

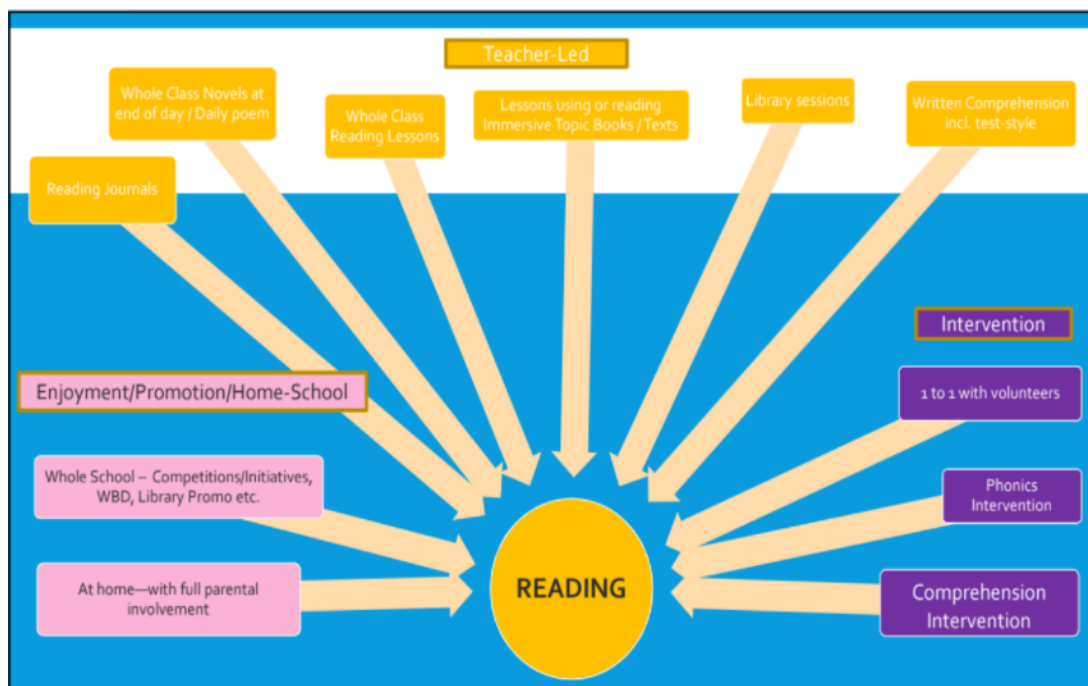


## KS2 Reading



**Intent:**

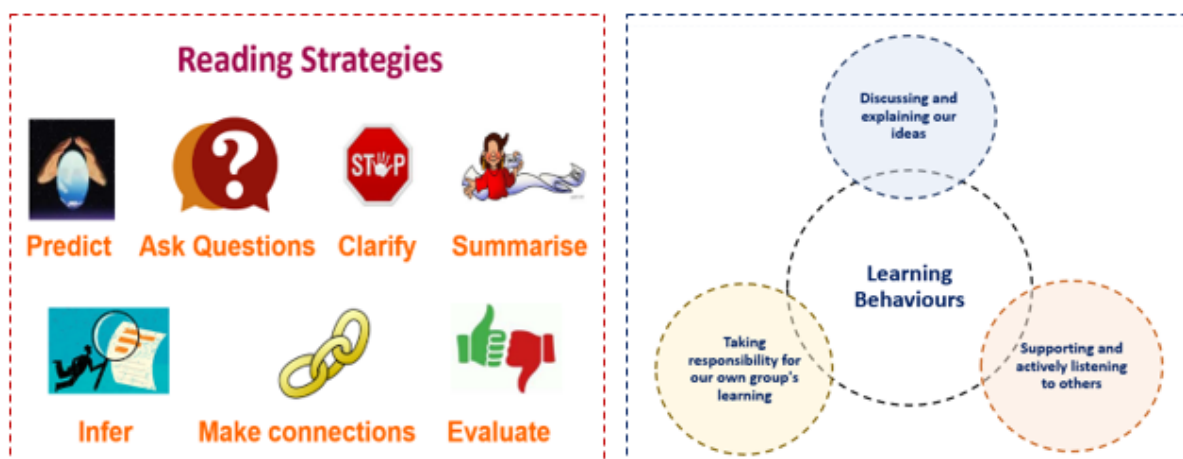
At Southville Primary School, we aspire to be fluent and confident readers. We aim for pupils to become enthusiastic and critical life-long readers of stories, poetry and drama as well as non-fiction and media texts. We want our children to explore their own interests and read fluently, widely and often both at school and in their spare time. We will give our children the foundations they need to enjoy the lifelong pleasure and necessity of being an accomplished reader.



