

Funded by



Department
for Education

English Hubs

Kernow English Hub

Why Reading Matters

Vanessa Morley



English Hub Aims

34 Hubs appointed to support schools in achieving excellence in early literacy teaching through the initial focus of:

- Developing early language and closing the word gap
- Developing early reading through systematic synthetic phonics
- Promoting a love of reading



Funded by



Department
for Education

English Hubs
Kernow English Hub

Why do children need to learn to read?



Lacking vital literacy skills puts people at extreme risk of social exclusion. Indeed, extensive research shows that people with poor literacy skills are significantly more likely to experience poverty, live in poor quality housing, be unemployed, become a perpetrator or victim of crime, have poor physical and mental health, and even lead shorter lives.

National Literacy Trust, 2019





In 2025, 25% of all pupils did **not** meet
age-related expectations for reading.



That's **1 in 4** children.

(DFE, 2025)



What research tells us about reading

- All children, except those with the most profound needs, can learn to read
- A secure understanding of phonics underpins all successful reading
- Children with specific needs (e.g. Down's syndrome and dyslexia) learn to read in the same way as their peers but need additional opportunities for practice



People say that there are no silver bullets in education, but I think systematic synthetic phonics comes pretty close.

Anne Glennie





The researchers concluded that phonics instruction was the ‘only approach whose effectiveness on reading and spelling performance in children and adolescents with reading disabilities is statistically confirmed’.

(Galuschka et al., 2014, p.9)



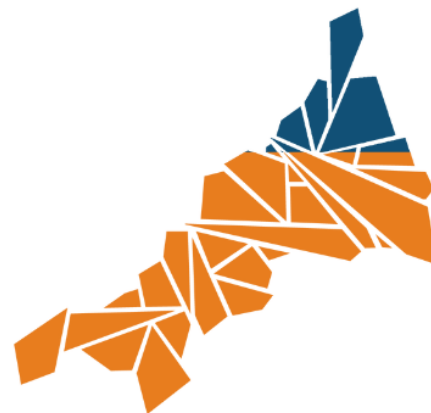
Phonics Screening Check 2023/24

Achieved the Expected Standard
ALL CHILDREN



National Average

80%



Cornwall Schools

84%

Phonics Screening Check 2023/24

Achieved the Expected Standard
CHILDREN WITH SEND



National Average

44%



Cornwall Schools

50%

Funded by



Department
for Education

English Hubs
Kernow English Hub

**How can we ensure every child has the best reading
offer possible?**



Early Language:

- 1. What is language and how is it developed?**
- 2. Supporting Talk in Schools**
- 3. Teaching words and making them stick**
- 4. Identifying and supporting SLCN**
- 5. Making change: sustaining change**
- 6. Sharing the School Improvement Journey**



Transforming Your School's Reading Culture:

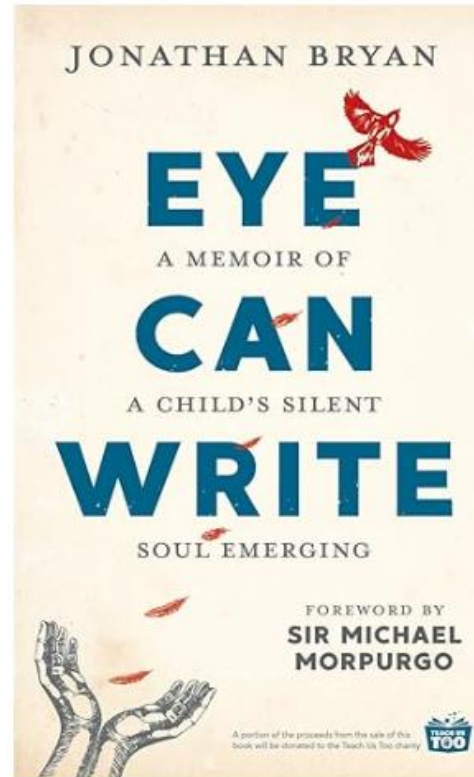
- 1. Whole School Culture**
- 2. Creating Whole School Change**
- 3. Creating a Reading School: Structural Changes**
- 4. Creating a Reading School: Behavioural Changes**
- 5. Celebrating Impact and Sustaining Change**

Funded by



Department
for Education

English Hubs
Kernow English Hub





Reading Ambition for All

The core aims of the Reading Ambition for All programme are:

- to improve outcomes for children who need additional support with reading, including children identified with SEND
- to ensure that all children receive quality-first teaching based on the latest research into how children learn to read.



Reading Ambition for All

Core Principles

- 1. Start with quality first teaching and the understanding that this has the biggest impact for all children.**



Reading Ambition for All

2. Promote inclusion of children with SEND in class because we know that the children with the greatest need, deserve the best teaching.



Reading Ambition for All

3. Support schools to use effective assessment to analyse the specific needs of children not making expected progress.



Reading Ambition for All

- 4. Empower schools to improve outcomes for those who need more support, whilst also maintaining fidelity to their chosen SSP.**



Reading Ambition for All

5. Develop staff confidence so everyone understands exactly how to teach every child to read.



6. Signpost schools to expert organisations for further support on how to make appropriate adaptations to the classroom, teaching and resources so that all children have access to learning.

Funded by



Department
for Education

English Hubs
Kernow English Hub

Reading Fluency: The Bridge to Comprehension

Funded by



Department
for Education

English Hubs
Kernow English Hub

We meet Daniel





Reading Fluency: The Bridge to Comprehension

1. What is reading fluency?



1. What is reading fluency?

Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody



Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

EEF & Herts for Learning (2022)



Reading Fluency: The Bridge to Comprehension

2. Getting the text right



Reading Fluency: The Bridge to Comprehension

3. Zoom in on automaticity



Reading Fluency: The Bridge to Comprehension

4. Zoom in on prosody



Reading Fluency: The Bridge to Comprehension

5. Zoom in on vocabulary



Reading Fluency: The Bridge to Comprehension

6. Zoom in on comprehension

Funded by



Department
for Education

English Hubs
Kernow English Hub

Register your interest for training
for 2026-27



Register your interest in receiving
an audit for 2026-27

