



The Northaw Reading Framework

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This framework establishes the principles we aim to follow in reading at Northaw.

Language comprehension

- 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 across the curriculum, listening, and talking with a partner and giving feedback.
- 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 communications needs.
- Teachers are aware of practices that could reduce interactions with children, e.g. collecting evidence, 'hands up' and noisy environments.

Poetry, rhymes and songs

- The daily poetry, rhyme and singing session is a priority.
- Poems, rhymes and songs for each year group are listed (see Appendix 1).

Story times

- The daily time for stories is a priority.
- Teachers prepare the story reading so they can capture children's attention.
- Extra small-group story times 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, and non-fiction are organised, listed and shared (see Appendix 2).
- 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 (see Appendix 3 and Appendix 4).
- Book corners are appealing to children and uncluttered.
- Children have time to browse, and re-read or retell stories that have been read to them.

Principles underpinning the teaching of phonics

- Teachers understand the nature of the English alphabetic code.
- Teachers understand the principles underpinning a programme of synthetic phonics.¹

Teaching a systematic programme

- The school has adopted a systematic synthetic phonics (SSP) programme for all pupils who are learning to read.²
- Direct teaching of phonics takes place every day for all children from the start of the reception year until they can decode.
- Interactive lessons ensure all children participate fully.
- Teachers review GPCs (grapheme-phoneme correspondences) already taught and provide further practice when children have gaps in their knowledge.
- Children are taught correct letter formation and practise it daily. To write, they should sit comfortably on a chair at a table.
- Children are given tasks that allow them to practise and apply what they have been taught.
- Children practise reading only with books or texts 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. Letter cards, friezes and posters showing GPCs should match the phonics programme the school has chosen.
- The organisation of books is matched closely to the order in which the phonics programme introduces GPCs and exception words.
- Enough books or texts 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 (see Appendix 5).

Assessment

- Teachers understand the difference between formative and summative assessment in relation to reading.
- Teachers use formative assessment throughout a lesson.
- Teachers assess pupils' GPC knowledge, skill in blending GPCs into words and reading words 'at a glance', and the speed pupils can read these words in a text.

¹ Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse pupils by mixing material from different programmes or across different classrooms – hence the phrase 'fidelity to the programme'. For example, one programme might use the term 'split digraph', while another might refer to 'magic e' for the same vowel GPC in a word such as 'late'.

² A systematic programme is essential for teaching phonics. Opportunities sometimes arise, however, to teach more. When that happens, teachers can respond naturally and briefly. For example, after teaching that /j/ is represented with 'j', George might say that his name has the same sound but no 'j'. The teacher could praise his careful listening and show him how 'ge' in his name represents /j/.

Developing fluency

- Teachers develop pupils' fluency while they are learning to decode and continue to develop it once pupils can read words at a glance.
- Teachers understand why fluency is essential for pupils' reading comprehension.
- Accurate decoding is assured before children move on to read a new book.
- Teachers explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance.
- Pupils, from the earliest stage, re-read books to practise and improve their fluency.
- In all lessons, teachers provide practice in decoding unfamiliar words from a text pupils are about to read and explain their meaning.
- Teachers provide pupils with a wide range of familiar poetry, stories and non-fiction books to read in school and at home.
- Teachers read aloud to pupils, across the curriculum, providing a model of fluency.
- Teachers use a range of strategies to support and develop pupils' fluency, e.g. echo reading and choral reading.
- Teachers provide extra practice for pupils who need support in developing fluency.

Keeping up from the start

- 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. They should continue to be assessed until they can read fluently.
- 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.

Pupils who need more support

- Assessments identify pupils with poor word reading and fluency as soon as possible.
- Sufficient support accelerates progress, including for new arrivals and pupils who are learning English as an additional language.³
- Each pupil receiving daily extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; time at the school; their attendance, and previous teaching.
- Leaders manage the timetable effectively, so pupils receive sufficient time to catch up with their decoding and fluency. (It is likely that pupils may need to miss other lessons, or form time, while they catch up.)
- Well-trained staff make sure that pupils get effective teaching to catch up rapidly.
- Leaders support and monitor interventions closely and the impact on pupils' progress is evaluated regularly.

