



Department
for Education

The reading framework

Teaching the foundations of literacy

**Section 6: Building on the foundations
with older pupils – a summary**

July 2021

Contents

Section 6: Building on the foundations with older pupils – a summary

2

Section 6: Building on the foundations with older pupils – a summary

This document has been about the foundations of reading and writing. When these are secure, pupils can decode (see [Section 1](#)) most written words and understand them in the context of age-appropriate literature and non-fiction. They can also write what they want to say in a way that others can read.

With a strong start in Reception and year 1, pupils' word reading and spelling rapidly become more accurate and automatic. Teachers can then spend more time developing pupils' reading comprehension and written composition. They should continue to read aloud to pupils every day to enhance their enjoyment of literature, increase their vocabulary and develop their language comprehension.

Pupils should read often, in English lessons and across the curriculum: to learn from their reading, to read for pleasure and for specific purposes, and – with practice – to become more fluent, since fluency is important for comprehension.

As their reading becomes more fluent, the need for a systematic phonics programme¹ for reading reduces. Spelling, however, is more difficult than decoding, because the same sound can be spelt in different ways. An effective spelling programme will therefore continue to teach further correspondences between phonemes and graphemes. For example, pupils might learn that /u/ is spelt with 'ou' in 'young', 'touch', 'double', 'trouble' and 'country'. As they make progress with spelling, the emphasis moves to learning about morphemes, that is prefixes, suffixes and root words. For instance, when pupils have learnt the prefix 'inter-', the suffix '-ion' and the root word 'act', they can read and spell 'interaction'.

To help them to learn to spell the new words they meet across the curriculum, teachers should draw pupils' attention to any unusual correspondences between spelling and sound. For example, in science, the teacher should draw attention briefly to how the word 'circuit' is pronounced, how the letters correspond to the sounds and the unusual spelling of 'ui' for /i/.

When pupils can form letters correctly and easily, they should be taught how to join them and should practise their handwriting to increase its fluency, legibility and quality.

Grammar and punctuation become more important in teaching writing as pupils' spelling and handwriting improve. Sentence dictation that includes the words pupils

¹ See 'Systematic synthetic phonics (SSP) programmes' in [Section 3](#), and 'Appendix 7: Guidance for choosing a phonics programme' in [The reading framework: teaching the foundations of literacy](#).

have been taught to spell is effective in helping them to consolidate spelling, handwriting and punctuation.



Department
for Education

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9
4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk