

**Key Stage 2 (KS2)** covers Years 3 to 6 (ages 7–11) in primary school. Reading at this stage focuses on further developing pupils' reading fluency, comprehension, vocabulary, and a love of reading. The National Curriculum, along with the 2023 *Reading Framework*, outlines clear expectations for teaching and supporting reading skills, with an emphasis on structured, high-quality instruction.

### **National Curriculum Requirements for KS2 Reading**

The reading curriculum for KS2 is divided into two interrelated strands:

1. **Word Reading** (Phonics and decoding)
2. **Comprehension** (Understanding and interpretation)

These areas are designed to be developed simultaneously, with fluency supporting comprehension and vice versa.

#### **1. Word Reading (Decoding and Fluency)**

- **Phonics and Morphology:** By KS2, pupils should be able to apply their understanding of phonics, root words, prefixes, and suffixes to decode unfamiliar words. This includes understanding word families and the etymology of words.
- **Fluency:** Reading fluency is a key objective. Pupils should read aloud with increasing accuracy, speed, and expression. Fluency is essential for comprehension because it frees up cognitive resources to focus on understanding the text, not just decoding.

#### **2. Comprehension (Understanding the Text)**

Comprehension is developed through reading a wide range of texts and through active discussions in the classroom. Key objectives include:

- **Reading for Pleasure:** Pupils should develop a love of reading. Encouraging independent reading, engaging with a variety of genres, and sharing reading experiences are all important. The curriculum encourages teachers to foster enthusiasm for reading by introducing pupils to a range of high-quality literature.
- **Text Analysis:** Pupils should develop the ability to:
- **Summarize** key ideas from the text.

- **Infer** characters' thoughts, motives, and emotions.
- **Predict** what may happen next based on clues in the text.
- **Clarify** the meaning of words and phrases in context.
- **Compare** themes, characters, and settings across books.
- **Engaging with Different Genres:** Exposure to a wide range of literature is important. Pupils should read fiction (novels, short stories), non-fiction (biographies, reports), poetry, myths, legends, and plays.
- **Critical Evaluation:** Pupils are encouraged to reflect critically on the text, discussing:
- **Themes and moral lessons.**
- The author's intent and the **effects of language and structure** on meaning.
- **Fact vs. opinion** in non-fiction texts.

### 2023 Reading Framework: Key Updates for KS2

The 2023 *Reading Framework* builds on the National Curriculum by providing further guidance on the most effective methods for teaching reading in primary schools, with a particular focus on ensuring that **all pupils become proficient readers by the end of primary school**. Key areas of focus include:

#### **1. Emphasis on High-Quality, Explicit Teaching**

- **Structured Reading Lessons:** The framework encourages teachers to provide systematic and direct instruction in both word reading (phonics and decoding) and comprehension.
- **Direct Vocabulary Instruction:** Pupils should be explicitly taught the meaning of new words, including Tier 2 and Tier 3 words, to expand their academic and subject-specific vocabulary.
- **Reinforcing Fluency:** Repeated reading of familiar texts is recommended to improve fluency. The framework suggests that fluency is crucial for enabling comprehension and emphasizes ensuring that all pupils can read at an appropriate pace by the end of KS2.

#### **2. Support for Struggling Readers**

- **Targeted Interventions:** The framework highlights the need for early identification of struggling readers and the importance of targeted interventions. For KS2 pupils still struggling with decoding or fluency, schools should provide extra support, including phonics interventions.

- **Phonics Beyond KS1:** The framework encourages continued phonics teaching where necessary in KS2, ensuring pupils who still struggle with word reading get the support they need.

### **3. Building Reading for Pleasure**

- **Reading Aloud and Book Discussions:** Teachers are encouraged to read aloud to the class regularly, exposing pupils to a range of vocabulary and complex sentence structures. The framework emphasizes the importance of rich discussions about books to build comprehension, critical thinking, and a love for reading.
- **Diverse and Challenging Texts:** The 2023 framework underscores the need for pupils to engage with a broad range of challenging and diverse texts. Reading should encompass different cultures, perspectives, and time periods to widen pupils' understanding of the world.
  - **Supporting reading Engagement:** To further engage and widen text exposure, we subscribe to age- appropriate comics, magazines and children's newspapers e.g. Aquila, What on Earth, Phoenix, National Geographic and The Week and First News newspaper.

### **4. Assessment and Progress Monitoring**

- **Formative Assessment:** Ongoing formative assessments are encouraged to track pupils' reading progress. Teachers are advised to check comprehension through questioning, written responses, and discussions.
- **Fluency Benchmarks:** The framework introduces fluency benchmarks to ensure pupils are progressing. By the end of KS2, pupils should be able to read fluently and confidently, with comprehension as the primary focus.

### **5. Developing Vocabulary Knowledge**

- **Rich Language Environments:** Vocabulary instruction is seen as central to reading comprehension. Teachers should provide rich language environments and focus on teaching vocabulary in context, especially for subject-specific (Tier 3) words.
- **Morphological Awareness:** The framework also emphasizes teaching pupils how words are built (root words, prefixes, suffixes) to help them understand unfamiliar words when reading.

### **Key Reading Skills in KS2 (Combining the National Curriculum and 2023 Reading Framework)**

#### **1. Fluency and Decoding:**

- Continued development of decoding skills through phonics where necessary.
- Focus on increasing reading fluency to support comprehension.

#### **2. Comprehension and Critical Thinking:**

- Summarizing, inferring, predicting, and clarifying meaning from a variety of texts.
- Developing critical thinking skills through discussion and analysis of themes, characters, and authors' techniques.

#### **3. Vocabulary Development:**

- Explicit instruction in new vocabulary and morphology.
- Encouraging the use of context clues to infer the meaning of unknown words.

#### **4. Reading for Pleasure:**

- Ensuring that pupils are motivated to read for enjoyment through diverse reading materials and shared reading experiences.

#### **5. Exposure to a Range of Genres:**

- Reading a wide variety of texts, including fiction, non-fiction, poetry, and plays, to deepen pupils' understanding and engagement with literature.

### **Assessment**

- **National Curriculum Tests (SATs):** At the end of Year 6, pupils' reading comprehension is assessed through national standardized tests. These tests assess their ability to retrieve, infer, and interpret meaning from a range of texts.
- **Ongoing Assessment:** The 2023 framework advocates for regular teacher assessment to monitor progress in fluency, vocabulary, and comprehension skills throughout KS2, ensuring that pupils are on track.



## KS2 Reading Overview (Including the National Curriculum and 2023 Reading Framework)



By combining the National Curriculum's focus on comprehension and word reading with the 2023 Reading Framework's emphasis on high-quality teaching, explicit instruction, and reading for pleasure, KS2 reading aims to create confident, fluent, and motivated readers prepared for the next stage of their education.