

THE READING FRAMEWORK: TEACHING THE FOUNDATIONS OF LITERACY

INFO PACK FOR ENGLISH HUBS

Key messages

- On 10 July the DfE will be launching *The reading framework: teaching the foundations of literacy*, a guidance document which aims to support schools to meet existing expectations on early reading, as set out in the National Curriculum and the Statutory Framework for the Early Years Foundation Stage and Ofsted's Education inspection framework.
- *The reading framework: teaching the foundations of literacy* is a non-statutory guidance document for teachers and school leaders. It is aimed at improving the teaching of the foundations of reading in primary schools, by defining pedagogy and best practice.
- Based on the valued expertise and experience of teachers, not least by you, our 34 English Hubs, and your partner schools, we hope the framework will provide helpful support and guidance for primary school leaders and teachers, and Initial Teacher Training partnerships, about how to create a school environment where every child is not only able to read proficiently, but also develops a genuine love of reading.
- It highlights the importance of talk, stories and systematic synthetic phonics in the teaching of reading, and provides practical support for high-quality teaching. It explains the importance of systematic phonics teaching for older pupils who are at risk of falling behind and outlines how schools can engage parents to support their children's reading.
- We would like to seek your help delivering a series of webinars and materials focused on *The reading framework: teaching the foundations of literacy* to support schools in the autumn term. The aim of these materials will be to increase awareness of the framework and to support schools to implement its recommendations.
- We welcome interest from hubs willing to contribute to the development of this package of materials. If you wish to support this work, please register your interest with the English Team.

Crib sheet

- *The reading framework: teaching the foundations of literacy* is a non-statutory guidance document for teachers and school leaders. It is aimed at improving the teaching of the foundations of reading in primary schools, by defining pedagogy and best practice.
- This guidance is non-statutory, but we recommend its use to teachers, school leaders and ITT training providers to help improve reading outcomes and create a school environment where every child is not only able to read proficiently, but also develops a genuine love of reading.

- The document focuses on the early stages of teaching reading and the contribution of talk, stories and systematic synthetic phonics (SSP) in the teaching of reading. It supports primary school leaders to evaluate their teaching of early reading, especially in Reception and Year 1, and older pupils who have not yet mastered the foundations of reading, and identify how to improve provision if weaknesses are found.
- Given the recommendations in the document are closely aligned with the expectations on teaching reading in Ofsted's [Education inspection framework](#), school leaders and reading leads may find it useful to read and familiarise themselves with the content of *The reading framework: teaching the foundations of literacy* in the remaining weeks of the summer term, and begin to think about how they might incorporate the recommendations into their forward planning. It is not mandatory that they do so, however – we have no expectation that schools begin to use this document ahead of the Autumn, when there will be support available to help school leaders consider what the framework means for them.

Q&A

Who is this document aimed at?

- The DfE recommends that teachers, school leaders and ITT training providers use this document to help improve reading outcomes and create a school environment where every child is not only able to read proficiently, but also develops a genuine love of reading.
- The document focuses on the early stages of teaching reading and the contribution of talk, stories and systematic synthetic phonics (SSP) in the teaching of reading. It will support primary school leaders to evaluate their teaching of early reading, especially in Reception and Year 1, and older pupils who have not yet mastered the foundations of reading, and identify how to improve provision if weaknesses are found.
- ITT partnerships may wish to consider using the guidance with trainees to develop their understanding of early reading, especially systematic synthetic phonics, and to give them informed and practical support.

Is it statutory/mandatory that schools use it?

- No, but the DfE strongly recommends that all schools use this guidance to improve the quality of reading and improve outcomes in their school. *The reading framework: teaching the foundations of literacy* is guidance designed to support schools to ensure that every child learns to read well and develops a life-long love of reading. It has been designed to support schools to meet existing expectations on early reading, as set out in the [National Curriculum programmes of study](#) and the [Statutory Framework for the Early Years Foundation Stage](#) and Ofsted's [Education inspection framework](#).

