry, rhyme and singing session is a priority.	
Poems, rhymes and songs for each year group are listed.	
Actions to be taken (by term)	

Audit: Principles underpinning the teaching of phonics

	Current practice
Teachers understand the nature of the English alphabetic code.	
Teachers understand the principles underpinning a programme of synthetic phonics.	
Actions to be taken (by term)	





Audit: Teaching a systematic programme

	Current practice
The school has adopted a systematic synthetic phonics (SSP) programme.	
Direct teaching of phonics takes place every day for all children from the start of the Reception year.	
Interactive lessons ensure all children participate fully.	
Children are taught correct letter formation and practise it daily.	
Children are given tasks that allow them to practise and apply what they have been taught.	
Children practise reading only with books that are decodable for them at that stage of their learning.	
Children read a decodable book or other decodable text most days.	
Resources are organised effectively.	
The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.	
Enough books are available at each stage of the phonics programme for children to practise reading.	
Teachers are aware of activities that might hinder children's progress in learning to read and write.	
Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice.	
Actions to be taken (by term)	



Audit: Developing fluency

	Current practice
Teachers understand why fluency is essential for children's reading comprehension.	
Accurate decoding is assured before children move on to read a new book.	
The meaning of new words is explained to children to increase their vocabulary and accelerate their reading of words 'at a glance'.	
Children sometimes, from the earliest stage, re-read books to practise and improve their fluency.	
Actions to be taken (by term)	

Audit: Assessment

	Current practice
Teachers understand the difference between formative and summative assessment in relation to reading.	
Teachers use formative assessment throughout a lesson.	
Leaders use summative assessments to plan professional development.	
Teachers understand the specific purpose of the phonics screening check.	
Reading comprehension is not assessed until a child is a fluent reader.	
Actions to be taken (by term)	



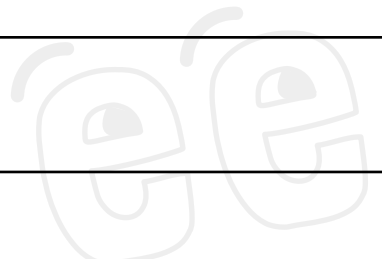
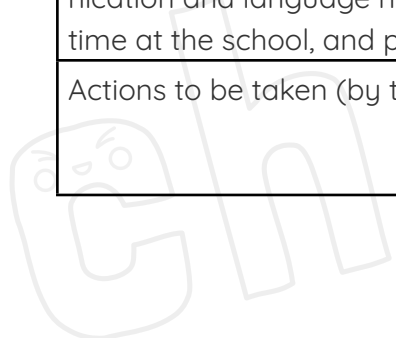


Audit: Keeping up from the start

	Current practice
Phonics lessons are of the highest quality to reduce the likelihood that children might need extra support.	
Children at risk of falling behind are identified within the first three weeks of their starting in their Reception year.	
These children have extra daily phonics practice with a well-trained adult.	
Each child receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching.	
Actions to be taken (by term)	

Audit: Older pupils who need to catch up

	Current practice
Phonic assessments identify pupils with poor decoding skills as soon as possible.	
Sufficient support accelerates progress, including for new arrivals and pupils who are learning English as an additional language.	
Each pupil receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching.	
Actions to be taken (by term)	





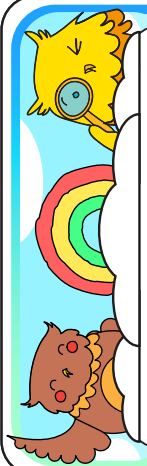
Audit: Leadership and management

	Current practice
The headteacher takes responsibility for building a strong reading culture.	
The headteacher believes that virtually all children can learn to read, regardless of their background, needs or abilities, and acts to make this happen.	
Professional development, including training, practice and coaching, is planned and effective so all staff become experts in teaching reading and writing.	
The literacy lead has expertise in and experience of teaching phonics.	
The literacy lead has sufficient, dedicated time to fulfil the role.	
Sufficient time is planned for the teaching of phonics, reading and writing.	
Routines are strong, school-wide and reinforced consistently to support children's learning.	
Actions to be taken (by term)	



Prompt Bookmarks

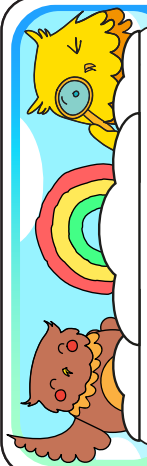
based on the 2021 Reading Framework



The first time you read the book

- Make reading aloud feel special.
- Cuddle up so you can both see the book.
- Show curiosity about the book: 'This book looks really interesting. It's about a sad child. I wonder why she's sad?'
- Read through the whole story the first time without stopping too much.
- Read with enjoyment. If you're not enjoying it, your child won't.
- Read favourite stories over and over again.

