

HEADTEACHER

UPDATE

BEST PRACTICE FOCUS 07 January 2022

www.headteacher-update.com



Every child a reader

What are the most effective strategies to ensure that every child leaves primary school a fluent reader? In this Best Practice Focus, **Robbie Burns** dissects the science, principles and essential elements of effective whole-school reading strategies before advising us how we might best implement these approaches across the primary school



Teaching children to read: The essential elements

The way we have talked about reading in primary education until now has been impoverished. For far too long we have depended on the inherited experiences of colleagues and paid very little attention to the vast amounts of research available to inform what we do.

More than this, as leaders there has been a dearth of understanding not only of the research, but also about effective whole-school strategies that sustainably ensure that every single child leaves primary school a fluent reader.

There have been many strategies available to us that promote reading for pleasure, some of which may well be mentioned in this article. But often they are used in a piecemeal, surface and tokenistic way.

This is well-documented in the research. As Christopher Such (2021) writes: “Despite decades of research into the subject, studies from across several countries reinforce what my experience has suggested ... many teachers are inexcusably ill-informed about reading.”

And I am one of these teachers. Until very recently, I had not looked closely enough at the reading

research to enable it to inform my practice. Sure, I knew about the Rose Report (2006), the Simple View (see later) and a couple of tips and tricks. But despite its crucial importance in the academic development of young people, I was painfully lacking in knowledge about the science of learning to read.

So, when the new Department for Education Reading Framework (DfE, 2021; *Headteacher Update*, 2021) was published, I realised I needed to immerse myself in the literature and read all I could to ensure that what we developed as a school was based on the best evidence and was right for the community we serve.

This article is my offering to those like me who are keen to lead this work in their school in a way that will ensure every child becomes a fluent reader. I lean heavily on the work of others, but I hope that after reading this you might go on and read more about what they have said in order to inform what you do. I signpost to resources at the end.

In this article, you will find some strategies that can be applied to your school with relative ease. I call these the “essential elements” of a whole-school reading strategy.

But what I also hope you will take from this is that whatever we do as leaders, it must be rooted in our experience, the needs of our community and our students, but also in the best research we have available. I hope you will find principles that you can apply to your context and across a plethora of methods.

But before we go any further, let’s consider the science of reading...

The science of reading

Given its importance, it is no surprise that reading is one of the most studied aspects of human cognition. The challenge is making sense of it coherently. By combining the art of teaching reading with the science of teaching reading, an attempt can be made to create coherent mental models that inform the way we understand our pedagogy collectively as a profession (Such, 2021).

There are many things excellent teachers of the past have done for decades when it comes to reading that are not “wrong” per se. But whatever we claim to be “good” reading pedagogy, ought to be good reading pedagogy not only

according to our experiences, but also according to the international evidence base. Beginning in this way with both the art and science in mind, we develop a common wisdom and a common language about what good reading pedagogy is, rather than a prescriptive list of and dos and don’ts.

Aligning the Simple View and Scarborough’s Rope

Gough and Tunmer (1986), in an effort to make sense of the fundamental elements of reading, proposed something now commonly known as “the simple view of reading”, in which reading comprehension is seen as a function of decoding – discerning the sounds and the letter correspondences – and language comprehension – interpreting what the words mean by themselves and together in sentences, paragraphs and so on. In equation form, it is expressed thus:

$$\text{Decoding (D)} \times \text{Language Comprehension (LC)} = \text{Reading Comprehension (RC)}$$

There are real strengths to this model and it is understandable why



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it was so central to the Rose Report (2006). First, it encapsulates the two essential elements of what it takes to understand the written English language: deciphering the written down alphabetic “code” is a crucial first step and it naturally follows that once children can do this, they then need to understand what letters and sounds mean to be considered a “reader”.

When issues arise with reading in a classroom context, we can normally break down the root cause of a student’s barriers to learning into either a decoding or comprehension issue, with the former being the first priority.

