



## The reading framework- a summary

### Section 1: The importance of reading and a conceptual model

Teaching pupils to become confident and engaged readers is one of the most important ways to make a difference to their life chances – particularly for those who may have had an unpromising start. Section 1 sets out what all pupils need to become readers.

### Section 2: Language comprehension in Reception and key stage 1

The language children hear, both its quality and quantity, underpins their comprehension. This section provides practical advice on planning back-and-forth talk between children and adults, engaging children in high-quality story times, and bringing songs, rhymes and poetry to life.

### Section 3: Word reading and spelling

All teachers of reading need to understand the English alphabetic code and how systematic synthetic phonics (SSP) programmes teach it. This section describes how the code works, explains how SSP programmes are organised, and sets out what pupils need to learn in order to decode successfully.

### Section 4: Developing fluency

The pace at which a text can be read depends on the effort needed to understand it. This section shows how to support pupils' fluency so that their efforts can be directed to understanding what they read.

### Section 5: Pupils who need the most support

Pupils who have fallen behind or who are in danger of doing so need urgent support. The longer this takes to organise, the greater the harm to their well-being and education. This section shows how to identify and support them at whatever stage,

### Section 6: What skilled readers can do

It is easy to take our ability to read for granted. This section describes the processes involved in learning to read, from decoding print to becoming a confident and engaged reader. It sets the scene for the next sections.

## **Section 7: Organising books**

Putting the right books in pupils' hands at the right time is critical to their becoming readers. This section provides practical guidance about resourcing and organising books, so that pupils both learn to read and keep reading.

## **Section 8: Developing a reading for pleasure culture**

Being able to read and choosing to spend time doing so reinforce one another. This section provides practical guidance about building a school's reading culture so that pupils are persuaded to put in the reading miles.

## **Section 9: Reading across the curriculum**

The whole curriculum matters in developing pupils' reading comprehension, because good comprehension depends upon knowing a lot. This section explains the importance of selecting texts that cumulatively develop knowledge and encouraging pupils to talk about what they are learning.

## **Section 10: Teaching reading in the English lesson**

Teachers can make a difference to pupils' reading in the moment, but can also build habits for the future. This section supports them in choosing high-quality stories and poems, planning effective reading lessons, and helping pupils to construct coherent mental models of what they read and hear.

## **Section 11: National assessments**

Different aspects of reading are formally assessed at three points in primary school. This section explains the purposes of each assessment.

## **Section 12: Leadership and management of reading**

This section sets out what headteachers and other leaders need to do to create an expert reading team.

## **Section 13: Supporting pupils' reading in key stage 3**

This section gives guidance for key stage 3 teachers, and others, on identifying and supporting pupils who do not arrive at secondary school as confident and engaged readers. It also considers the particular challenges of reading that face all pupils at key stage 3.

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