Book club

- Book club, for every class, is timetabled without interruptions.
- Teachers take time to get to know their pupils as readers and know their likes, dislikes and interests.

³ The phonics programme a school chooses for catch-up provision should be an SSP programme, as for beginner readers. However, for older pupils who are still at the earliest stages of learning to read, schools might want to avoid SSP programmes specifically designed for younger pupils and consider age-appropriate lessons, as well as reading materials that develop pupils' decoding and fluency.

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- Teachers have up-to-date subject knowledge of literature and other books that help pupils to put in the reading miles.
- Teachers use a range of promotional activities to 'hook' children into reading.
- Teachers emphasise the intrinsic rewards of reading for pleasure, rather than use extrinsic motivations, e.g. quizzes and prizes. Where rewards are offered, these are reading based.⁴

Class reading time

- All pupils benefit from class reading time, including those who need the most support with their reading.
- Class reading time, for every class, is timetabled efficiently and effectively, without interruptions.
- Space in classrooms is organised so that pupils can concentrate on reading and do not disturb others.
- Teachers use class reading time to support pupils, listening to them read, discussing texts with groups or supporting pupils to choose.
- Behaviour and routines are established so that pupils spend as much time as possible actually reading.
- Pupils have a book with them throughout the day.

Reading across the curriculum

- Whole-class interactive strategies with choral work and partner discussion help pupils understand and remember what they are learning.
- Subject leaders work with class teachers to agree on which texts pupils will read in science and the humanities.
- Pupils have the chance to read texts to explore ideas from lessons in more depth, learning at their own pace.
- All pupils, including those who are not yet reading fluently, have access to the key knowledge in a lesson.
- Reading across the curriculum contributes to the reading culture; pupils are motivated to read related fiction and non-fiction in their own time.

Teaching reading in the English lesson

- Teachers introduce all pupils to a wide range of literature in reading lessons that they either could not or might not choose to read independently.
- Teachers' explanations, modelling and support are effective in teaching reading.
- Pupils have many opportunities to think deeply and discuss a range of rich and challenging texts.
- Pupils develop their fluency through practice: both reading independently and in pairs. On occasions, pupils will benefit from reading aloud to the class, but it is likely this will be after practising and preparing their performance, perhaps as part of work to develop fluency.
- The English curriculum distinguishes clearly between 'staying in the story' to teach reading and examining the author's craft to teach writing.
- The reading curriculum focuses on complete texts rather than extracts.
- Interventions based on reading comprehension strategies (primarily for upper KS2) are time limited.
- Teachers design the reading curriculum around building knowledge rather than around test domains.

⁴ Teachers should also be wary of restricting pupils to reading books from within one coloured level or band and labelling pupils as being on a specific colour. They should consider how pupils might feel embarrassed at being on a lower colour than their peers.

Leadership and management

- 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.
- The literacy/reading lead has expertise in and experience of teaching phonics.
- The literacy/reading lead has sufficient, dedicated time to fulfil the role.
- Sufficient time is planned for teaching phonics.
- Subject specialists consider the specific approaches required for reading in their own subject.
- Routines are strong, school-wide and reinforced consistently to support pupils' learning.
- Leaders use summative assessments to plan professional development.

Appendix 1

Poems, rhymes and songs for each year group

Early years foundation stage

1, 2, 3, 4, 5, Once I caught a fish alive
Baa black sheep
Bobby Shafto's gone to sea
Brush your teeth
Busy Farmer Ben
Clap, clap, hands, one, two, three
Dance, Thumbkin, dance
Did you ever see a bunny?
Dinosaurs
Down at the station
Dr Foster went to Gloucester
Five currant buns
Five little apples
Five little ducks went swimming one day
Froggy went a-courting
Golden Slumbers
Head, shoulders, knees and toes
Here is the beehive, where are the bees?
Here we go round the mulberry bush
Hickory Dickory dock
Horsie, horsie don't you stop
Humpty Dumpty sat on a wall
I hear thunder
I'm a pirate
I've got a body

