

## **Brinscoll St John's CE/Methodist Primary School**

### **Early Reading Development Framework**

#### Early years and Key Stage 1

A practical framework for planning, teaching and assessing the foundational knowledge and skills children need to become confident, motivated readers.

### **Principles**

- Build reading through connected strands: language comprehension and word recognition develop together and support one another.
- Teach phonological awareness and phonics explicitly, systematically and cumulatively, while making time for rich stories, information texts, talk and reading for pleasure.
- Provide daily opportunities to hear, practise and discuss reading with a knowledgeable adult.
- Use assessment to identify what a child can do independently, then select the next small teaching step.
- Treat developmental stages as a guide, not a timetable. Children progress at different rates and may need different kinds of support.

### **Developmental progression**

#### **1. Language, listening and print foundations**

Enjoys rhymes, songs and stories; attends to spoken language; talks about pictures and experiences; begins to notice that print carries meaning and books have familiar features. Build oral language, listening and attention. Share engaging books daily. Model how to handle books, follow print and talk about pictures, characters and events. Play with rhyme, rhythm and alliteration.

#### **2. Hearing and working with sounds**

Notifies and identifies sounds in words; joins in with rhyme; begins to blend spoken sounds into a word and segment a word into its sounds. Teach phonological awareness through brief, playful activities, progressing from larger sound units to individual phonemes. Link speech sounds to letters as appropriate.

#### **3. Early decoding and encoding**

Recognises taught grapheme–phoneme correspondences; blends sounds to read simple words; segments spoken words to write them; begins to read short decodable texts. Teach a planned sequence of letter–sound correspondences and blending. Model, practise and revisit. Use decodable books that match the correspondences taught, alongside rich read-alouds.

#### **4. Increasing accuracy and automaticity**

Applies phonics to an expanding range of words; reads familiar words more readily; begins to read sentences and connected texts with increasing accuracy and phrasing. Consolidate code knowledge, word reading and spelling. Give repeated supported reading of appropriate texts. Model fluent reading and discuss meaning throughout.

#### **5. Fluent, purposeful reading and growing independence**

Reads familiar and increasingly varied texts with accuracy, appropriate pace and expression; monitors understanding; retells, explains and responds to texts. Extend vocabulary, knowledge and comprehension. Build stamina and choice. Teach children to notice when meaning breaks down and to use a suitable strategy to repair it.

### **Phonological awareness**

Phonological awareness is the ability to notice and work with the sound structures of spoken language. It includes rhyme, syllables, onset and rime, and phonemes. Phonemic awareness refers specifically to identifying and manipulating individual speech sounds.

**Teach and practise:**

- Listen for and compare environmental and speech sounds.
- Join in with rhymes, songs, alliteration and repeated refrains.
- Clap or tap syllables in familiar names and words.
- Identify words that rhyme or begin with the same sound.
- Blend spoken sounds to make a word and segment a word into its sounds.
- Progress to more complex sound manipulation when children are ready.

Use clear, brief modelling and plenty of oral practice. Keep the focus on sounds children hear and say; introduce letter links when they are part of the planned phonics sequence. Avoid relying on pictures or context as a substitute for attending to the sounds in a word.

**Phonics and word recognition**

Teach phonics explicitly, systematically and cumulatively. Children need to learn how letters and groups of letters represent sounds, then apply this knowledge to read and spell words.

**A teaching sequence can include:**

1. Revisit previously taught correspondences and words.
2. Introduce and model a new correspondence or spelling pattern.
3. Practise saying the sound, identifying the grapheme and forming it where appropriate.
4. Blend sounds to read words; segment words to spell them.
5. Apply learning in phrases, sentences and matched decodable text.
6. Check understanding and revisit anything not yet secure.

Teach children to blend through the whole word rather than guess from a first letter, picture or sentence context. Also develop recognition of common words that are not fully decodable using the correspondences taught so far. Explain any irregular parts and revisit these words in meaningful reading and writing.

**Fluency**

Fluency involves accurate word reading, an appropriate pace and phrasing that supports meaning. It develops through secure decoding, language knowledge and repeated experience with text.

**Effective practice includes:**

- Adult modelling of expressive reading and phrasing.
- Echo reading, choral reading and supported rereading.
- Short, purposeful rereading of texts that children can mostly decode.
- Opportunities to read aloud to an adult or partner without pressure to race.
- Discussion of punctuation and how it affects phrasing.

Prioritise accuracy and meaning over speed. If a child is working hard to decode, return to appropriately matched text and strengthen the underlying knowledge.

**Vocabulary and oral language**

Vocabulary supports both understanding and communication. Children benefit from hearing and using a wide range of words in conversation, stories and informational texts.

**Teach vocabulary by:**

- Selecting a small number of useful or interesting words before reading.
- Explaining each word in child-friendly language and connecting it to known ideas.
- Revisiting words across the day and in different contexts.

