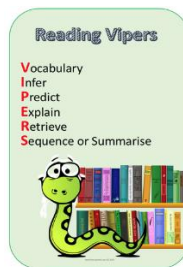


KS2 Reading Overview

Quality texts are used to provide an engaging, challenging reading spine to develop the children's imaginations, understanding and a love of literature. A **whole class approach** to reading is used and teaching focuses on **content domains** to explicitly develop essential reading skills and strategies. Precise **learning objectives** and **success criteria** should be shared with the children and explained in order that the children have clarity about the learning intentions. **Reading stems** are displayed in all classrooms to support the children's oracy and enable them to shape their ideas and answers for discussions. This reading spine is also peppered with non-fiction texts in order to enable breadth and depth of reading. These non-fiction texts link to scientific, historical and geographical topics that the children have studied in previous year groups so that they have prior knowledge of subjects and these revisits help them to secure long term and embedded understanding.

The half-termly English reading and writing overviews outline the texts and the Comprehension Journey highlights the coverage of skills.

The comprehension journey in KS2 takes place on a four-week cycle (please see KS2 Comprehension Journey). Lessons focus on key reading skills/content domains which are communicated to pupils through the mnemonic VIPERS:



Reading Development

New texts should be introduced with enthusiasm and excitement: wrapped up in brown paper with the just the blurb written on; in a suitcase with artefacts; with a film trailer; with a trail of footprints, lily pads etc. across the desks...

Front covers can then be used for prediction, maybe revealing a title, then an image - or part of an image - at a time. Use the blurb for further clues.

Lessons model how to answer questions and use evidence from the text to support viewpoints.

Timed comprehension tasks, with pair and share follow up sessions, allow children to practice what they have learned and identify the areas that they need to develop. Every fourth week, the comprehension is an unseen text which aims to develop test readiness and confidence with new and unfamiliar texts.

Wednesday and Thursday sessions each week allow children to read books of their own choice for pleasure or to choose from a specific range of texts e.g. themed books, traditional tales, poetry etc. with an active reading task or questions – which are linked to the vocabulary, inference or prediction reading vipers - to feedback at the end of the session. The teacher and/or teaching assistants can then work on guided reading tasks with target groups/read with individual pupils.

Story Time

Teachers should read for approximately 20 minutes at the end of every day. Each year group has a set of Pie Corbett Page Turners which enables children to listen to quality stories that they may not be able to access themselves and supports the development of their imagination. Teachers' favourite stories can also be chosen alongside requests from the children.

Writing

When teachers explore WAGOLLs in writing, they need to explicitly point out and discuss aspects of text types, authorial intent, word choices, figurative language etc. and link this back to reading. This will enable pupils to make links between reading and writing and reinforce their learning and understanding.

Individual Readers

Teachers should regularly read with individual pupils, especially those who are struggling or form part of a target group.

Assessment

Regular ongoing assessment takes place and is recorded on reading records and marking sheets after lessons. PIRA reading assessments are also used each term to determine standardised scores and reading ages. This formative and summative assessment informs future planning. Year 6 use past SATs papers rather than PIRA tests each half term to track progress and plan for future teaching and interventions.