

Key Learning in Reading



What is *Key Learning in Reading*?

The *Key Learning in Reading* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study. Other key documents cross referenced in their preparation include the Early Years Foundation Stage documents and Lancashire *Assessment and Progression in Reading*.

How are they different from the National Curriculum programmes of study?

The aim was to specify the key learning in reading for each year group, rather than age-phases in Key Stage 2. Further details have also been added to clarify and exemplify the statements in the programmes of study.

How might *Key Learning in Reading* be useful?

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts. Regular teaching of skills would normally take place through a combination of lively, engaging shared reading, focused, needs-based guided reading and the daily read-aloud programme. The texts used should be high quality, interesting, engaging and fascinating. Texts from a wide range of genres and authors should be read. Reading skills should be regularly applied across the curriculum.

Why are the *Key Learning in Reading* statements not levelled?

The key skills are age appropriate and are therefore particularly suited to supporting whole class teaching. Levelled statements, useful for supporting next steps teaching for groups (including guided reading) can be found in Lancashire *Assessment and Progression in Reading* and *Children's Targets for Reading*.