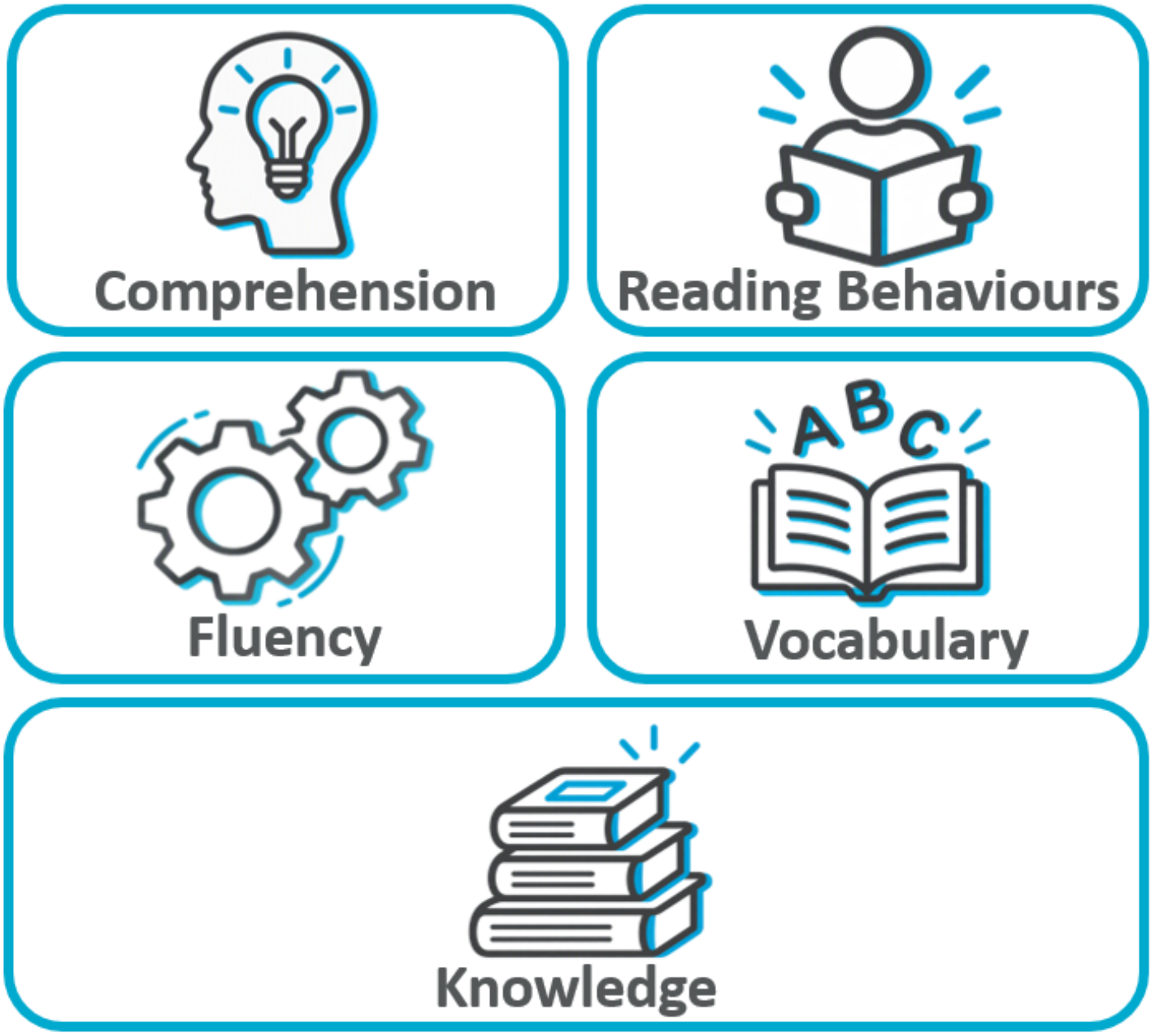
FLUENCY FRAMEWORK

Reading


Comprehension
Reading Behaviours
Fluency
Vocabulary
Knowledge

The Reading Strands

The five reading strands work together to support successful reading and overall comprehension. Knowledge provides the foundation on which the other strands are built, enabling pupils to make sense of what they read and connect new learning to existing understanding. Fluency, vocabulary, and comprehension form the core components of reading development, while reading behaviours extend pupils' ability to apply their reading across a range of contexts and purposes.