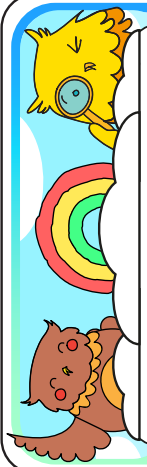
TimeForPhonics.co.uk



The second time you read the book

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures.
- Link the stories to your own experiences: 'This reminds me of when ...'
- Link stories to others that your child knows.
- Encourage your child to join in.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

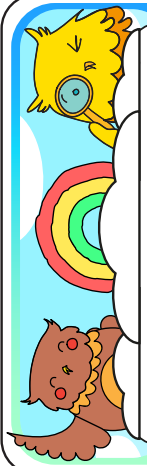
TimeForPhonics.co.uk



The first time you read the book

- Make reading aloud feel special.
- Cuddle up so you can both see the book.
- Show curiosity about the book: 'This book looks really interesting. It's about a sad child. I wonder why she's sad?'
- Read through the whole story the first time without stopping too much.
- Read with enjoyment. If you're not enjoying it, your child won't.
- Read favourite stories over and over again.

TimeForPhonics.co.uk



The second time you read the book

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures.
- Link the stories to your own experiences: 'This reminds me of when ...'
- Link stories to others that your child knows.
- Encourage your child to join in.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

TimeForPhonics.co.uk





Supporting children's thinking from the 2021 Reading Framework

Effective strategies to support children's thinking

Delay - make sure the child has waited until you have finished your request.

Repeat - repeat the request again, after sufficient waiting time.

Give time - make sure you have given the child enough time to respond. Wait for at least six seconds.

Focus attention - make sure the child is looking towards you and listening to your request.

Simplify - break your request down into parts or make it simpler. E.g. instead of 'Before we go for lunch, we need to wash our hands' say 'First we'll wash our hands. Then we'll go to lunch.' The sequence of events is clearer.

Use questions to clarify - check the child understands by asking questions at a simple level first.

Focus on the feature - help the child focus on the feature they need to look at to be able to understand your question. e.g. if asking how two items are alike, draw attention to relevant similarities, such as colour or size.

Forced alternatives - give the child two choices. E.g. 'What is he doing? Is he running or jumping?'

Gesture - use gestures to help the child understand or to cue in to the correct answer.

Rephrase - repeat the request in a different way. Don't do this too quickly, since the child may still be processing the first request. E.g. (1) 'Please could you pick up the litter from under your table?' (2) 'There is litter under the table. Please pick it up.'

Sentence completion - When asking questions that need a defined answer, model the response by beginning it, prompting the child to repeat how you start.

Adult: What colour is it? ... It is Child: It is ... blue.

Adult: How many sides does the shape have? The shape has ... Child: The shape has one, two, three, four ... five sides.

Demonstration - show the answer without talking and then ask again, while demonstrating. E.g. 'What will happen if we put water in this broken cup?'

Experience the concept - help the child to experience the answer. e.g. 'How does it feel? Let's touch it to see how it feels.'

Relate known to unknown - help the child to relate the request to previous experiences. E.g. 'Let's touch the spaghetti. The spaghetti feels hard. How will it feel after it is cooked? Remember when we cooked the potatoes? How did they feel?'

Model thinking and comprehension monitoring

'That's a hard question. I need to think about that.'

'I've forgotten what you said. Can you say it again for me, please?'

For teachers: preparing to read a story from the 2021 Reading Framework

Seating	The teacher should sit on a low chair, so that all children can see the book easily, and make sure that everyone is comfortable.
Voices	<p>Choose the best voice for:</p> <ul style="list-style-type: none"> the narrator: a neutral voice that won't detract from the characters' voices or a voice that gives away what the narrator is thinking <p>the main characters: high- or low-pitched? quick or slow?</p> <p>Not everyone can imitate accents successfully, but real life offers a multitude of voices to draw on: the needy 'Could you make me a cup of tea?'; the 'I'm so disappointed in your behaviour'; the voice for interviews; the 'furious' voice when something goes wrong.</p> <p>Remember, the voices have to be maintained for the whole story. If there are too many, it can be difficult for the children to identify them.</p>
Pauses	Decide on the best places to pause to convey shock, concern or, sometimes, just to tease. Pausing builds anticipation.
Word meanings	<p>Wait until the second reading to explain words.</p> <ul style="list-style-type: none"> Tell the children the meaning: if they already know it, there is no point in asking; if they don't, the question is pointless and encourages only guessing. If only a few children guess, it will distract others from the story. Even if some children do know the meaning, it might not be, in any case, the correct meaning in the context of the story. Use short asides to explain a word or a specific use of a familiar word to avoid disrupting the flow, such as 'leapt - that's a big jump' or - in the context of the story - 'a spin - that's a fast ride in a car'.
Asides	<p>Use asides to show reactions to particular events:</p> <p>'I can't believe he did that!'</p> <p>'Oh, my goodness. He's not happy.'</p> <p>'Whatever will he do next?'</p>
Memorable words and phrases	<p>Colour your voice to give words meaning: whooped, wondered, wailed or to convey an action: sprouted, quivered, squirmed.</p> <ul style="list-style-type: none"> Emphasise memorable words and phrases. These will feed into children's vocabulary and awareness of the syntax of literary texts and increase their comprehension. Use phrases from the story later in different contexts, when children know it well. For example, when they recognise: 'Is there room on the broom for a dog like me?', they can enjoy being asked, 'Is there room at the table for a teacher like me?'
Illustrations	<p>Decide which pictures to show - and when.</p> <p>If you have decided to show a picture, give the children enough time to look at it.</p>