At Southville, we use aspects of the Destination Reader model which is an approach to teaching reading which can be applied to all texts. It focuses on:

- Key reading strategies which support comprehension
- Learning behaviours which support dialogue

It involves daily sessions lasting approximately 30-45 minutes incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum. It also builds a culture of reading for pleasure and purpose.



## Intent of approach:

- To provide a clear, consistent structure for daily reading lessons
- To enable children to become successful readers and comprehenders through the explicit teaching of key strategies
- To use consistent language, images and models to help children to build on their learning as they move up the school
- To ensure engagement through an interactive approach, fostering reading for pleasure and purpose
- To provide a structured approach to key learning behaviours which allow children to be fully independent learners

## Implementation

### Basic outline of approach

Direct teaching sessions involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. The same images and explanations are used as children move up the school so they are constantly revisiting and recapping learning and storing it in their long term memory.

The image displays ten educational slides for a reading lesson, arranged in a grid. The slides cover various aspects of reading instruction, including vocabulary, reading aloud, learning behaviours, and reviewing learning behaviours.

- Reading – Chapter (s) 'x'**: Features an image of a black cat and text about a contents page for ATL, whiteboards summarizing Chapter 12, and TYP questions about the chapter and the definition of 'inference'.
- Do Now!**: Lists TYP questions about a contents page, an image of a black cat, and the definition of 'inference'. It also includes a TYP question about adjectives used to describe Tom Mar.
- Our reading strategy is: Clarifying**: Explains what clarifying is (TYP) and provides two strategies: 1. Identifying or admitting being stuck on a word or idea, and 2. Working out how to solve the problem.
- Learning Behaviours**: A table with columns for 'Today we are focusing on...' and 'How do we do it?'. It lists behaviours like 'I'll remember what I've learned' and 'I'll use my strategies to help me understand'.
- Vocabulary**: A task to match words with pictures and a list of words: worried, excitement, joyful, surprised, surprised.
- Reading Aloud**: Lists Fluency & Prosody Success Criteria: Speed (smooth), Accuracy (decoding), Expression (voice), Intonation (rise & fall), Pausing (punctuation), and Clear voice.
- Think Aloud (TA) and TP: modelled example**: Shows a modelled example of a person thinking aloud while reading a text.
- Independent Activity**: A task to read a text and answer questions, with a table for 'Skill Focus: Inference'.
- Plenary**: TYP questions about Cameron's position, Grendel, and Odysseus.
- Reviewing Learning Behaviours**: A table with columns for 'Today we are focusing on...' and 'How do we do it?'. It lists behaviours like 'I'll remember what I've learned' and 'I'll use my strategies to help me understand'.

- Children deepen their understanding of the texts they read through the systematic use of a series of strategies.
- Learning behaviours are identified at the start of each lesson
- Teachers ensure children understand the text, audience and purpose of new texts (TAP)
- When reading, teachers model good use of intonation, movement, volume and expression to help children understand the story or text more and to make it enjoyable for the children to listen to
- Teachers plan in opportunities for children to practice reading aloud in pairs and to the class
- All children get the opportunity to analyse, discuss and respond to texts in a variety of ways
- Talk is encouraged: teacher talk is planned into lessons, modelling the learning process.
- Paired and group talk is encouraged throughout the lesson

- Language stems are used to promote high quality oral and written responses.
- Understanding vocabulary is vital for comprehension and therefore it forms an important part of all lessons. Children are introduced to new words and taught how to understand their meaning. They also discuss their effect on the reader.
- The learning objective for each session is the same for all pupils.
- Children are paired dependent on the task, however mixed ability pairings are encouraged in order for the children to develop a supportive partnership and for children to work together on developing their reading abilities.
- In some lessons teachers incorporate differentiated tasks
- Teachers target questions and consider the support provided depending on pupil needs.
- Four lessons are planned for each week which focus on particular reading strategies which are referred to using displays in classrooms, bookmarks on tables or on the interactive white board.
- The first two or three days focus mainly on reading and discussion, with children producing written responses to the texts in their Reading Journals at least once a week.

