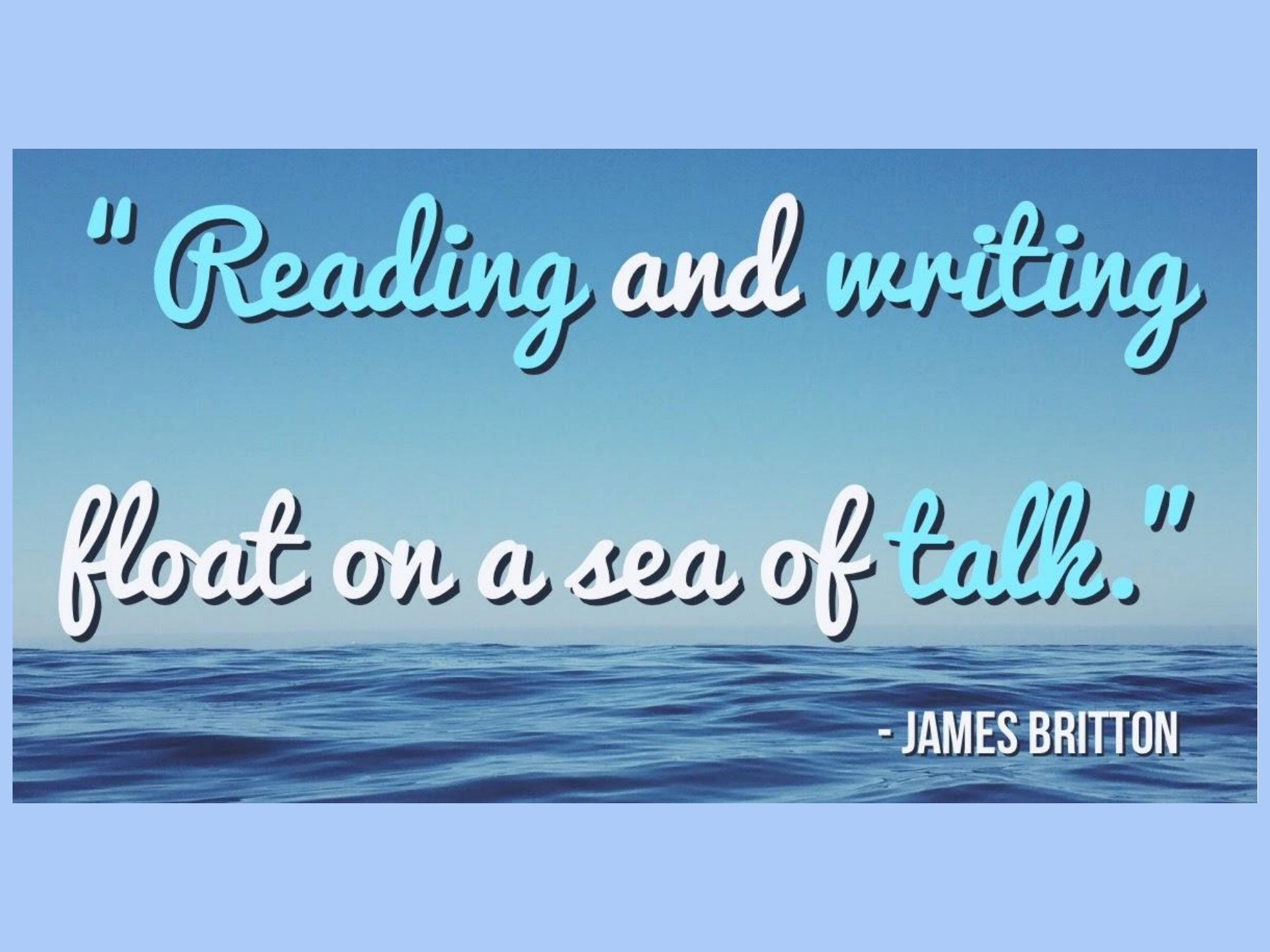




*"Reading and writing
float on a sea of talk."*

- JAMES BRITTON

Children and young people's reading in 2025

Added 03 Jun 2025 | Updated 12 Jun 25



This report is based on 114,970 responses to our [Annual Literacy Survey](#) from children and young people aged 5 to 18 in early 2025. It includes findings on [reading enjoyment](#), frequency and motivation and explores responses by age, gender, socio-economic background and geographical region.

Our surveys show that the reading crisis persists, with the number of children and young people who say they enjoy reading, and read daily, continuing to decline.

