


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.

Jim Rose Interim Report 2008

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Jim Rose Interim Report 2008:

Unveiling the Power of Verbal Art: An Mental Sojourn through **Jim Rose Interim Report 2008**

In some sort of inundated with monitors and the cacophony of fast connection, the profound power and mental resonance of verbal art often disappear in to obscurity, eclipsed by the regular assault of noise and distractions. However, set within the lyrical pages of **Jim Rose Interim Report 2008**, a interesting work of literary brilliance that impulses with raw thoughts, lies an unforgettable trip waiting to be embarked upon. Composed by a virtuoso wordsmith, this enchanting opus manuals readers on a mental odyssey, delicately revealing the latent possible and profound influence embedded within the complicated internet of language. Within the heart-wrenching expanse of this evocative examination, we can embark upon an introspective exploration of the book is key subjects, dissect their interesting publishing design, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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