But although the strength of the simple view is most definitely its ease of explanation, this has also created problems. At times it has been misunderstood and misapplied. Some have seen it as a simple two-step process for learning how to read and others feel it is so simple it says nothing at all about the complexities of learning how to read, particularly when students struggle, and it is therefore rendered useless for forming a mental model for teaching reading.

But it is not useless, especially when combined with more recent research. To make sure we avoid interpreting the simple view incorrectly, we can combine it with an understanding of Scarborough’s Reading Rope (2001).

Word Recognition

In the Reading Rope model, word recognition is made up of three parts, phonological awareness, decoding, and sight recognition, whereas the simple view calls this aspect of reading simply “decoding”. When all three of these elements are done in an increasingly automatic way, we would consider a reader to be fluent.

Phonological awareness refers to the ability a student has to recognise that words can be broken into segments of sound such as syllables and phonemes, for example “book” can be broken down into four phonemes (b–oo–k) or one syllable (book). Often students pick up this awareness without explicit teaching, but if they do not it is important to be aware that their phonological awareness may be weak and ready to intervene.

Decoding: The alphabetic principle, the idea that letters and groups of letters match individual sounds in words, is what underpins decoding as a whole. The task of decoding is to understand how letters in words make specific sounds and what correspondence they may have, since they may not always be the same according to the other letters in a word. For example, I might know and learn that the letter “g” makes a “guh” sound, but in the word “age”,

the split digraph “a_e” changes the sound of the letter to make a “juh” sound. Not all words can be learned through teaching decoding – some need to be learned by sight, such as “the”, “said” or “your”.

Sight recognition: As readers become more fluent, they no longer require mental effort to decode words and you depend on sight recognition, unless you find a new word which you have never seen before. At this point, even as a skilled reader, you will go back to using phonetic skills you may have learned decades ago to interpret the sounds that the letters in the word make. Without increasingly automatic word recognition, towards sight recognition at pace, a reader will never be able to comprehend written text with any sort of cogency.

A strong foundation

Although it is important to see word recognition and comprehension as developing in tandem (see later), without a strong foundation in word recognition in the early years of learning to read, later language comprehension is impossible.

Language Comprehension

Language comprehension is the ability of the reader to make meaning from written language. It is a broader category than word recognition, but as the Scarborough Rope shows, there are some clear categories within it that we can isolate, developing our pedagogy with them in mind.

The first and most important part of comprehension is the background knowledge a student already possesses. If I were to read a text about baseball with my students in England, it is unlikely they will know any of the subject-specific vocabulary, and with little to no experience or memories they will struggle to extract even simple facts.

However, if we were to read about a local Premier League football team, even those who are not avid football fans (since as a nation we are steeped in a culture where football is prevalent) are likely to have a little knowledge that they can bring to their reading of the text.

Over time, students build vocabulary that is subject-specific and which forms schemas in long-term memory connected to

The Reading Rope: Adapted from Scarborough, 2001

wider bodies of knowledge that they have. This enables them to draw meaning from text more readily, since the words they know and understand unlock meaning to other new words, phrases or ideas.

As students become more accustomed to reading different types of texts, they also then gain knowledge about the structures, typical words and phrases and formality that enables them to appreciate the purposes of the texts they read more fully. All of these elements then contribute to the explanations, predictions, summaries, interpretations and inferences they make about what is read.

Although there is no hierarchy necessarily in importance among the sub-categories of language comprehension, it is important to recognise that strong inferences made from a text do sit on the deep background knowledge the reader already has about the genre or topic. The other aspects must therefore not be neglected in reading pedagogy.