What's the point if it's not going to be statutory?

- *The reading framework: teaching the foundations of literacy* is designed to be supportive, to help schools to ensure that every child learns to read well and develops a life-long love of reading. It has been developed to support schools to meet the expectations set out in the National Curriculum, the Statutory Framework for the Early Years Foundation Stage and the Ofsted [Education inspection framework](#).

Why is this being released now, when schools are under more pressure than ever?

- *The reading framework: teaching the foundations of literacy* forms part of a wider supportive package of measures comprising the Reading Framework, a new list of validated phonics programmes and £5m additional funding for the purchase of SSP programmes, to support schools to develop all pupils' proficiency in, and love of, reading. It has been developed through the contributions of experts from across the literacy sector and school leaders, many of whom are part of the English Hubs programme.
- Given the recommendations in the document are closely aligned with the expectations on teaching reading in Ofsted's [Education inspection framework](#), school leaders and reading leads may find it useful to read and familiarise themselves with the content of *The reading framework: teaching the foundations of literacy* in the remaining weeks of the summer term, and begin to think about how they might incorporate the recommendations into their forward planning. It is not mandatory that they do so, however – we have no expectation that schools begin to use this document ahead of the Autumn, when there will be support available to help school leaders consider what the framework means for them.

Who has written it?

- *The reading framework: teaching the foundations of literacy* builds on the success of the English Hubs Programme over the last two years and reflects the experiences of many primary schools who excel in the teaching of reading, including those in the English Hubs Programme.
- This document has been written by experts and is based on the valued expertise of teachers, reading and language experts, educational organisations, English Hubs Council members, and our 34 English Hubs and partner schools whose expertise has been vital in building an evidence base of what works in teaching early reading. It has been reviewed by a wide range of stakeholders, including teachers and school leaders.
- It is based on teachers' experiences, classroom observations, assessments and research, as well as advice from and the contributions of experts from the early literacy sector.

Will schools be supported to implement the framework?

- The English Hubs will be developing a series of webinars and materials focused on *The reading framework: teaching the foundations of literacy* to support schools in the autumn term. The aim of these materials will be to support schools to implement the recommendations in the framework.

What about schools who don't use a commercial phonics programme? Can they still align with this guidance?

- If your school's approach to teaching phonics aligns with the guidance in *The reading framework: teaching the foundations of literacy* there is no need to change. This should include appropriate resources, decodable books matched to pupils' phonic knowledge, high-quality staff training and achieve strong results, t. Schools should ensure that the approach taken is sustainable and works for all children, including the most disadvantaged. Schools should also ensure that their wider literacy teaching practice aligns to the guidance in the Reading Framework.
- This includes schools currently using an approach based on Letters and Sounds 2007. For more information about our position in Letters and Sounds 2007, please see this [DfE blog](#).
- We are pleased to confirm that the Validation Panel have finished reviewing the June 2021 round of SSP programme self-assessments. An updated list of validated programmes will be published Saturday 10 July on <https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>.
- Further questions about validation of phonics programmes can be directed to Phonics.VALIDATION@education.gov.uk.

Will schools be expected to have implemented everything in framework by September?

- Given the recommendations in the document are closely aligned with the expectations on teaching reading in Ofsted's [Education inspection framework](#), school leaders and reading leads may find it useful to read and familiarise themselves with the content of *The reading framework: teaching the foundations of literacy* in the remaining weeks of the summer term, and begin to think about how they might incorporate the recommendations into their forward planning.
- It is not mandatory that they do so, however – we have no expectation that schools begin to use this document ahead of the Autumn, when there will be support available to help school leaders consider what the framework means

for them.

My school is unsure how to implement the framework: who can we contact for support?

- [English Hubs](#) offer support to local schools, academies and free schools to improve teaching of phonics, early language and reading in reception and year 1.

Will there be a framework published for KS2/secondary schools?

- We are currently considering next steps to support KS2 and secondary reading and literacy in the future.