Comprehension



Comprehension

Retrieval
Inference
Prediction
Summarising
Synthesising
Evaluating
Clarifying meaning
Questioning

Word choice
Figurative language
Imagery
Tone
Mood
Authorial craft
Language effects

Reading Behaviours



Reading Behaviours

Monitoring understanding
Discussion
Reader identity
Reading independence
Reading for pleasure

Making recommendations
Metacognitive strategies to support a 'reading mindset'

Fluency



Fluency

Accuracy (reading words correctly)
Automaticity (reading words at an appropriate speed without great effort and having the stamina to do so)
Prosody (appropriate stress, intonation and phrasing for the text).

Note: these skills build on each other. As readers become increasingly accurate and automatic in their word reading, they are able to devote more attention to constructing meaning and reading with appropriate prosody.

Vocabulary and Language



Vocabulary

Word meaning, including multiple meanings
Morphology

Etymology
Tier 2 language
Vocabulary application

Knowledge



Knowledge

Activating Prior Knowledge

- text to self
- text to text
- text to world

Curriculum knowledge
Historical knowledge

Cultural knowledge
Contextual understanding

Year Group	Fluency	Vocabulary	Knowledge	Comprehension	Reading Behaviours	Endpoints
Year 2 Bridging Unit	Read age-appropriate texts with increasing automaticity. Move from word-by-word decoding towards phrase reading; reread familiar texts to improve accuracy, pace and prosody; attend to punctuation when reading aloud.	Discuss the meaning of unfamiliar words encountered in reading. Use known morphemes and phonics knowledge to support understanding. Begin collecting and orally applying newly encountered vocabulary to develop interest in words.	Recognise that what they already know helps understand texts. Use what they have learnt in a text to form understand the text and start to form thoughts about the text as a whole. Draw on understanding of new vocabulary to help construct meaning of a text.	Retrieve straightforward information. Sequence events. Make simple inferences about characters using evidence. Predict from text and illustrations. Explain understanding through discussion. Notice interesting words and phrases. Discuss why an author may have chosen particular vocabulary. Begin identifying simple imagery and language that helps create a picture in the reader's mind.	Sustain attention for longer texts. Identify where they may have made a mistake when reading. Re-read when meaning breaks down. Discuss books with adults and peers. Begin to express preferences and recommend texts. Develop confidence reading independently.	A secure pupil leaving the bridging unit between completing the PSC and starting KS2 reads accurately and with increasing automaticity, using phonics knowledge efficiently without it dominating attention. They read familiar texts with growing fluency, attend to punctuation and discuss ideas from reading using appropriate vocabulary. They retrieve information, make simple inferences, explain their thinking and begin to recognise how prior knowledge supports understanding. They participate confidently in reading discussions and are prepared for the wider reading demands of Key Stage 2.

Year Group	Fluency	Vocabulary	Knowledge	Comprehension	Reading Behaviours	Endpoints
Year 3	Read accurately without decoding; read in phrases; use punctuation (or approximation of pronunciation); dialogue expression	Use context clues; discuss unfamiliar words; simple morphology; record new vocabulary and use accurately in sentences.	Activate relevant prior knowledge before reading. Make personal and curricular connections to texts. Begin to recognise that background knowledge supports understanding. Build new knowledge through texts across the curriculum.	Locate information, use skim/scan strategies. Develop inference around feelings with evidence. Summarise paragraphs. Start to justify their own views. Make predictions based on what has been read. Understand simple effects language can have on a piece of text. Start to understand figurative language. Start to discuss words/phrases that have been deliberately used.	Follow text independently; participate in discussion; re-read to clarify; build mental models. Develop strategies for reading unfamiliar words using different pronunciations. Begin to use dictionaries to check the meaning of words. Start to develop enjoyment and understanding of a wide range of texts. Start to develop metacognitive strategies around ‘a reading mindset’.	A secure Year 3 reader reads accurately and with increasing fluency, using phrasing, punctuation and expression to support meaning. They use context and simple word knowledge strategies to establish the meaning of unfamiliar vocabulary and can explain simple language choices made by an author. They draw upon prior knowledge and experiences to support understanding, retrieve information efficiently, make straightforward inferences and predictions, and summarise key ideas from a text. They monitor their own understanding, re-read when meaning breaks down, participate in discussion, and demonstrate growing enjoyment and confidence as a reader.