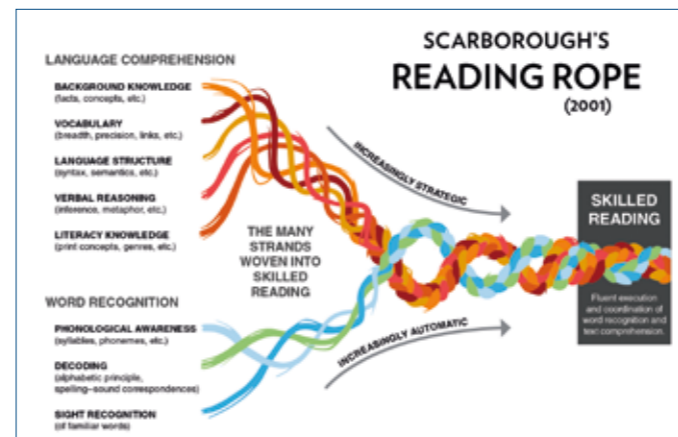
Fitting the models together

The simple view claiming that decoding and language comprehension equals reading comprehension is likely to be correct. However, adding the Scarborough Rope into the mix enables us to more accurately develop mental models, curriculum and pedagogical principles to inform the way we teach children to read. Without this deeper appreciation of the elements of word reading and comprehension, our strategies may not be as effective.

Second, both of these models combined demonstrate that the aim of decoding is fluency. Teaching decoding through phonics must never end at simply being able to recognise the sounds – the aim of teaching decoding is to be able to fluently decode the text with accuracy, automaticity, prosody and intonation.

Finally, it draws out the complexity of language comprehension and how some current approaches to the teaching of reading comprehension common in schools today do not acknowledge the multi-faceted way in which children make meaning from texts and therefore do not fully enable them to achieve their full potential as readers.

For teachers, it means that we can diagnose problems with our



students' reading in deeper ways. At all ages and stages, when we understand that fluency is a crucial step towards reading comprehension, we can make sure that we put in place relevant strategies in our teaching to support this. When we understand that background knowledge is crucial to making meaning from the text, we will be able to teach with this in mind.

As leaders, it enables us to think strategically about how we intervene when issues with students' reading arise. We can, like teachers, unpick more carefully the problems that have arisen and consider how we support staff to overcome these, if we also combine it with rigorous tracking systems.

Using assessment systems that consider decoding (phonics), comprehension and the fluency of our students, we can then deploy staff to support with intervention where it is needed. We can consider whether there are training needs for staff and support them accordingly.

Principles and actions

Building on this science of reading, here are six principles that transcend any particular teaching method, each followed by some bullet-pointed action steps for schools.

1, Phonics

Phonics is the first step but must not be forgotten later on

Phonics – by which I mean specifically systematic synthetic phonics – has to be the first step in learning to read (Johnson & Watson, 2005). If a student has struggled to learn how to decode through the phonics programme in place, this must not be the end of their decoding journey.

If they have not cracked the alphabetic code, independent reading comprehension will be extremely challenging and it is therefore imperative we support students, whatever their age and stage, with phonics towards later comprehension (Such, 2021).

Therefore, ensuring that every child is a fluent decoder should be the first step for every student and relevant intervention should be put in place immediately. Decoding is something that students must do all the way through primary school.

It is misguided to think that once they have gone through your school's phonics programme and

passed their phonics screening test that they can now “decode”. They will, throughout their education, be decoding new words in all areas of the curriculum.

Therefore, it is crucial that every teacher has a deep knowledge of phonics so that when they teach new words, notice a decoding issue that has arisen, or want to support students to independently learn new words, they can use the learning from previous year groups.

Without this awareness among teachers, some students may struggle to learn new words that are decodable in future year groups (Dehaene, 2015).

- Make sure every member of staff has had thorough phonics training and has considered how they can teach with decoding in mind at every age and stage throughout the school.
- If students are struggling with decoding in ways that go beyond what can be catered for through quality first teaching, make sure that rigorous interventions are in place to support rapid progress.
- When teaching new words, consider ways that teachers can teach with decoding in mind (syllables, sounds, markings to indicate these elements of new words).

2, Consistent structures

Create consistent, repetitive structures for reading lessons

High-quality systematic synthetic phonics programmes bear this in mind intuitively. There are clear steps to sessions which often recall previous learning, introduce new sounds or words, practise them and then read them in the context of decodable books always aiming towards fluency.