Key findings

Reading enjoyment:

In 2025, the percentage of children and young people who told us they enjoyed reading was its lowest in 20 years.

- Just 1 in 3 (32.7%) children and young people aged 8 to 18 said that they enjoyed reading in their free time in 2025. This marks a 36% decrease in reading enjoyment levels since we started asking about this in 2005.
- The drop in reading enjoyment over the last year has been especially steep among primary-aged children and boys, particularly boys aged 11 to 16.

**National
Literacy
Trust**

Why does it matter?

- Research shows reading for pleasure can support reading, and wider literacy, skills, wellbeing, empathy, confidence and aptitude for learning. In fact, our 2024 research showed that twice as many children and young people who enjoy reading in their free time had above average reading skills than children who don't enjoy it (34.2% vs 15.7%).
- Improves vocabulary, understanding of grammar and general knowledge.
- Reading skillfully, opens up the WHOLE curriculum!

How to encourage reading for pleasure:



Books tied to films or TV series.



Books with visually appealing covers.



The freedom to choose what they could read.



Hearing recommendations from friends, family or teachers.



Encouraging reading through a variety of formats.



Consider using digital formats.

"Books for Topics: Branching Out"



Buy a Book. Support a School. Make a
Difference | LoveReading4Kids UK

100 Books to Read in
Handbooks

Fluency

- Read to your child
- Have them read aloud to you
- Get them to repeat the section you have read

Guided Reading Question Stems

Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
Example questions • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?	Example questions • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?	Example questions • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?	Example questions • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	Example questions • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Enrichment

- Vending Machine
- Literacy Leaders
- Author Visits
- Library Competitions
- House Competitions
- World Book Day

Writing

- Children will have opportunities to re-draft and edit work
- We encourage them to become more independent and think of ways to improve for themselves
- Writing for purpose
- Grammar rules taught alongside writing
- Spelling rules (Spelling Frame)
- Joined handwriting encouraged

Year 1

Regular **plural noun suffixes** –s or –es

Suffixes that can be added to **verbs**

How the **prefix** un- changes the meaning of **verbs** and **adjectives**

How words can combine to make sentences

Joining words and joining sentences using *and* Separation of words with spaces

Capital letters, full stops, question marks to demarcate sentences

Capital letters for names and for the personal pronoun

Year 4

Plural and **possessive** –s

Standard English forms for **verb inflections** instead of local spoken forms

Appropriate choice of **pronoun** or **noun** within a **sentence**

Fronted adverbials

Inverted commas to **punctuate** direct speech

Apostrophes to mark singular and plural possession

Year 2

Formation of **nouns** using **suffixes** –ness, –er

Formation of **adjectives** using **suffixes** –ful, –less

Use the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**

Subordination (when, if, that or because) and **coordination** (or, and, or but)

Expanded **noun phrases**

Statements, question, exclamation, and commands

Capital letters, full stops, question marks and exclamation marks

Commas to separate items in a list

Apostrophes to mark contracted spellings

Year 5

Converting **nouns** or **adjectives** into **verbs** using **suffixes**

Verb prefixes (e.g. *dis-*, *de-*, *mis-*, *over-*, and *re-*)

Relative clauses beginning with *who*, *which*, *where*, *why*, *whose*, *that*, or an omitted pronoun

Indicating degrees of possibility using **modal verbs** or adverbs

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Year 3

Formation of **nouns** using a range of **prefixes**, such as *super-*, *anti-*, *auto-*

Use the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel**

Word families based on common words

Conjunctions (e.g. *when*, *so*, *before*, *after*, *while*, *because*)

Adverbs (e.g. *then*, *next*, *soon*, *therefore*)

Prepositions (e.g. *before*, *after*, *during*, *in* *because of*)

The introduction of the **present perfect** form of **verbs** instead of the simple past

Introduction to inverted commas to **punctuate** direct speech

Year 6

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Use of the **passive voice** to affect the presentation of information in a **sentence**

Expanded **noun phrases** to convey complicated information concisely

The difference between structures typical of informal speech and structures appropriate for formal speech and writing

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses**

Use of a colon to introduce a list

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity

Every Piece, **EVERY TIME**

- Parkside Presentation followed
- Sentences with capital letters and full stop
- Capital letters for Proper Nouns and 'I'
- Use correct punctuation (, ' ? ! " ")
- Correct tense
- Use of paragraphs



Year 5 Topics