Year Group	Fluency	Vocabulary	Knowledge	Comprehension	Reading Behaviours	Endpoints
Year 4	Automaticity; punctuation supports meaning; Expressive dialogue and increased intonation;	Apply their increasing knowledge of root words using prefixes, suffixes, morphology and etymology; understand words which have multiple meanings; apply vocabulary orally and written accurately in sentences.	Connect ideas across texts and curriculum areas. Draw upon previously learned knowledge when reading. Recognise that authors assume certain knowledge from readers. Begin to identify historical, geographical and cultural references.	Retrieve across paragraphs; infer motives; and imagination; Summarise sections. Justify their own views. Make predictions based on what has been read and/or implied. Continue to develop their understanding of figurative language. Analyse and understand figurative language and distinguish shades of meaning. Identifying themes and conventions in a wide range of books and discussing words and phrases that capture the reader's interest	Monitor understanding; discuss confidently; justify ideas using evidence. Continue to develop strategies for reading unfamiliar words using different pronunciations. Efficiently use dictionaries to check the meaning of words. Continue to enjoy and understand from an increasingly wide range of texts. Continue to develop metacognitive strategies around 'a reading mindset'.	A secure Year 4 reader reads with automaticity, expression and increasing stamina across a range of age-appropriate texts. They independently use morphology, etymology and contextual clues to determine word meaning and can explain how figurative language and other language choices contribute to meaning and effect. They draw upon prior learning and wider knowledge to support comprehension, retrieve and connect information across paragraphs, and justify their opinions through evidence, inference and prediction. They monitor and regulate their understanding successfully, discuss texts confidently, and increasingly view reading as both purposeful and enjoyable.

Year Group	Fluency	Vocabulary	Knowledge	Comprehension	Reading Behaviours	Endpoints
Year 5	Automatic and expressive reading; adapt expression to genre; audience reading. Increasing automaticity for reading unknown words. Able to read silently where appropriate.	Apply their increasing knowledge of root words using prefixes, suffixes, morphology and etymology without hindering reading speed; academic vocabulary; understand nuanced meaning; analyse word choice	Draw upon wider reading and curriculum knowledge to support understanding. Recognise how context influences meaning. Compare knowledge gained across multiple texts. Understand that different readers may bring different knowledge to a text.	Retrieve across sections; infer themes; start to summarise themes and present evidence in their own words. analyse tone and mood; summarise themes. Draw inferences and propose evidence. Make predictions from details stated and implied. Analyse tone, mood and authorial impact. Start to understand deliberate choices made by an author.	Independently apply reading strategies; sustain discussion. Make recommendations to peers and give reasons for their choices. Make comparisons within a book and across genres. Find enjoyment in reading; book clubs. Readily involve themselves in public speaking, performance and debate. Starts to develop a sense of self as a reader.	A secure Year 5 reader reads fluently and expressively, adapting their reading to suit different genres, audiences and purposes. They demonstrate a growing command of academic and nuanced vocabulary and explain how authors use language to create tone, mood and impact. They apply knowledge gained from reading and the wider curriculum to deepen understanding, making connections across texts and contexts. They retrieve, summarise and synthesise information, support inferences with relevant evidence and make considered predictions. They engage thoughtfully in discussion, compare texts, recommend books to others and demonstrate an emerging sense of themselves as a reader.