However, quite often, reading lessons beyond this might not have consistent structures, or if they do,

“If students can't decode the text with accuracy and at speed, it implies that their understanding of the sounds and letter correspondences is not secure enough”

they do not do so with the science of reading in mind.

To fully develop reading comprehension, reading lessons must teach new vocabulary, background knowledge and support fluency of text before focused work on reasoning from the text or retrieving key information. There are different evidence-informed approaches to teaching reading that could be considered, and I would encourage you to explore the options available with these principles in mind.

The most important part of this particular principle though is that reading lessons must follow a familiar pattern, be consistent and repetitive. By being consistent and repetitive, it takes the cognitive load off students so that they can focus on learning how to read, rather than shifting their attention between understanding what task they are doing and what they ought to be reading.

- Consider the approach that is taken to teach students how to read beyond phonics lessons and monitor whether it is consistent.
- Consider whether the current approaches that are taken are evidence-informed.
- Support staff to develop the structures that reading lessons take and improve their practice.

3, Fluency

Teach and model fluency

The aim of learning to decode is, as mentioned already, to be able to decode fluently. To read fluently is to read aloud with accuracy, speed and expression.

If students do not read with fluency, there may be difficulties with language comprehension later on (Rasinski et al, 2011). Intuitively, with the science of reading in mind, this makes sense: if students can't decode the text with accuracy and at speed, it implies that their understanding of the sounds and letter correspondences is not secure enough, meaning that they will not have the space in working memory to focus on the meaning of the text when reading.

Therefore, teachers need to teach with fluency in mind, making sure new words are taught before the text is read, making sure they model fluency in their expression and intonation, and also making sure that they explain why they read with

expression at a certain point and how this enhances the meaning of the text.

For example, if a passage of text has lots of short sentences, the reader may read this in a punchy, sharp way, labouring over key words and phrases. Or, if a text includes commas at a particular point in a sentence, it is important to emphasise why the reader might pause and change the intonation they use to emphasise the extra clause or information that is being added to the sentence.

It is important we explain to our students what we are doing as teachers as some will not naturally pick this up unless we enable them to notice.

Furthermore, it is important that students practise reading out loud in lessons, to the class, in pairs and in small groups. If the teacher has read the text prior to them doing this, they will have a clear understanding of how the text ought to be read, which means they can focus on reading with accuracy, speed and intonation.

Fluency can also be assessed in addition to other standardised tests. Through things like the DIBELS Scale and Fluency rubrics (see resources), teachers can look for gaps in understanding that students may have through simple tests that are easy to administer.

- Consider when fluency is explicitly taught and when it is included in reading lessons beyond phonics.
- Consider ways to train staff in their understanding of fluency and the impact it has on comprehension.
- Develop ways to assess fluency, to make sure that staff can diagnose issues that might occur and then teach responsively.

4, New vocabulary

Teach new words explicitly

If a student has never seen or heard a word before, it is highly unlikely they will be able to guess its meaning. If there are too many words that students do not know, they will then not be able to comprehend what the text is saying at all. Students need to know 98 per cent of words or more in a text if they are going to understand it effectively (Beck et al, 2013).

Therefore, it is crucial that all words that unlock the meaning of a text should be taught before the text is read as often as possible. This takes the cognitive load off students'



working memory so they can focus on making meaning, rather than what a word might mean.

There are many ways this can be done. Some advocate for teaching a new word each day, while others prefer to teach them as they arise. What research into vocabulary instruction does suggest, regardless of how often it is done, is that teaching some words that might be deemed as significant to wider knowledge ought to be done in an explicit way.

Teaching words explicitly includes the explanation of the word, including how it is said, the definition, the word class and so on. Then reading the word in context. Then engaging in practice using the word both in speech and writing. Afterwards, it is important to retrieve the word in future lessons and tasks.

Explicit vocabulary teaching should be a key part of teaching in the wider curriculum. It is impossible to teach every single word a student will be exposed to. But through careful curriculum design, a handful of new words can be taught each unit and built upon in the following ones by teachers in the next year group.

