

## Rose Review

- [Final report](#) - key findings from the final report published March 2006
  - [Interim Report](#) - Extracts from *The Independent Review of the Teaching of Early Reading, Interim Report*, by Jim Rose, December 2005
  - [Response](#) - TTYB joined other organisations concerned with early language and literacy to respond to *Interim Report* (January 2006)
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### **Key findings from the final report of the Rose review into the teaching of reading, March 2006**

"The forthcoming Early Years Foundation Stage and the renewal of the Primary National Strategy framework for teaching literacy provide powerful opportunities to reinvigorate and build upon these achievements and greatly reduce arbitrary boundaries between the Foundation Stage and Key Stage 1, without compromising the hard won, distinctive merits of the areas of learning and experience in the early years.

"In so doing, the new Early Years Foundation Stage and the renewed framework should make sure that best practice for beginner readers provides them with a rich curriculum that fosters all four interdependent strands of language: speaking, listening, reading and writing. The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently. Speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development. All these skills are drawn upon and promoted by high quality, systematic phonic work.

"Engaging young children in interesting and worthwhile pre-reading activities paves the way for the great majority to make a good start on systematic phonic work by the age of five. Indeed, for some, an earlier start may be possible and desirable. This is because it ill serves children to hold them back from starting systematic phonic work that is matched to their developing abilities and enables them to benefit from the wealth of opportunities afforded by reading from an early age. All that said, the introduction of phonic work should always be a matter for principled, professional judgement based on structured observations and assessments of children's capabilities."

The key recommendations in the Rose review build upon those proposed in the interim report, published December 2005. The recommendations are listed below for each area highlighted for examination by the report:

#### **Best practice in 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.
- Phonics work should be set within a broad and rich language curriculum that takes full account of developing the four interdependent 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 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.

### **Impact on the Early Years Foundation Stage and 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.

### **Provision for children with significant literacy difficulties 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.

### **Leadership and management in schools**

- 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.

For a summary of the Rose review visit  
[www.standards.dfes.gov.uk/rosereview/finalreport/](http://www.standards.dfes.gov.uk/rosereview/finalreport/).

## **Interim Report - Extracts from the Independent Review of the Teaching of Early Reading, by Jim Rose, December 2005**

### **Summary**

The development of speaking and listening skills requires fuller and more intensive attention to make sure that children acquire a good stock of words, learn to listen attentively, and speak clearly and confidently. These skills are the foundations of phonic work, for example, in building phonemic awareness. Moreover, they are prime communication skills, hugely important in their own right and central to children's intellectual, social and emotional development.

### **Listening and speaking**

An important, albeit obvious, early marker needs to be entered here that listening and speaking are the roots of reading and writing. From a wide range of contributors, as well as from inspection evidence, the indications are that settings and schools need to do more to boost listening and speaking skills across the curriculum. For instance, Ofsted noted recently in an overview report on English that:

*Too little attention has been given to teaching the full National Curriculum programme of study for speaking and listening and the range of contexts provided for speaking and listening remains too limited.*

Obviously, attention to speaking and listening at the earliest stages is especially important for children who enter settings and schools with limited language skills.

Learning is very much a social and a socialising activity for young children. Settings and schools provide massive opportunities and unique advantages for developing their speaking and listening skills. Such development depends upon creating conditions for children to interact with others: to engage frequently in worthwhile talk and attentive listening, build a good stock of words, explore how language works, understand what is said to them and respond appropriately - well before reading begins. The best work with young children also draws frequently on the power of story, drama and music to fire their imagination and enrich their language. The importance for young children of learning co-operatively in language-rich contexts cannot be over-stated.

Settings and schools should therefore give a high priority to the development of children's speaking and listening skills, both because they are intrinsically valuable and because they provide the foundations for the systematic teaching and learning of phonics, and higher order reading and writing skills.

### **Interim recommendations include:**

#### **Best practice**

Greater attention should be given to the development of children's speaking and listening skills because they are intrinsically valuable and because they provide the foundations for high quality phonic work.

#### **The Early Years Foundation Stage**

Work throughout the Foundation Stage should provide a rich, language environment that develops children's speaking and listening skills, helps them to understand what is said to them, and builds their confidence in speaking to others.

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## **Response to the Interim Report of the Independent Review of the Teaching of Early Reading**

This response comes from a number of organisations concerned with early language and literacy. Collectively we welcome and endorse the emphasis on speaking and listening skills outlined in the report. In particular, we are pleased to note the recognition of the importance of speaking and listening skills not only as the foundation for literacy learning but also for intellectual, social and emotional development.

Although not mentioned in the report, we also note and welcome the recent launch of the substantial Communicating Matters training material, produced by the DfES, Sure Start and the Primary National Strategy. If this training (or similar) was to be implemented through all Local Authorities it would ensure that everyone working with children in the early years would have a sound understanding of children's communication and language development, and it would deepen their understanding of how their own communicative behaviour impacts on children. Similarly, this topic should be included in all forms of pre-service training. As the materials note, all early years practitioners are teachers of communication and language.

The Interim Report also highlights that communication and language are best learned in a rich communicative environment. Empowering parents to provide this kind of support in the home is a significant part of the work that we all do, as we believe that parents are their child's first and most enduring teachers and need the confidence and knowledge to play their part. There are some excellent programmes in place in the community, informing and supporting parents as they learn to read, sing and communicate fully with their young children.

We hope that the Final Report will urge compulsion to train children's service staff so that they are fully equipped to support children and parents in the vital matter of early language and communication skills.

Liz Attenborough, **Talk To Your Baby**  
Rosemary Clarke, **Bookstart**  
Jenny Cobley, **Basic Skills Agency**  
Kamini Gadhok, **Royal College of Speech and Language Therapists**  
Clare Geldard, **I CAN**  
Linda Lascelles, **Afasic**  
Neil McClelland, **National Literacy Trust**  
Peter Silva, **Peers Early Education Partnership**  
Nicole Walker, **Early Years Library Network**

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