

Reading: Substantive Threads

The following substantive threads run throughout the Reading curriculum and are continually revisited and developed as pupils move through the school. These threads reflect the key knowledge, skills and understanding that pupils build over time to become fluent, confident and thoughtful readers.

1. Word Reading and Decoding

Early Reading	Developing Fluency	Independent Reading
Secure phonics knowledge through Little Wandle. Read words accurately by applying phonics knowledge.	Apply decoding automatically and confidently when reading increasingly complex texts.	Read unfamiliar vocabulary independently and accurately with automatic word recognition.

Pupils begin by learning the alphabetic code and developing secure decoding skills. As their reading develops, decoding becomes increasingly automatic, allowing pupils to focus on meaning, fluency and comprehension.

2. Reading Fluency

Early Reading	Developing Fluency	Independent Reading
Read aloud with increasing accuracy and confidence.	Develop reading rate, expression, phrasing and stamina through structured fluency practice.	Read with appropriate pace, expression and understanding across a wide range of texts.

Fluency is developed systematically through reading groups and carefully matched texts. Pupils learn that fluent reading involves accuracy, automaticity, expression and understanding.

3. Vocabulary Development

Early Reading	Developing Fluency	Independent Reading
Explore the meaning of new words within familiar texts.	Discuss and clarify unfamiliar vocabulary encountered in reading.	Analyse vocabulary choices and evaluate their impact on the reader.

Vocabulary development is central to reading success. Through exposure to increasingly ambitious texts, pupils continually expand their language knowledge and understanding of the world.

4. Reading Comprehension

Early Reading	Developing Fluency	Independent Reading
Retrieve simple information and answer questions about texts.	Develop retrieval, prediction and inference skills.	Analyse, interpret and evaluate increasingly complex texts using evidence.

Pupils progress from understanding literal meaning to making inferences, drawing conclusions and critically evaluating what they read.

5. Critical Thinking and Reader Response

Early Reading	Developing Fluency	Independent Reading
Share simple opinions about books and characters.	Justify responses using evidence from texts.	Develop informed viewpoints, compare texts and evaluate authorial choices.

As pupils mature as readers, they learn to engage critically with texts, express opinions and support ideas using evidence from their reading.

6. Reading Widely and Reading for Pleasure

Early Reading	Developing Fluency	Independent Reading
Develop enjoyment of stories, poems and non-fiction.	Explore a wider range of genres, authors and text types.	Make independent choices and read broadly for both pleasure and knowledge.

Children are encouraged to read frequently and discover a wide range of books. Reading for pleasure is promoted through high-quality literature, independent reading opportunities and exposure to diverse authors and genres.

7. Cultural and World Knowledge

Early Reading	Developing Fluency	Independent Reading
Encounter texts that broaden understanding of the world.	Explore different cultures, experiences and perspectives through reading.	Critically engage with diverse viewpoints and develop cultural awareness.

Reading enables pupils to develop knowledge beyond their own experiences. Through a broad range of literature, children gain understanding of different cultures, communities and perspectives.

8. Independence as a Reader

Early Reading	Developing Fluency	Independent Reading
Read with support and guidance.	Take increasing responsibility for reading choices and understanding.	Read confidently, independently and critically across a range of contexts.

The ultimate aim of the curriculum is for pupils to become independent readers who can access learning, read for enjoyment and engage thoughtfully with a wide variety of texts.

End Point

By the end of Year 6, pupils will be fluent, confident and enthusiastic readers who can read widely, think critically about what they read, draw upon a broad vocabulary and use reading successfully to learn, communicate and participate fully in the wider world.