When this is aligned with wider curriculum planning and development where there are clear vocabulary progression maps developed by subject leaders, knowledge organisers and retrieval tasks, the onus is placed on the

wider curriculum being able to support reading development by teaching new words explicitly within the subject they are most relevant.

- Curate vocabulary progression documents for all subjects, particularly science, geography and history.
- Develop opportunities in the wider curriculum to teach new words explicitly and not just in reading lessons.
- Create a consistent approach to teaching new words that is used throughout the school.

5, Background knowledge

Build background knowledge often

When we build knowledge, whatever the subject or lesson, we are also building students' reading comprehension (Liben, 2020). However, we cannot teach every bit of knowledge that might come up in a book in the wider curriculum.

There will be moments in a reading lesson where there is some assumed knowledge, a historical event is referred to, or there is a place name in a foreign land that needs to be quickly explained. It is important to do this so that students can build a mental picture of what is going on in the text more clearly. Over time, day after day, month after month, year after year, if teachers build background knowledge every reading lesson, students will have a far deeper understanding of the texts

they read. Conversely, if all teachers do in reading lessons is focus on reading strategies, they risk missing opportunities to build in these moments for their students to develop a fuller comprehension.

- Pre-empt moments where background knowledge can be built. What words, phrases, facts and references to cultural knowledge that might not neatly fit into the wider curriculum can you quickly teach and discuss?
- Consider how you can retrieve this information throughout the reading lessons you design through the questions you ask.

6, Read, Read, Read

Reading mileage matters

It is important that students read many, many words and also listen to many words being read to them; they need to be steeped in stories, information texts and language if they are going to infer meaning effectively and answer complex questions in an exam based on unseen texts.

That is why reading comprehension lessons that focus too much on reading strategies might not be the best approach. In some ways, this puts the cart before the horse. The heavy lifting needs to primarily come from students being exposed to vast amounts of texts across the curriculum so their minds are filled with a breadth of literature

and knowledge to draw on when the time comes.

Teachers ought to balance the amount read with a focus on understanding the text (Oakhill et al, 2014; Lemov et al, 2016). For example, often a few well-chosen, complex questions to be discussed at the end of an extended read can have far more of an impact than a short extract with 10 questions.

- Consider how much is read across the school year and how can you evaluate whether it is the right amount.
- Consider how much is read each day by students. Are they engaging in reading and listening to text every day in every classroom across the school?

A reading strategy: Essential elements

So, how do we take these general principles and action steps for the teaching of reading and create a coherent whole-school reading strategy to ensure every child becomes a fluent reader? This is a perennial challenge for leaders.

By no means is the list below exhaustive. However, the following things are a good starting point – the essential elements – to ensure that the six principles I have just outlined are well supported by the school structures that are in place.

I have broken down “reading” into four areas beyond reading lessons (including phonics) and suggested some strategies. These four areas are: The reading journey, Reading for pleasure, The reading spine, and Reading across the curriculum. I also add a sneaky fifth element...

1, The reading journey

The fundamental first step to developing a whole-school reading strategy is to have a reading journey that articulates how children learn to read from nursery to year 6.

On one side of paper or in a two-minute explanation articulate the journey students go on so that they leave as fluent readers with a passion for books.

This should articulate the why, what and how of reading for your school's students. It should also be clear about what the school does if students are struggling and what support they will be given at every stage.

Having this clear journey set out and commonly understood by all adds shape to the later strategies and ensures that they are seen as

a coherent whole, rather than just ad hoc things that happen in a school without clarity or purpose.

It might be helpful to showcase your school's journey as a diagram or flow chart, since it is a journey for staff, parents and students to understand.

Doing this will force teachers to ensure that whatever they do when it comes to reading in their classroom is contributing to a journey that is bigger than themselves and student-focused.

