



Peters

Supporting the reading framework for primary schools

- Developing lifelong readers • Embedding a reading culture
- Phonics teaching • Shared reading • Beyond decoding

Includes our guide to the phonics changes



Creating lifelong readers

The benefits of reading and reading for pleasure for children are widely known. The recently released DfE reading framework places reading for pleasure at its heart; while phonics teaching is vital, it should be positioned in the context of developing fluent readers and writers, and as a means by which children learn to love reading for pleasure.

“Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background.”

The Department for Education’s Reading Framework, July 2021

“Head teachers need to prioritise reading and make it their mission to make sure every child in their school becomes a fluent reader.”

The Department for Education’s Reading Framework, July 2021

Being able to read fluently is a springboard to children’s future attainment, and part of learning to read fluently is reading and enjoying a wide range of texts. One way schools can help their pupils do this is by ensuring that they have a broad and diverse range of books in school for both independent and shared reading. Reading should also be embedded in every pupil’s learning and in every classroom to create a reading culture throughout the school – and teachers can model a love of reading to inspire their pupils.



Stories play a key role in developing young children's vocabulary and language, and teachers can expand pupils' store of words through stories in particular. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and therefore also for wider learning and progress.

Phonics teaching should work alongside the embedding of a reading culture and developing children's enjoyment of reading. Schools are required to teach a programme of systematic synthetic phonics from Reception, 'equipping children with phonic knowledge and skills they need to become fluent readers by the age of seven'.

At Peters we are passionate about inspiring children and young people to read, and support schools with books for reading for pleasure and for the curriculum, as well as, of course, phonics.



Supporting schools' phonics requirements – what's changing?

As you will already be aware, the Department for Education (DfE) are bringing in some changes that will impact the teaching of phonics in many schools, and the phonics books that are likely to be required in 2021/22.

Phonics remains key to the effective teaching of reading in schools, and all schools will still be required to show that they have a systematic synthetic phonics programme in place with consistent implementation across every class.

“Daily phonics sessions should begin as soon as children start their Reception year. Learning to read and write letters develops phonemic awareness rapidly.”

The Department for Education's Reading Framework, July 2021

However the Letters and Sounds framework, which launched in 2007, will be removed from the DfE's list of validated systematic synthetic phonics programmes (SSPs) in 2022. Many schools have been successfully using Letters and Sounds for their phonics teaching, but it is no longer deemed to be a full SSP, as it requires schools to build their own programme of teaching and resources around the framework. The validation process for a new set of SSPs is taking place between now and February 2022, and the DfE have already started releasing this new list of validated programmes (see page 6 for details).

Those schools already teaching phonics successfully using the Letters and Sounds framework may continue to use it and their existing books and resources, as long as they are taking an approach that is rigorous, systematic, used with fidelity and achieves strong results for all pupils, including those in the bottom 20%.



Schools that need to improve their phonics provision may continue to use Letters and Sounds for the time being, as it will remain on the validated list until 2022. After Spring 2022, schools wanting to improve their practice will be strongly encouraged to use an SSP programme from the validated list, although it is not mandatory. The one exception is if schools are receiving funding and support through the English Hubs programme; if this is the case they must use a validated SSP. Those schools should contact their English Hubs for advice.

Whether your school is introducing a new SSP, or continuing with your existing approach, all books used in phonics lessons or as home readers must be 100% decodable at the point they are introduced. Many SSPs have books embedded and closely linked to the SSP, and Peters can support and advise on the relevant decodable books, including books for children to take home.

"A systematic phonics programme includes sufficient 'decodable' books or texts, so that children can practise, at school and at home, their increasing knowledge of GPCs (grapheme phoneme correspondences) and their blending skill in meaningful contexts."

The Department for Education's Reading Framework, July 2021



Useful links

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

<https://www.gov.uk/education/phonics>

<https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment>

DfE validated systematic synthetic phonics programmes (SSPs)

The following SSPs were validated in July 2021, which means they have been assessed by their publisher and an expert panel and are considered to meet the latest Department for Education (DfE) criteria for an effective systematic synthetic phonics programme.

Peters can support schools with decodable readers closely linked with the following validated programmes, as well as books to complement other phonics programmes and provision.

NEW Essential Letters and Sounds

Essential Letters and Sounds is a new SSP based on Letters and Sounds (2007), developed by one of the DfE's English Hubs, the Knowledge Schools Trust. It supports schools to teach phonics effectively using Letters and Sounds, and works with a range of existing decodable books from Oxford – Word Sparks, Project X Hero Academy, Alien Adventures and Traditional Tales. You can add extra strands to extend the range of decodable readers you already have.