Incy wincy spider
It's raining, it's pouring
Jack and Jill
Little Tommy Tucker
London Bridge is falling down
Old King Cole
Old MacDonald had a farm
One finger, one thumb, keep moving
One tomato, two tomatoes
Ride a cock horse to Banbury Cross
Row, row, row your boat
Rub-a-dub dub
Sleep, sleep, little one, sleep
Ten green bottles
Ten in the bed
The bear went over the mountain
The big ship sails on the ally oh
The grand old Duke of York
The Muffin Man
This is the way we lay bricks
Three blind mice
Twinkle, twinkle little star
We're marching in our wellingtons
When Goldilocks went to the house of the bears
When you want to make a spell
Wind the bobbin up

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx>

Key stage 1

A cat came dancing
A sailor went to sea, sea, sea
Cobbler, cobbler mend my shoe
Diddle dumpling my son John
Down in the jungle
Five little men in a flying saucer
Five little monkeys jumping on the bed
Five little monkeys swinging from a tree
Five little speckled frogs
Goosey, goosey, goosey
Hickety Pickety my red hen
I am the baker man
I can sing a rainbow
I have a furry kitten

I know an old lady who swallowed a fly
I went to visit a farm one day
If you're happy and you know it
Little Bo Peep
Little Boy Blue come blow your horn
Little Jack Horner
Little Miss Muffet
Look at the sneaky crocodile
Mary, Mary quite contrary
Miss Molly had a dolly
Oats and beans and barley grow
Old Mother Hubbard
One big hippo
One man went to mow
One, two, buckle my shoe

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Oranges and lemons
Polly put the kettle on
POP! goes the weasel
Ring-a-ring-a-roses
Rock a-bye, baby
See Saw Margery Daw
Sing a song of sixpence
Ten fat sausages sizzling in a pan
The animal fair
The animals went in two by two
The goats came marching

The Hokey Cokey
The magic porridge pot
The north wind doth blow
The twelve days of Christmas
The wheels on the bus
There's a hole in the bottom of the sea
This old man
We're driving in our car
When I was young I sucked my thumb
Wiggly Woo
Yellow Bird

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx>

Appendix 2

High-quality stories to read aloud to children, including traditional and modern stories, and non-fiction

Early years foundation stage

Author/Illustrator	Title
Janet & Allan Ahlberg	Each Peach Pear Plum
Nick Butterworth & Mick Inkpen	Jasper's Beanstalk
Rod Campbell	Dear Zoo
Eric Carle	The Very Hungry Caterpillar
Lynley Dodd	Hairy Maclary from Donaldson's Dairy
Julia Donaldson & Axel Scheffler	The Gruffalo
Julia Donaldson & Axel Scheffler	Room on the Broom
Mary Finch & Kate Slater	The Little Red Hen
Eric Hill	Spot's Birthday Party
Pat Hutchins	Rosie's Walk
Anna Llenas	The Colour Monster
Bill Martin Jr & Eric Carle	Brown Bear, Brown Bear, What Do You See?
Sam McBratney & Anita Jeram	Guess How Much I Love You
A A Milne	Winnie the Pooh
Jill Murphy	Whatever Next!
Michael Rosen & Helen Oxenbury	We're Going on a Bear Hunt
Michael Rosen & Kevin Waldron	Chocolate Cake
Nick Sharratt & Pippa Goodhart	You Choose
Steve Smallman & Caroline Pedler	Scaredy Bear
Martin Waddell & Patrick Benson	Owl Babies
Martin Waddell & Helen Oxenbury	Farmer Duck

NB The book corner is usually restocked from the library at half term. This list is reviewed annually.

