

April 2022 Newsletter



Learning to read: A bumpy road?

Within the release of the DfE Reading Framework and the DfE Validated SSP programmes, there is a clear message about the need for consistency across a school when teaching children to read. Therefore, I wanted to explore this and consider what this means for schools.

When I work with schools, I talk about the analogy of learning to ride a bicycle. In the early stages we are riding a bike, but we have the stabilisers on and we are having to think about so much. Ideally, we then set off on a flat surface for some practice. The smooth flat surface enables us to continue to focus on riding the bike so we do not have the added complexity of thinking about the terrain. Thinking about the terrain or bumps in the road would be overload and result in losing our focus on riding the bike.

If we think about reading in this manner, we can then consider our teacher resources and scaffolding as the stabilisers and the smooth terrain as our consistent approach. Primarily, this will be with the phonics programme we choose to implement within school.

Choosing a programme that works for your school is a key step and the release of the validated list of programmes certainly supports this, however, we can still be at risk of creating a bumpy road for our children. Here are some of the risks that could potentially lead to greater difficulties for our children:

- Retaining language, terminology or approaches from a previous phonics programme.
- An individual adding in their own 'special' bit. E.g. "Remember to use our special magic finger to spot the digraphs before reading a word." Maybe this would be an effective approach but would it be something a child uses when they start the reading journey and then beyond?
- Adaptation or omissions. If a member of staff is not fully confident in the school's programme there can sometimes be a tendency to adapt or omit part of the approach. This instantly creates inconsistency and from my experience, training and coaching is required. If the school chooses a SSP programme, then they should commit to implementing it in its entirety. I believe training and on-going support is crucial in achieving this.

For many children, inconsistencies do not cause an issue. For some, they become another hurdle or bump in the road that they do not need.

Written by Carl Pattison, Flying High English Hub Lead

Events:

Understanding the
DfE Reading
framework (face to
face)

3/5/22 [Book](#)

The Bookmark charity
one to one reading
offer (Virtual)

9/5/22 [Book](#)

Understanding
Reading for Pleasure-
Teresa Cremin (face
to face)

20/5/22 [Book](#)

Making a strong start
in F2 (face to face
half day)

14/6/22 [Book am](#) or
[pm](#)

Understanding the
reading leader role
(face to face)

21/6/22 [Book](#)

Recorded events you might want to watch:

-Understanding what
the Education Library
Service offers [Link](#)

Michael Rosen-Poetry
in the classroom [Link](#)

The Open University Reading for Pleasure Newsletter

The Open University sends out a regular newsletter so we thought we would share a some of it so you can see the type of content they share. It is easy to sign up for the newsletter: You simply need to visit ourfp.org and sign up at the bottom of the homepage.

May Briefing: The OU Reading Schools Programme: Building a Culture of Reading 2022-23

Do you want to improve children's reading attainment and enhance children's reading for pleasure and wellbeing? Join us to find out more about our successful, research-led programme on 4th May, 4.00-5.15pm. If you think your school could benefit from the programme, then do join us to find out more. [Book your tickets here.](#)

OU/ UKLA Reading for Pleasure Conference June 2022

Following its cancellation in March 2020, this conference with **Frank Cottrell Boyce** has been rescheduled to 18th June 10am-4pm. Held at The University of Cambridge Primary School, it will feature workshops, book blether and key notes. We have emailed all who booked before but do contact us if you haven't heard. Remaining tickets will become available in late April.

Mr Dilly Meets - Sophy Henn and Steven Lenton

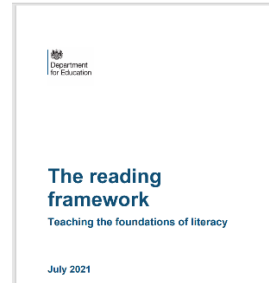
Sign up for this free event on Wednesday 27th April 11:00 – 12:15pm, to get a burst of literacy inspiration beamed straight into your classroom. Mr Dilly Meets children's book authors and illustrators Sophy Henn and Steven Lenton. Suitable for everyone who loves story-telling and drawing.

Our very own Teacher Reading Group was also featured in the latest OU RfP Newsletter!

Read more here <https://ourfp.org/2022/04/06/nuthall-trg-an-update-from-carl-pattison/>

If you would like to join our TRG next year please email englishhub@flyinghightrust.co.uk to register your interest.

DfE: The Reading Framework: Teaching the foundations of literacy



[Link](#)

Bitesize

You might be aware that the DfE launched a new framework for early literacy. It was released in July 21 and contains a wealth of information about the early stages of reading. It aims to help schools meet the expectations around early reading and also aligns with Ofsted's Education Inspection Framework.

You can access the full document by clicking the image or link above.

Alternatively, you can follow this section of the newsletter each month as it will take you through the framework in bitesize chunks.

Section 3: Word Reading and Spelling

- Pg 55-57 Children with SEND. This sections starts by setting the importance that all children learn the alphabetic code. It then identifies research that supports the view that children with SEN benefit from a systematic approach to phonics.
- Within page 56, it challenges the myth that children learn in different ways.
- Pg 58-60 provides excellent subject knowledge around fluency and children being able to read words 'at a glance.' It then progresses to guidance on supporting fluency when working one to one with children or with a class.

Reading for pleasure

In this section we want to signpost useful material and resources on the Open University Reading for Pleasure website: <https://ourfp.org/>

[Five Ways to use your school library](#)

Carol Carter, from Headlands Primary, shares how they enhanced their library for the benefit of their children. As well as providing the context, this example of practice shares the practical steps they took and more importantly, the impact of their RfP work.



Updates:

- Our new website is live! Take a look here [Link](#)
- If you would like our newsletter to cover any other topics, please let us know via englishhub@flyinghightrust.co.uk
- In the Autumn term, we will host our showcase events again. This is a learning opportunity for schools and an opportunity to apply for further support. Find out more [here](#)

Gareth Baker

Each month, local author, Gareth Baker takes a look at some children's literature and provides an update video for us. He covers the plot, who the book is suitable for and a range of other details.

These videos are great to use in school to support staff subject knowledge of children's literature so they can make great recommendations to children or select the text to read to their class.

They are less than 10 minutes long but you will give you everything you need to know about each book!

Take a look at Gareth's latest videos:

Stunt Boy in the meantime <https://youtu.be/hjA5GZ-r1Y8>

The Ship of Clouds and stars <https://youtu.be/NEKOV4z47fU>