2, Reading for pleasure

Reading for pleasure is far too important to simply be seen as an annual World Book Day event or afternoon story time every so often. Research shows that when schools have clear strategies promoted by all teachers, reading for pleasure can have a positive impact on reading attainment and also on wellbeing and social interactions (Clark & Rumbold, 2006). Therefore, reading for pleasure cannot be left to chance – it needs clear, actionable strategic thinking from leaders.

Here are two evidence-based ways it might be developed.

A high-quality library

A shocking statistic: one in eight primary schools do not have a library (Tyler Todd, 2021). A library, if organised effectively, can be an excellent catalyst for reading for pleasure (Clark & Hawkins, 2021).

Of course, at its core it is a room to store books and loan books out. This management of a library must not be underestimated and takes a lot of time and effort. But purchasing new

books on a regular cycle can keep students interested in taking out books at regular intervals.

Once this is in place, the library can be timetabled so that teachers can use the space for a “read aloud” (see below) or give students an opportunity to browse books.

If the library is well-organised, it means that students can become familiar with where books are. Teachers can direct them to a range of books linked to their history, geography or science topics and encourage them to read independently. The possibilities are endless, but the principle is an encouragement from teachers to support students to understand how to use a library throughout their schooling but also in their lives.

Book clubs can also run from the library. This is a great chance to encourage specific groups such as “more able” or reluctant readers to delve into books that might not be directly linked to the curriculum. Student librarians are also an option, encouraging independence in upper key stage 2 students as they take ownership of the library.

Read Alouds

This in its simplest form is reading, out loud, to your students every single day for 10 to 15 minutes from a novel, picture book, or poetry collection. The importance of this cannot be understated.

As already mentioned, students need the opportunity to hear great literature read to them and also fluent reading being modelled. By reading aloud every day, teachers give their students a window into a

world of literature they may have never had, and it enhances students' willingness to consider books they may never have (Cremin et al, 2009).

More than this – and I have no formal evidence to support this – it is a very calming activity to do with students after a long day at school. To be able to end the day listening to their teacher read a high-quality text is a great moment for students to settle their emotions and focus singularly on a story being read.

Read Aloud must be kept sacrosanct in the school day.

3, The reading spine

Reading for pleasure is an important part of primary education. However, the emphasis, and rightly so, is often more on personal choice and helping students enjoy their own books in their own way. We cannot leave reading up to the affections of our students for particular authors and genres. Nor can we leave it up to “reading challenges” that we might hold twice a year.

The purpose of a reading spine, carefully curated over time, is to ensure that all students read and experience a breadth of the best literature that is available to them and by the time they leave primary school have been given a storehouse of literary background knowledge (Lemov et al, 2016). It will have a direct influence over what is studied in English lessons and give stimulus for writing, but it can feature in other curriculum areas, too.

These texts ought to be the backbone of what is read and not the sum total. As a minimum, we make sure our students read classics,

By having the reading spine filled with texts such as these, we ensure that the level of challenge needed is embedded in the school curriculum

narratively complex texts, non-linear time sequenced stories, and impressionistic stories because this is what the fabric of literature is built upon. These types of texts are known as “resistant texts” – texts that might be more complicated to read without a teacher's guidance and support (Lemov et al, 2016).

By having the reading spine filled with texts such as these, we ensure that the level of challenge needed is embedded in the school curriculum, not an add on. Without reading these, some students quickly switch off from reading or at worst just read poor quality literature and eventually decide not to read at all.

Over time, it is good to align the authors that are featured on the reading spine with the book stock in the library. It is always a special moment, after finishing a reading spine book the children have loved, to recommend other books from the author and let them know they are in the library ready for them to borrow.

4, Reading and the curriculum

Reading across the curriculum is important and we should never see reading as something that is only done in reading and writing lessons. Content area reading, which is any reading that helps students understand the knowledge of the subject they are studying, is important to embed in all units of study and this does not have to wait until students can fluently decode.