Key stage 1

Author/Illustrator	Title
Giles Andreae & Guy Parker-Rees	Giraffes Can't Dance
Ronda & David Armitage	The Lighthouse Keeper's Lunch
Jeff Brown & Rob Biddulph	Flat Stanley
Anthony Browne	Gorilla
Eileen Browne	Handa's Surprise
Roald Dahl	Fantastic Mr Fox
Roald Dahl	George's Marvellous Medicine
Alex Deacon	Beegu
Julia Donaldson & Axel Scheffler	The Highway Rat
Julia Donaldson & Axel Scheffler	The Snail and the Whale
Julia Donaldson & Axel Scheffler	Zog
Julia Donaldson & Nick Sharratt	Wriggle and Roar!
Sue Hendra & Paul Linnet	Barry
Shirley Hughes	Dogger
Oliver Jeffers	Lost and Found
Judith Kerr	The Tiger Who Came to Tea

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David Litchfield	The Bear and the Piano
David McKee	Elmer
David McKee	Not Now, Bernard
Jill Murphy	Peace at Last
Maurice Sendak	Where the Wild Things Are
Martin Waddell & Barbara Firth	Can't You Sleep, Little Bear?
Martin Waddell & Barbara Firth	Let's Go Home, Little Bear

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Lower key stage 2

Author/Illustrator	Title
Anthony Browne	Hansel and Gretel
Bill's New Frock	Anne Fine
Lara Hawthorne	Alba
Mary Norton	The Borrowers
J K Rowling	Harry Potter and the Philosopher's Stone
Jon Scieszka & Lane Smith	The True Story of the Three Little Pigs!
Joshua Seigal	I Don't Like Poetry
E B White	Charlotte's Web
Robin Jacobs & Sophie Williams	Earth-Shattering Events
Sam Falconer	Water Cycles
Naomi Walmsley & Mia Underwood	Hunter Gatherer
Neil Tonge	The Anglo-Saxons

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Upper key stage 2

Author/Illustrator	Title
Frank Cottrell Boyce	Cosmic
Carol Ann Duffy	New and Collected Poems for Children
John Foster	The Poetry Chest
Morris Gleitzman	Once
Anothony Horowitz	Stormbreaker
Michael Morpurgo	Private Peaceful
R J Palacio	Wonder
Daniel Pennac	Dog
Onjali Q Rauf	The Boy at the Back of the Class
Louis Sachar	Holes
Rebecca Kahn	Rivers
Heather Alexander & Alan Berry Rhys	Only in America
Tracey Kelly	The Maya
Izzi Howell	Benin

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Appendix 3

The benefits of reading aloud at home

Introduction

Your child will bring home two books. One is for your child to read to you. It has been carefully chosen so that they can work out all the words. The other book has words your child may not be able to read yet. It is for you to read to your child and talk about together.

How to read a story to your child

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.

Read favourite stories over and over again. On later readings:

- 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: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

Appendix 4

10 top tips for parents to support children to read

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Libraries in England are able to open from 4 July, so visit them when you're able to and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See [Libraries Connected](#) for more digital library services and resources.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

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9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

Appendix 5

How the school will support children to keep up from the start through extra 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. They should continue to be assessed until they can read fluently.

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.

Appendix 6

Recommended reads

Lower key stage 2

Author/Illustrator	Title
Peter Brown	The Wild Robot
Anthony Browne	Voices in the Park
Catherine Fisher	The Snow-Walker's Son
Tom Fletcher & Shane Devries	The Creakers
Dick King-Smith	The Sheep-Pig
C S Lewis	The Lion, the Witch and the Wardrobe
Glenda Millard & Stephen Michael King	Perry Angel's Suitcase
Michael Morpurgo	The Puffin Keeper
Michael Morpurgo	Why the Whales Came
Linda Newbery	Cat Tales
Philippa Pearce	The Battle of Bubble and Squeak
Dave Pilkey	Dogman
Philip Pullman	The Firework-Maker's Daughter

NB This list is reviewed annually.

Upper key stage 2

Author/Illustrator	Title
Joan Aiken	The Wolves of Willoughby Chase
David Almond	Skellig
David Almond & Levi Pinfold	The Dam
Sophie Anderson	The House with Chicken Legs
River Boy	Tim Bowler
Jill Paton Walsh	Fireweed
Michelle Paver	Wolf Brother
Philip Pullman	Clockwork or All wound Up
Rick Riordan	Percy Jackson and the Lightning Thief
S F Said	Varjak Paw
Robin Stevens	Murder Most Unladylike
Shaun Tan	The Arrival
Thomas Taylor	Malamander
J R R Tolkien	The Hobbit
Jessica Townsend	Nevermoor – The Trials of Morrigan Crow

NB This list is reviewed annually.