


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  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.

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American Historical Association



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Essential Theory for Primary Teachers Lynne Graham-Matheson, 2014-11-20 Essential Theory for Primary Teachers is a succinct accessible introduction to the key theories concepts and policies that have shaped primary education as we know it and underpin our practice in the classroom Written with the ever busy training and practising teacher in mind this straightforward guide offers the foundations for a solid understanding of how we teach and learn effectively and how we develop as professionals Together with key further reading highlights a glossary of acronyms and an at a glance timeline of the major events acts and policies in education it explains core topics A short history of the education system What is education for Inequality and education Special educational needs and inclusion Child development How children learn Theories of motivation Behaviour for learning Assessment for learning Understanding and using research evidence Undertaking your own action research project Essential Theory for Primary Teachers brings together in one volume theory and knowledge that stands the test of time it guides you through what others have said about them and will help you relate them to your own practice A much needed source of guidance for training and newly qualified teachers it will support you as you develop the skills you need to teach confidently and help your learners succeed

Education in Spite of Policy Robin Alexander, 2021-12-30 A national system of education cannot function without policy But the path to practice is seldom smooth especially when ideology overrules evidence or when ministers seek to micromanage what is best left to teachers And once the media join the fray the mixture becomes downright combustible Drawing on his long experience as teacher researcher government adviser campaigner and international consultant and on over 600 published sources Robin Alexander expertly illustrates and illuminates these processes This selection from his recent writing some hitherto unpublished opens windows onto cases and issues that concern every teacher Part 1 tackles system level reform It revisits the Cambridge Primary Review an evidence rich enquiry into the condition and future of primary education in England which challenged the UK government's policies on curriculum testing standards and more besides Here the reform narratives and strategies of successive governments are confronted and dissected Part 2 follows the development of England's current National Curriculum exposing its narrow vision and questionable use of evidence and offering a more generous aims driven alternative This section also investigates the expertise and leadership needed if children are to experience a curriculum of the highest quality in all its aspects Part 3 reaches the heart of the matter securing the place in effective pedagogy of well founded classroom talk a mission repeatedly frustrated by political intervention The centrepiece is dialogic teaching a proven tool for advancing students speaking thinking learning and arguing and an essential response to the corrosion of democracy and the nihilism of post truth Part 4 goes global It investigates governments PISA fuelled flirtations with what they think can be adapted or copied from education elsewhere examines the benefits and pitfalls of international comparison and ends with the ultimate policy initiative the United Nations mission to ensure inclusive and equitable quality education for all the world's

children Education in Spite of Policy is for all those teachers students school leaders and researchers who value the conversation of policy evidence and practice and who wish to explore the parts of education that policy cannot reach

National Curriculum Great Britain. Parliament. House of Commons. Children, Schools and Families Committee, Great Britain: Parliament: House of Commons: Children, Schools and Families Committee, 2009 The Committee for Children Schools and Families recommends major changes to the nature and management of the national curriculum In its current form the national curriculum essentially accounts for all the available teaching time and the Committee would like to see a cap placed so that less than half that time is prescribed centrally A slimmed down national curriculum designed much more from the learner's perspective setting out the learning that they have a right to access is recommended Parents should be provided with a copy of the national curriculum so that they can take on a greater role in overseeing the curriculum that their child experiences The Committee is not convinced by the proposed Programmes of Study for the primary curriculum put forward in the interim report of the Rose Review available at <http://publications.teachernet.gov.uk> which seem unnecessarily complex takes a similar view on the new secondary curriculum and is concerned at some of the Early Learning Goals specified in the Early Years Foundation Stage there should be more emphasis at this stage on developing speaking listening and social skills All schools should have the freedoms in curriculum matters enjoyed by Academies and should not be pressured to follow the non statutory National Strategies guidance The report also stresses the importance of empowering professional teachers rather than the current approach of prescription and direction The coherence and continuity in the curriculum is another concern with a history of piecemeal creation and amendment to frameworks from 0 to 19 The Committee recommends an independent curriculum authority be established to review and then keep the curriculum refreshed

Teaching Media in Primary Schools Cary Bazalgette, 2010-10-05 Topics covered include understanding children's relationships with media and how to build on these constructively getting to grips with multimodality developing children's critical skills through watching and analysing moving image media and more

Beginning Teaching, Beginning Learning: In Early Years And Primary Education Moyles, Janet, Georgeson, Jan, Payler, Jane, 2011-08-01 This collection provides an introduction to the practical skills which all student teachers have to develop as well as celebrating the unpredictability and excitement of working with interested and inquisitive children

Inspirational Teachers Inspirational Learners Will Ryan, 2011-03-14 What is it that Inspirational teachers do differently In short they plan for their pupils to be inspirational Many teachers who join the teaching profession do so because they were taught by inadequate teachers and they feel they can provide a far better and more exciting education for youngsters than they received themselves Whereas other teachers speak with clarity of detail about stimulating and influential teachers who inspired their lives and now they want to do the same This book is an examination of what our most inspirational teachers do in order to get creative and inspirational responses from children It aims to put fun back into teaching provide a framework for creativity in the twenty

first century and act as a book of hope for the new curriculum proposals **Children's Perspectives on Integrated Services** Mary Kellest,2011-09-06 Launching Palgrave s new Interagency Working in Health and Social Care series this book provides one of the first reflective assessments of the Every Child Matters legacy of New Labour Woven through with the voice of the child it examines the new landscape of children s services in both principle and practice **Children, Their World, Their Education** Cambridge Primary Review (Organization),2010 Children Their World Their Education presents the findings and recommendations of the Cambridge Primary Review *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2009 Contains the 4th session of the 28th Parliament through the session of the Parliament

Annual Report of the Minister of Mines British Columbia. Department of Mines,1919 **English Heritage Annual Report and Accounts** English Heritage,2008 *Annual Report of the Minister of Mines for the Year Ending ...* British Columbia. Department of Mines,1924 *Annual Report* USA Patent Office,1880 *Annual Report of the Elgin State Hospital* Illinois Northern Hospital for the Insane (Elgin, Ill.),1888 **Annual Report of the American Historical Association** American Historical Association,1924 **Annual Report of President and Secretary of the Bricklayers, Masons, and Plasterers' International Union of America** Bricklayers, Masons, and Plasterers International Union of America,1914 **Hand-book and Annual Report of the Board of Education of the Methodist Episcopal Church** Methodist Episcopal Church. Board of Education,1893 **The Fourth Annual Report. The 53rd (66th-157th) Annual Report (and Financial Statement)**. London city mission,1901 Annual Report of the Superintendent of Banks of the State of California California. State Banking Department,1919 **Auditor's ... Annual Report of the Receipts and Expenditures of the City of Boston, and the County of Suffolk, for the Financial Year ...** Boston (Mass.). Auditor's Office,1883

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