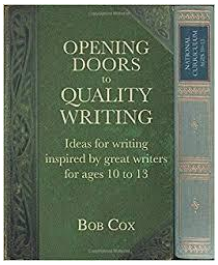
National Curriculum Guidance for the Teaching of Reading

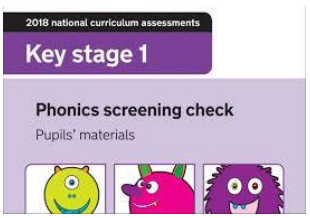


Skills Progression and Challenge in Reading:
In Key Stage Two, the focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are the same: **it is the complexity of the text that increases the level of challenge.**

Year 3 and 4 Guidance:
By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Year 5 and 6 Guidance:
By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Children Who Are Not Decoding Properly:
It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.



SKILL PROGRESSION LKS2 TO UKS2	
WORD READING	
A Year 3 or 4 child should…	**A Year 5 or 6 child should…**
In Y3 and 4, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. Pupils should be taught to:	***At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be taught to:***
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the NC, both to read aloud and to understand the meaning of new words they meet. *N.B. We have allocated the spellings in English Appendix 1 to specific year groups to support coverage and consolidation from previous years.* ***See doc 'Spelling Rules by Year Group'.***	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. *N.B. We have allocated the spellings in English Appendix 1 to specific year groups to support coverage and consolidation from previous years.* ***See doc 'Spelling Rules by Year Group'.***
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *N.B. We have separated this word list into year groups to support coverage and consolidation.*	
COMPREHENSION	
A Year 3 or 4 child should…	**A Year 5 or 6 child should…**
Chn should be taught to develop positive attitudes to reading and understanding of what they read by doing the following:	***Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by doing the following:***
Listen to **at least one** of each of the following books throughout the year: fiction, poetry, non-fiction, a play and a reference book or textbook. They should have the opportunity to discuss these during class reader time. These books must be age-appropriate and not a repetition of a previous book.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Read books that are structured in different ways and read for a range of purposes. *See* ***Writing Purposes and Texts*** *grid.*	Read books that are structured in different ways and read for a range of purposes. *See* ***Writing Purposes and Texts*** *grid.*
Use dictionaries to check the meaning of words that they have read.	
Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. *See* ***Writing Purposes and Texts*** *grid.*	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. *See* ***Writing Purposes and Texts*** *grid.*
Identify themes and conventions in a wide range of books.	Identify and discuss themes and conventions in and across a wide range of writing.
Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Discuss words and phrases that capture the reader's interest and imagination.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Recognise some different forms of poetry [for example, free verse, narrative poetry]	Learn a wider range of poetry by heart.

	Recommend books that they have read to their peers, giving reasons for their choices.
	Make comparisons within and across books.
Pupils should be taught to understand what they read, in books they can read independently, by doing the following:	***Pupils should understand what they read by doing the following:***
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Ask questions to improve their understanding of a text.	Ask questions to improve their understanding.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Identify main ideas drawn from more than one paragraph and summarise these.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure, and presentation contribute to meaning.
Pupils should also be taught to…	***Pupils should also be taught to…***
Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	Distinguish between statements of fact and opinion.
	Provide reasoned justifications for their views.