If a teacher is using a video or explaining something orally, might there be a chance to read a paragraph or two about it instead? If there is a story of someone's life that is being studied in, say, history, might it be possible to read a high-quality picture book story, or an information text as a class, or as a read aloud, instead?

History is a particularly poignant subject to discuss in this area, since it is essential that students understand

the narrative of the history they study. Books about the lives of the people and places being studied provides a great way to do this.

Of course, this is not always the most effective or practical way to deliver key content in the wider curriculum, but when we consider the principle of reading mileage, background knowledge and vocabulary development, a strategy like this, when it is appropriate, might be an effective way to support reading development beyond reading lessons.

But reading across the curriculum can take on a deeper layer of significance, particularly when we engage in disciplinary reading, which goes beyond merely gaining knowledge to help students understand the nature of the subject they are studying. This makes sure that students do not simply learn facts from what they read but gain an appreciation of geography, science, history or other subjects and the uniqueness of each of them (Counsell, 2018; Shanahan & Shanahan, 2020).

For example, reading about the nature of history and how we come to learn it at the beginning of an academic year in years 5 and 6 can set up students to come to a deeper understanding of the sources that they evaluate in lesson time. A short geography text explaining what geography is and its study of places and spaces in year 2, can help students consider the way we have decided what is an ocean and a sea, or what is a continent and what is a country (Burns, 2019).

As leaders and teachers, we must carefully consider the way we can steep our curriculum in reading and then deepen the focus towards helping our students develop an appreciation of the subjects they study.

5, Reading in the writing classroom

I might add a fifth element to my list. I have discussed some general

outlines for how reading lessons beyond phonics could be developed. However, in writing lessons, we must also read but in a slightly different way.

When we learn to read and read to learn, we are focusing on developing our ability to construct meaning from a text. In writing lessons, we must read as writers. This means we go beyond simply reading the text to find meaning and consider what the author is doing and why they are doing it. This develops students' understanding of language structures and devices but also gets them to think about the effect of the writing on the reader. This, coupled with teaching genre and writing features enables students to get beneath the skin of the writing and think about how it has been constructed.

There are many different approaches to how this might be done but I think it is helpful that students read in writing lessons as writers and read as readers in reading lessons. This doesn't mean they are separate entities entirely. Often, a great text in a reading lesson can be the stimulus for writing in writing lessons. But for our weakest readers, this helps with their understanding of the overlap of the disciplinary knowledge they are developing: when we are reading in reading lessons, we are trying to make meaning and when we are in writing lessons, we are reading as writers, ready to develop our own. Making this explicit as teachers ensures that our students know how to approach the text they read.

Conclusion

The methods out there are many, but principles rooted in a strong understanding of the science of reading are few. Regardless of context, it is my hope that what has been described here might be useful to leaders as they design their school's own reading journey and strategies to ensure every child becomes a fluent reader.



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RECOMMENDED RESOURCES

Education Books

- ▶ *Bringing Words to Life: Robust vocabulary instruction*, Beck, McKeown & Kucan, Guilford Press, 2002.
- ▶ *Closing the Reading Gap*, Alex Quigley, Routledge, 2020.
- ▶ *The Art and Science of Teaching Primary Reading*, Christopher Such, Corwin Press, 2021.
- ▶ *Reading Reconsidered: A practical guide to rigorous literacy instruction*, Lemov, Driggs & Woolway, Jossey-Bass, 2016.

Blogs, podcasts, etc:

- ▶ Reading Rockets: Launching Young Readers: www.readingrockets.org
- ▶ DIBELS Assessment for Fluency: <https://dibels.uoregon.edu/>
- ▶ The Reading Ape Blog: www.thereadingape.com
- ▶ Primary Colour (Christopher Such's Blog): <https://primarycolour.home.blog/>
- ▶ Pie Corbett's Reading Spine: <https://bit.ly/3loP2yu>
- ▶ Science of Reading Podcast: <https://amplify.com/science-of-reading-the-podcast/>
- ▶ Thinking Deeply about Primary Education (podcast): <https://apple.co/3DDxoUg>