NEW Little Wandle Letters and Sounds Revised

Little Wandle is a new SSP created by two English Hub schools, endorsed by Sir Jim Rose of the Rose Review, and Jenny Chew OBE, both of whom were involved in writing the Letters and Sounds framework in 2007. Membership of Little Wandle Letters and Sounds Revised includes weekly content for every phonics lesson for Reception and Year 1, video and written guidance, support for parents, how-to videos, assessment material and training. Little Wandle have joined forces with Collins Big Cat to develop 120 fully decodable readers (fiction and non-fiction) linked to the programme.



NEW Reading Planet Rocket Phonics

Reading Planet Rocket Phonics by Abigail Steel (published by Hodder) has been validated by the DfE, and provides a complete package of resources to teach reading and writing. Aligned to Letters and Sounds 2007, all of the books are designed to deliver on reading for enjoyment and information alongside decoding, through a rich variety of fiction and non-fiction titles designed to capture every child's interest.



Bug Club Phonics

Bug Club Phonics gives pupils a firm foundation in phonics at Foundation and Key Stage 1 and is a complete programme linked to the Letters and Sounds framework. The programme includes ready-made, daily phonics lessons covering the Letters and Sounds GPCs and activities for blending for reading and segmenting for spelling. Bug Club Phonics is supported by 134 100% decodable books.



Floppy's Phonics Teaching Programme

Floppy's Phonics, developed by Debbie Hepplewhite is already a validated SSP and remains so until February 2022. There are plans for it to be re-submitted for the next validation round this October. Matched to Letters and Sounds 2007, it includes 48 fully decodable fiction titles with free teacher support available online. More titles are due to be published in Spring 2022.



Call: **0121 666 6646** or email: **hello@peters.co.uk**

Jolly Phonics

Jolly Phonics is already a validated SSP, and there are plans for it to be re-submitted for validation under the new criteria ahead of February 2022. Jolly Phonics gets children reading early and fluently and has recently been given a vibrant new redesign. Fully decodable Little Word Books and World Readers are available now.



Phonics International

Phonics International is a DfE re-validated programme from leading synthetic phonics expert Debbie Hepplewhite, based on research and leading practice. It has a bank of free unique teaching and learning resources, which can be printed, viewed online or projected on to whiteboards for classroom use. Training is also available. The No Nonsense Phonics programme can be used to complement Phonics International if teachers prefer some ready-made hard copy resources, especially if wanting a quick launch for beginners or intervention. These resources can be purchased direct from Raintree and/or Phonics International Ltd.



NEW No Nonsense Phonics

No Nonsense Phonics is a newly validated SSP programme, closely aligned to Phonics International. It provides a logical step-by-step approach to teaching reading, spelling, handwriting and language comprehension, guiding the student and the teacher through a series of carefully designed systematic phonics routines. The No Nonsense Phonics Skills hard copy Pupil Books and Teacher Books (Raintree) form a part of this programme, with additional hard copy resources and training provided by Phonics International Ltd.



Read Write Inc.

Read Write Inc., developed by Ruth Miskin, is a validated SSP which offers a transformational approach to teaching literacy, raising results and standards of behaviour across the whole school. RWI contains five free-standing programmes which can be used independently, or as a whole school literacy programme. Covers phonics, writing, literacy and language skills, spelling, and intervention.



The following SSPs have also been validated, with resources available directly from the publishers or creators:

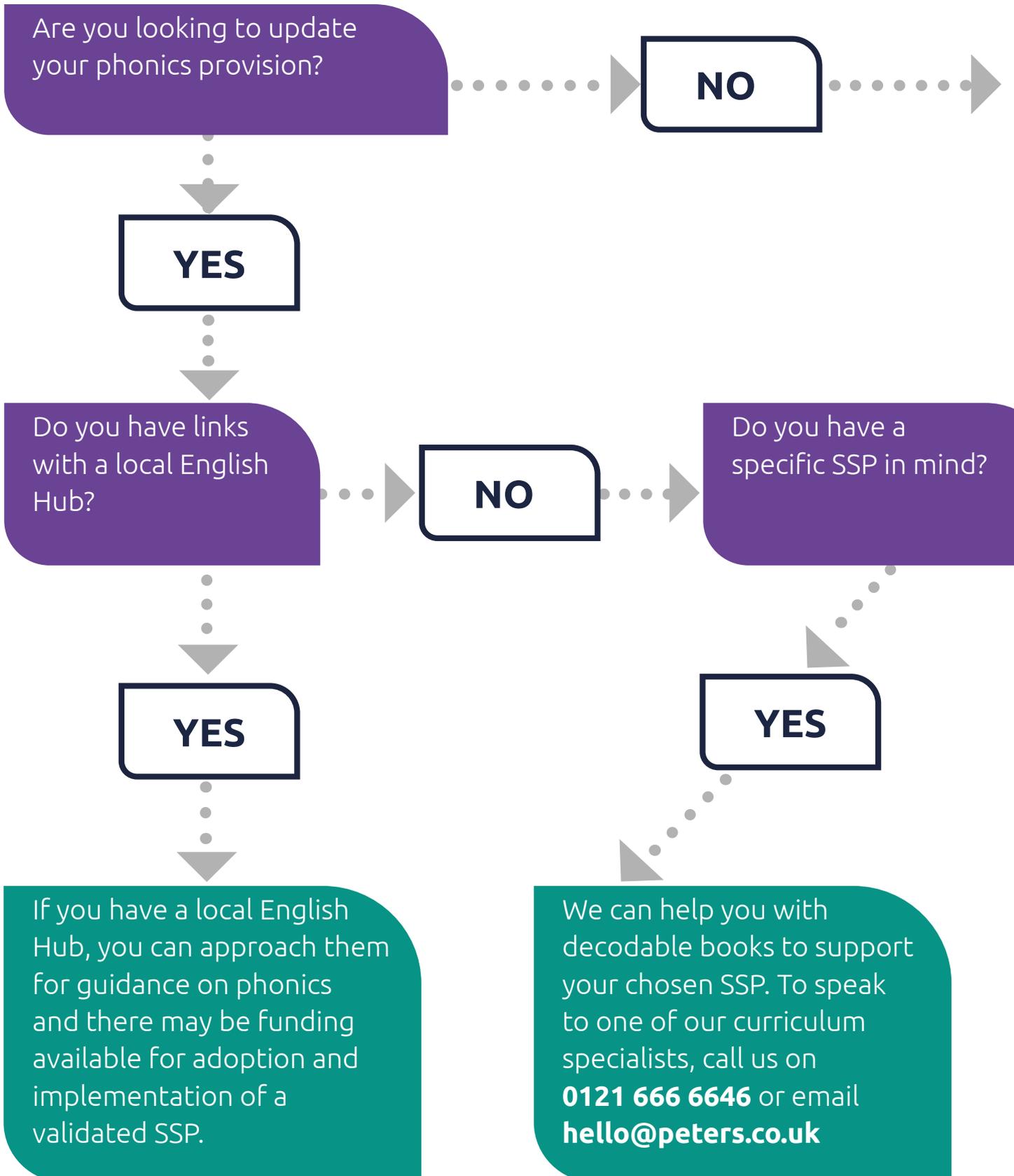
- Letterland
- Sounds-Write
- Sound Discovery
- Sounds Together
- Success for All Phonics



This is the first wave of validation, with more SSPs likely to be validated by February 2022. Details of newly validated SSPs will be added to peters.co.uk as soon as they become available.

How our team can help

Answer the questions on your school's approach to phonics below to find out how we can support you.



Is your school sticking with a successful programme that you're already using?

YES

Do you need to top up on your decodable books, or extend your catch-up provision at KS2?

NO

YES

We can advise on the newly validated SSPs and which books are available to support them. To speak to one of our curriculum specialists, call us on **0121 666 6646** or email **hello@peters.co.uk**

We can help you with top ups or replacement decodable books as well as additional books for Year 2. To speak to one of our curriculum specialists, call us on **0121 666 6646** or email **hello@peters.co.uk**



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Shared reading

Books chosen as home readers should be carefully selected so that they are at the right level to reinforce children's existing GPCs (grapheme phoneme correspondences) knowledge and increase confidence in their abilities, gaining enough accuracy and fluency to read a wide range of children's literature. The challenge is also to make sure that the right books support all children to thrive, whatever their background – there should be a selection of books that reflect the background, culture and heritage of all children within the school.

What next?

Catch up

The reading framework emphasises that pupils need to keep up with their peers rather than be helped to catch up later, so catch up should be integrated into teaching throughout. Where pupils are making insufficient progress, efforts should be made to provide them with extra practice and support. To continue to develop these pupils' language and vocabulary, and encourage a love of reading, their class teachers should make sure that they listen to and discuss the same texts that their peers read in their English lessons. The school should also continue to use the phonics assessment in its chosen programme to correctly identify the gaps in their progress.

For current Year 2 children who aren't yet reading at the expected levels, there are 2007 Letters and Sounds framework aligned decodable books available including Collins Big Cat 7+, Rapid Phonics and the Phonic Books series.

Schools implementing a new SSP in 2021/22 will need to consider their approach for Year 2 pupils – whether they will continue with the previous SSP, or move across to the new one along with Reception and Year 1.

Beyond decoding

If you're looking for levelled books beyond Year 2, we can advise on book banded titles and the Accelerated Reader™ programme for primary schools.

Teachers are the best people to promote a love of reading, but if you need inspiration or ideas on the latest texts, we support schools in providing a wide range of texts that are both inclusive and diverse, to help create a reading culture. Our team create book lists to help inspire a love of reading, and can support with both fiction and non-fiction for school libraries and classroom reading corners.

Contact our team

If you'd like support with choosing additional decodable or highly decodable texts to send home with your pupils for shared reading, or advice on catch up or levelled books, we can help.

Email hello@peters.co.uk to speak to one of our curriculum specialists.



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