## Kindness – Respect – Resilience – Courage – Friendship - Forgiveness

- Inviting children to describe, compare, explain and ask questions.
- Using objects, actions, illustrations and examples where helpful.
- Valuing children's home languages and making connections across languages when possible.

Read aloud rich texts that include language children may not encounter in everyday conversation. Explain unfamiliar expressions without interrupting the flow of the story more than necessary.

### Comprehension

Comprehension begins with listening and conversation and grows as children read increasingly complex texts. Teach it alongside word recognition rather than waiting until decoding is fluent.

**Before reading:** Build relevant background knowledge, introduce the text and invite predictions based on its title, cover or topic.

**During reading:** Pause to clarify meaning, model thinking aloud, ask questions and connect events or information. Encourage children to notice when something does not make sense.

**After reading:** Invite retelling, discussion, responses to characters or ideas, and connections to other texts or experiences.

### Develop children's ability to:

- Recall key information and sequence events.
- Describe characters, settings, ideas and important details.
- Make simple inferences using clues from the text.
- Explain preferences and support responses with evidence from the text.
- Recognise similarities and differences across texts.
- Ask and answer questions about what they have heard or read.

Use questions that invite more than one-word answers, while also allowing children to respond through talk, drawing, gesture or their strongest language as appropriate.

### Planning across early years and Key Stage 1

#### Early years

- Prioritise conversation, listening, songs, rhymes, stories and meaningful play.
- Share books daily and model enjoyment, curiosity and book-handling.
- Develop sound awareness through playful oral activities.
- Introduce planned phonics teaching when appropriate, with frequent chances to apply it.
- Observe children's language, engagement and responses during everyday interactions.

#### Key Stage 1

- Teach phonics and spelling through a clear, cumulative sequence.
- Provide regular practice reading decodable texts that correspond to taught content.
- Continue daily read-alouds, vocabulary teaching and discussion of varied texts.
- Build fluency through accurate, supported rereading and adult modelling.
- Gradually increase opportunities for independent choice and reading across the curriculum.
- Ensure comprehension teaching develops alongside decoding, with suitable support for children who are still consolidating word recognition.

### Assessment and responsive teaching

Assessment should be ongoing, proportionate and connected to instruction. Use more than one source of evidence; a single reading, score or observation should not determine a child's overall reading profile.

## What to observe and check

**Listening and oral language-** Attends to and responds to stories; explains ideas; uses and understands new vocabulary; retells events.

**Phonological awareness-** Identifies rhyme or syllables; hears initial sounds; blends or segments spoken words at the taught level.

**Phonics and word reading-** Recognises taught correspondences; blends unfamiliar words; reads taught words accurately; identifies where a word-reading attempt breaks down.

**Fluency** - Reads connected text accurately; groups words into meaningful phrases; uses punctuation and expression to support meaning.

**Comprehension-** Recalls key ideas; answers and asks questions; retells or explains; uses text details to support a response.

**Engagement and independence-** Chooses or enjoys texts; sustains attention; seeks help or uses a taught strategy when meaning is unclear.

## Assessment routine

1. **Observe:** Listen to children read and talk about texts in familiar, low-pressure settings.
2. **Identify:** Note the specific knowledge or behaviour that is secure and the point of difficulty.
3. **Respond:** Plan a focused teaching step, such as revisiting a sound correspondence, practising oral blending or pre-teaching vocabulary.
4. **Recheck:** Look for the skill in a fresh example or text, then adjust the level of support.
5. **Share:** Communicate progress and practical next steps with families and relevant colleagues. Keep brief records that describe what the child can do and what will be taught next.

## Inclusion and support

- Provide additional, frequent practice that is explicit and carefully sequenced when a child is not making expected progress.
- Check that texts and tasks allow the child to demonstrate the skill being assessed, without unnecessary barriers.
- Use clear speech, visual supports, manipulatives, repetition, wait time and accessible text formats where helpful.
- For multilingual learners, distinguish English-language development from reading knowledge. Build on home-language strengths and provide meaningful opportunities to develop English vocabulary and comprehension.
- For children with speech, hearing, vision or other identified needs, work with families and relevant specialists and follow individual plans.
- Avoid labelling children based on a single assessment. Review progress regularly and adapt support.

## Working with families

Encourage short, positive, regular reading experiences at home. Families can talk about pictures, share stories in any language, revisit a much-loved book and listen to a child read a suitable text. Explain that rereading supports confidence and fluency, and that enjoyment and conversation matter as much as completing a book.

## Framework review

Use the framework flexibly: plan from the child's current strengths, teach the next manageable step, and review whether the teaching has helped. Keep reading purposeful, joyful and connected to children's growing knowledge of language and the world.