



Recommendations

240. These recommendations build on those proposed in the interim report and are set out under the aspects of the remit given by the Secretary of State.

teaching, showing how robust assessment of children's learning secures progression in phonic work and how literacy is developed across the curriculum from the Foundation Stage onwards.

Aspect 1

What best practice should be expected in the teaching of early reading and synthetic phonics

- The forthcoming Early Years Foundation Stage and the renewed Primary National Strategy Framework for teaching literacy should provide, as a priority, clear guidance on developing children's speaking and listening skills.
- High quality, systematic phonic work as defined by the review should be taught discretely. The knowledge, skills and understanding that constitute high quality phonic work should be taught as the prime approach in learning to decode (to read) and encode (to write/spell) print.
- Phonic work should be set within a broad and rich language curriculum that takes full account of developing the four inter-dependent strands of language: speaking, listening, reading and writing and enlarging children's stock of words.
- The Primary National Strategy should continue to exemplify 'quality first

Aspect 2

How this relates to the Early Years Foundation Stage and the development and renewal of the National Literacy Strategy's *Framework for teaching*

- For most children, high quality, systematic phonic work should start by the age of five, taking full account of professional judgments of children's developing abilities and the need to embed this work within a broad and rich curriculum. This should be preceded by pre-reading activities that pave the way for such work to start.
- Phonic work for young children should be multi-sensory in order to capture their interest, sustain motivation, and reinforce learning in imaginative and exciting ways.
- The searchlights model should be reconstructed to take full account of word recognition and language comprehension as distinct processes related one to the other.
- The Early Years Foundation Stage and the renewed literacy framework must be compatible with each other and make sure

that expectations about continuity and progression in phonic work are expressed explicitly in the new guidance.

Aspect 3

What range of provision best supports children with significant literacy difficulties and enables them to catch up with their peers, and the relationship of such targeted intervention programmes with synthetic phonics teaching

- It is not the purpose of intervention work to shore up weak teaching at Wave 1. Settings and schools should establish 'quality first teaching' to minimise the risk of children falling behind and thereby secure the most cost effective use of resources. High quality phonic work should therefore be a priority within Wave 1 teaching.
- Given that intervention work will be necessary, settings and schools should make sure that additional support is compatible with mainstream practice. Irrespective of whether intervention work is taught in regular lessons or elsewhere, the gains made by children through such work must be sustained and built upon when they return to their mainstream class.
- Leading edge interventions should

continue to be exemplified in guidance showing how the best provision and practice are matched to the different types of special educational needs.

Aspect 4

How leadership and management in schools can support the teaching of reading, as well as practitioners' subject knowledge and skills

- Headteachers and managers of settings should make sure that phonic work is given appropriate priority in the teaching of beginner readers and this is reflected in decisions about training and professional development for their staff.
- Settings and schools should make sure that at least one member of staff is fully able to lead on literacy, especially phonic work.
- Those in leadership and management positions should make sure that the normal monitoring arrangements assure the quality and consistency of phonic work and that staff receive constructive feedback about their practice.
- Headteachers and governors should ensure that high quality teaching of reading in Key Stage 1 informs realistic and ambitious target-setting for English at Key Stage 2.

Aspect 5

The value for money or cost effectiveness of the range of approaches covered by the review.

- In order to ensure that initial training and professional development provide good value for money in the teaching of reading, including phonic work, the Training and Development Agency for Schools should consider all the steps set out under Aspect 5 of the remit.