Year Group	Fluency	Vocabulary	Knowledge	Comprehension	Reading Behaviours	Endpoints
Year 6	Highly fluent and expressive across genres; model expert reading. Understand and employ strategies for reading completely unfamiliar words.	Interpret complex vocabular; understand nuanced meaning and word choice; precise academic language	Use accumulated knowledge to interpret texts critically. Understand how historical, social and cultural context shape meaning. Make connections between texts, authors and broader themes. Evaluate how background knowledge influences interpretation.	Fluently read from any genres with appropriate tone. Make links between genres. Synthesise evidence; evaluate interpretations; analyse layers of meaning; critique author choices; synthesise whole texts. Draw inferences and propose evidence with clarity. Make predictions from details stated and implied and provide reasons for these. Start to analyse a text from the author's point of view; evaluate the impact of language chosen.	Read critically; lead discussions; articulate interpretations with evidence. Make informed recommendations to peers and give reasons for their choices as well as think critically about recommendations made to them by peers. Make comparisons within a book and across genres. has adopted agency and sees self as a reader. Enjoy opportunities for public speaking, performance and debate.	A secure Year 6 reader reads fluently, accurately and expressively across a broad range of increasingly complex texts, adapting their approach to suit purpose and audience. They interpret sophisticated vocabulary, analyse language choices critically and evaluate their impact on the reader. They draw upon accumulated knowledge, context and wider reading to shape and refine interpretation, making connections across texts, authors and themes. They synthesise evidence, evaluate interpretations and justify conclusions with precision, demonstrating mature comprehension skills. They contribute thoughtfully to discussion, consider alternative viewpoints, read widely and independently, and see themselves as confident, critical and engaged readers.

Genre Coverage Map		
The genres outlined below are intended as illustrative examples of the breadth and range of reading experiences that pupils should encounter throughout primary school according to the National Curriculum. Schools should use professional judgement to ensure that pupils experience a broad, balanced and ambitious range of high-quality texts over time.		
Year 2	**Year 3 and Year 4**	**Year 5 and Year 6**
Familiar stories Fairy stories Traditional tales Stories Plays Poems Information books (non-fiction)	Stories Poetry Plays Non-fiction (reference books or textbooks) Fairy stories Myths and legends	Poetry Plays Non-fiction Textbooks Myths and legends Traditional stories Modern fiction Fiction from literary heritage Books from other culture and traditions

Exemplar Texts by Genre		
The texts suggested below are provided as exemplification materials only and should not be regarded as a mandatory reading list. They are intended to support curriculum design and text selection by illustrating the types of high-quality texts that may be used to achieve curriculum aims. Schools should select texts that best meet the needs, interests and context of their pupils.		
Year 2	**Year 3 and Year 4**	**Year 5 and Year 6**
Familiar stories	**Stories**	**Modern fiction**
The Owl Who Was Afraid of the Dark Dogger The Giraffe and the Pelly and Me Why? Builds story structure and character understanding.	The Wild Robot Varjak Paw The Firework-Maker's Daughter Why? Rich narrative and inference opportunities.	Running on the Roof of the World The Explorer Cogheart Goldfish Boy Why? Complex themes and viewpoint.
Fairy stories	**Fairy stories**	**Fiction from literary heritage**
Hansel and Gretel Cinderella Rapunzel Why? Familiar narrative patterns.	Leon and the Place Between The Lost Happy Endings Why? Explores fairy-tale conventions.	The Railway Children A Little Princess Why? Exposure to classic literature.
Traditional tales	**Myths and legends**	**Myths and legends**
Anansi and the Bag of Wisdom The Tiger Child Why? Cultural storytelling traditions.	Greek Myths (Marcia Williams) Beowulf retellings Why? Heroic archetypes and narrative motifs.	Percy Jackson and the Lightning Thief The Adventures of Odysseus Why? Builds knowledge of mythological traditions.
Poetry	**Poetry**	**Poetry**
Please Mrs Butler A Great Big Cuddle Why? Performance and fluency.	A Planet Full of Plastic Where Zebras Go Why? Vocabulary and reading aloud.	Reaching the Stars Poems from a Green and Blue Planet Why? Sophisticated language and themes.
Plays	**Plays**	**Plays**
The Twits (script) Why? Early dramatic reading.	Charlotte's Web (script) Why? Developing spoken language and prosody.	Romeo and Juliet (children's adaptation) Why? Literary heritage and performance.
Non-fiction	**Non-fiction**	**Non-fiction**
Look Inside Space National Geographic Kids Space First News Why? Knowledge-rich information texts.	Amazing Islands DK Eyewitness titles First News Why? Research and retrieval skills.	Survival Guide for a Sustainable Planet DK Knowledge Encyclopedia First News Why? Advanced disciplinary reading.

