

The New Reading Framework

In September 2021, the government introduced a new 'Reading Framework'. The purpose is to emphasise how vital it is that **all** children become confident and proficient readers. There is also a particular focus on spoken language as the foundation for literacy.

In response to this, all schools are required to deliver a high quality, validated phonics programme as well as ensuring that all children read books that are closely matched to their current phonic ability. Children should only move on when they have a high degree of fluency at that phonic level.

Research shows if children are confident and proficient readers at an early age, they have better educational outcomes and life chances.

At St Michael's School we have successfully delivered a phonics programme called 'Read, Write, Inc' for a number of years. We are pleased to inform you that this programme is on the validated list.

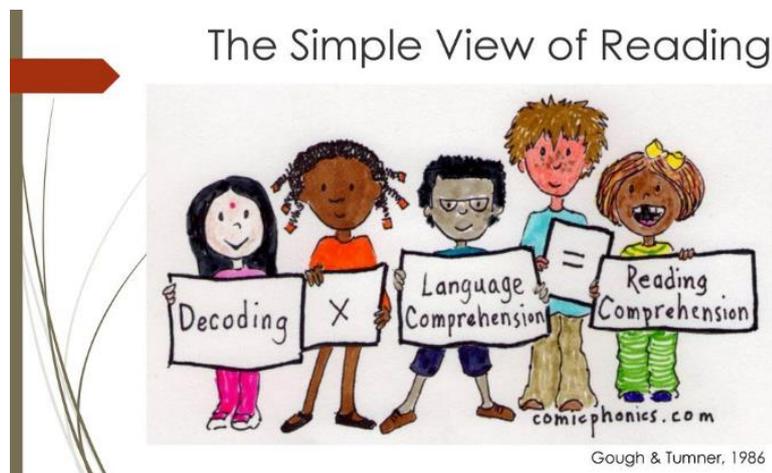
We intend to give you more information on the Reading Framework at our curriculum evenings, however as we are now beginning to send reading books home, we believe it is important that you understand how your child will read/be read to at school and therefore how they should read/be read to, at home with you.

The leaflet below provides information on '**how your child will read to you**' (with a focus on decoding) and '**how you will read to your child**' (a focus on comprehension and vocabulary).

Once your child has mastered the **alphabetic code** and is a fluent reader, they may bring home more than one book per week, depending on the length of the text. The aim is still to re-read books in order to consolidate comprehension skills and embed good vocabulary.

At school we will focus on decoding when your child is reading to us and we will focus on comprehension and vocabulary in our teacher led, guided reading session and the end of day story sessions.

(For your reference we have attached a copy of the RWI alphabetic code chart with rhymes).



Reading stories to children

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 your child will read to you

Your child should read their book to you daily. The book should be re-read daily in order for your child to develop a high level of fluency. Your child should use their phonic knowledge to decode the words. Please encourage your child to use this strategy in order to read the words (i.e. d-o-g; dog! Sh-i-p; ship!)

Once your child is fluent with the text, the words should go into their memory bank and they can retrieve these when reading future books.

How to read a story to your child

If you can find the time beforehand, 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.
 - Talk about the language.....'do you know what that word means....'; 'have you heard it before'.

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				