Suggested Provision and Pedagogy

The provision and pedagogical approaches below are illustrative rather than exhaustive. They demonstrate how teaching may develop across the primary phase and are intended to support curriculum planning, implementation and professional dialogue. Many approaches contribute to more than one strand of reading development. Approaches introduced in one year group should continue to be revisited and built upon in subsequent years, enabling pupils to apply them with increasing independence, fluency and sophistication.

Strand	Year 2	Year 3 and Year 4	Year 5 and Year 6
Fluency	• Continued phonics teaching where required • Adult modelling of fluent reading • Echo reading • Choral reading • Repeated and shared reading of short texts • Performance of rhymes and poems • Partner reading	• Opportunities to choose and access texts independently • Repeated reading of increasingly challenging texts • Reader's Theatre • Performance poetry • Partner reading with feedback • Explicit teaching of prosody	• Reader's Theatre using complex texts • Preparation and performance for an audience • Independent improvement of prosody Reading aloud for effect • Adaptation of pace, tone and expression to purpose
Vocabulary	• Explicit teaching of unfamiliar vocabulary • Oral rehearsal • Discussion of word meaning in shared texts • Vocabulary displays and collections	• Exploration of morphology and word families • Vocabulary journals • Discussion of figurative language • Exploring author language choices	• Etymology and word origins • Academic vocabulary • Nuanced meanings and connotations • Comparison of vocabulary choices across texts and authors
Knowledge	• Activation of prior knowledge • Linking texts to lived experiences • Use of illustrations and discussion to support understanding • Exposure to knowledge-rich texts	• Opportunities to build knowledge through connected text sets • Opportunities to build knowledge through the wider curriculum • Making links across texts • Applying knowledge to support understanding • Exploring subject-specific vocabulary	• Critical engagement with knowledge-rich texts • Synthesising information from multiple sources • Connecting ideas across domains • Employ hinterland knowledge to draw further understanding of a text • Evaluating knowledge claims and interpretations
Comprehension	• Teacher modelling of comprehension processes • Retrieval practice • Sequencing events • Oral discussion to secure understanding • Simple prediction • Discussing interesting words and phrases • Identifying simple language choices • Noticing repetition and pattern	• Active reading skills • Summarising sections of text • Reciprocal reading strategies, including questioning • Prediction using evidence • Explaining understanding with reference to text • Exploring figurative language • Discussing the effect of language choices • Comparing author techniques • Identifying organisational features	• Evaluation of author's intent • Comparing texts and viewpoints • Analysing themes • Justifying interpretations with evidence • Synthesising ideas across multiple texts • Analysing how language shapes meaning • Evaluating authorial choices • Comparing stylistic approaches across texts • Exploring multiple interpretations
Reading Behaviours	• Sustained listening during read-aloud • Engagement in book talk • Selecting appropriate books with guidance • Developing reading stamina	• Independent reading routines • Recommending books to peers • Discussing preferences • Increasing reading stamina and volume	• Developing reader identity • Independent selection across genres • Critical discussion of texts • Participation in reading communities • Reflecting on personal reading habits and preferences

Disciplinary Reading		
As pupils move through primary school, disciplinary reading becomes increasingly sophisticated. Younger pupils tend to focus on understanding the content of a text, whilst older pupils increasingly consider perspective, context, evidence, reliability and authorial choices. As their fluency, vocabulary, knowledge and comprehension develop, pupils become better able to adapt their reading behaviours to suit different disciplines, purposes and audiences. Disciplinary Reading does not sit as a separate strand in isolation – moreover, it is evident in all other strands of the framework. Readers draw upon subject-specific vocabulary, domain knowledge and disciplinary conventions and strategies to read and understand texts, and employ the appropriate reading behaviours when engaging with different text types.		
Text type / Genre / Discipline	**What Readers Notice**	**What Readers Do**
Narrative Fiction	Character development, themes, motives, relationships and author choices.	Infer characters' thoughts and feelings, track themes across a text, evaluate character actions and justify interpretations using evidence.
Poetry	Language patterns, imagery, figurative language, rhythm and structure.	Re-read carefully, explore multiple interpretations, discuss the impact of language choices and consider how poets create meaning and mood.
Historical Texts	Sources, evidence, chronology, significant events and perspectives.	Consider reliability, identify different viewpoints, use contextual knowledge and evaluate how perspectives influence interpretation.
Geographical Texts	Maps, diagrams, case studies, processes and subject-specific vocabulary.	Interpret visual information alongside written text, connect ideas across sources and use geographical knowledge to support understanding.
Scientific Texts	Technical vocabulary, explanations, evidence and causal relationships.	Read precisely, identify key information, evaluate evidence and use scientific knowledge to explain concepts and processes.
Biographies and Autobiographies	Significant events, achievements, viewpoints and historical context.	Make connections between events and actions, consider author perspective and evaluate how individuals are presented.
Newspapers and News Reports	Headlines, reports, claims, evidence and audience.	Distinguish between fact and opinion, identify bias or viewpoint and evaluate how information is presented to influence readers.
Persuasive Arguments	Claims, evidence, rhetoric and structure.	Evaluate arguments, consider the strength of evidence, identify persuasive techniques and form reasoned responses.
Plays and Performance	Dialogue, stage directions, character interactions, dramatic structure and audience impact.	Dialogue, stage directions, character interactions and audience impact.
Information, Reference and Non-chronological Reports	Organisation, text features, key facts and supporting detail.	Skim and scan efficiently, navigate text features, identify key information and synthesise knowledge across sections of text.

Reading Support		
Diagnostic assessment is essential to effective reading instruction. Robust assessment helps teachers identify what pupils can do independently, the barriers preventing further progress and the most appropriate next steps for teaching. The examples below are illustrative rather than exhaustive. They are intended to support professional dialogue by linking commonly observed barriers in reading to potential teaching responses and avenues/interventions for further exploration. Further support can be identified through areas outlined in this interactive document: The Reading House | EEF		
Strand	**Potential Barriers Identified**	**Suggested Responses**
Fluency	Inaccurate Word Reading	Additional decoding and repeated reading practice
	Slow, effortful reading	Automaticity-focused fluency work
	Limited expression	Prosody modelling and Reader's Theatre
	Weak phrasing and punctuation awareness	Echo reading, modelled reading and phrase-cued text
Comprehension	Weak inference	Structured discussion and reciprocal reading
	Difficulty summarising key ideas	Explicit summarising instruction and modelling
	Difficulty monitoring understanding	Think-alouds, metacognitive modelling and re-reading strategies
Vocabulary	Vocabulary gaps	Explicit vocabulary teaching
	Limited understanding of morphology	Explicit teaching of roots, prefixes and suffixes
Knowledge	Limited background knowledge	Knowledge-building before reading
	Limited contextual understanding	Pre-teach historical, geographical, scientific or cultural context
Reading Behaviours	Limited engagement in discussion	Structured talk routines and collaborative reading
	Limited independence when reading	Teacher modelling of reading strategies and guided practice

Supporting Documents
English programmes of study: key stages 1 and 2
The reading framework
Strong foundations in the first years of school - GOV.UK
Improving Literacy in Key Stage 2 | EEF
KS2-Lit-Readers-theatre.pdf
The Reading House | EEF
Shining a spotlight on reading fluency | EEF