### **Big Picture lessons - AFL**

- At least twice a term, children have a 'Big Picture' lesson on an 'unseen text' or using a range of different types of questions using the same text studied in lessons.
- The aim is to develop children's ability to answer written comprehension questions in any format or context.
- Part of the lesson involves teachers identifying and modelling different question 'types', encouraging children to use strategies learnt in lessons to answer questions more accurately.
- Teachers use this as a form of assessment to help identify which strategy / content domain to focus on in future lessons

### **Resources for reading sessions**

- Each year group has 6 Whole Class text sets (of a minimum of one book between two) - a different text to explore in detail for each term.
- Books are selected by teachers and are at a level above what children in their year group can read independently, as specified in the English National Curriculum. (The texts should be around 12 months beyond the reach of our higher attaining readers; that is to say, beyond the reach of their independent reading of it and comprehending of it).
- The text chosen should provide a clear challenge for all members of the class, and reflect a wide range of genres and cultural backgrounds and influences.
- Reading Strategies taught in school are encouraged and structured for home use - [materials have been developed to send home with children and use with their parents/carers.](#)

### **Teachers and support staff provide extra practice and support for the children who make the slowest progress (the lowest 20%). This includes:**

- During whole class reading sessions through additional modelling, targeted questioning and support
- Additional group intervention sessions for targeted children who struggle to access whole class reading sessions. This gives these children an opportunity to read at their instructional level
- 1:1 Switched on Reading / Reading with a trained adult outside of the lesson
- 1:1 Reading with the teacher during DEAR time
- The "[Lightning Squad](#)" intervention: a 6 week daily reading programme designed to improve reading skills, fluency, comprehension, spelling and phonics
- Reading volunteers: Parent & community volunteers who "stay and read"
- Any children in KS2 who have not 'met the necessary phonic standard' are part of an intervention group to boost their phonic knowledge and word building skills, following the **Little Wandle** programme. They also have reading practice sessions taught by a trained member of staff using Little Wandle phonetically decodable E-books at their instructional level.

## **DEAR (Drop Everything And Read)**

At least once a week, children have DEAR time for 30 minutes. The purpose is:

- To increase children's reading stamina
- For teachers to check and support good book choices, ensuring children are reading a book at the correct instructional level and from a range of genres
- For teachers to look at home-reading diaries and encourage children to comment on what they have read

## **Individual reading in school and at home:**

- All children in KS2 should have an ORT book to read at all times
- Children should be assigned an ORT stage to them by their class teacher to ensure they are reading a book at their correct independent level (95% word accuracy)
- A [conversion chart](#) is used as a rough guide
- The [Oxford Reading Tree Reading Criterion Scale](#) and other [benchmarking materials](#) are available to help assist teachers in making decisions
- The ORT books are displayed in the Lower KS2 corridor
- Teachers monitor the children's reading so that the appropriate ORT stage is being read and recorded
- KS2 use reading records - teachers record when they have read with children in reading records
- Teachers, LSAs and other support staff allocate extra intervention slots to children who need additional 1 to 1 reading practice (often prioritised for children entitled to Pupil Premium)
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time
- Children take books home and are expected to read nightly for 20 minutes
- Children that have additional needs or English as an additional language should have access to appropriate texts e.g. dual language texts, high interest low vocabulary texts

## **Storytime**

There is a designated additional story time at the end of every day which focuses on enjoyment and coverage of a wide range of texts. The books offer opportunities to learn from different perspectives and experiences and should engage and reflect all children's backgrounds and cultures. [Click here to see the KS2 list of "end of the day" readers.](#)

## **School Library**

There is a new, purpose-built library at the Myrtle site:

- Books are current, inspirational and reflect the diversity of the children
- They are reviewed and refreshed regularly
- Books are displayed and organised so they are easy to find and look appealing
- Non-fiction and poetry books are also available
- Additionally, there should be a small space in every class for children to borrow books for home
- Oxford Reading Tree books are displayed separately in the Lower KS2 corridor.

## **Displays**

Teachers produce displays in classrooms, and in the hall/other school spaces, which are a combination of the following elements:

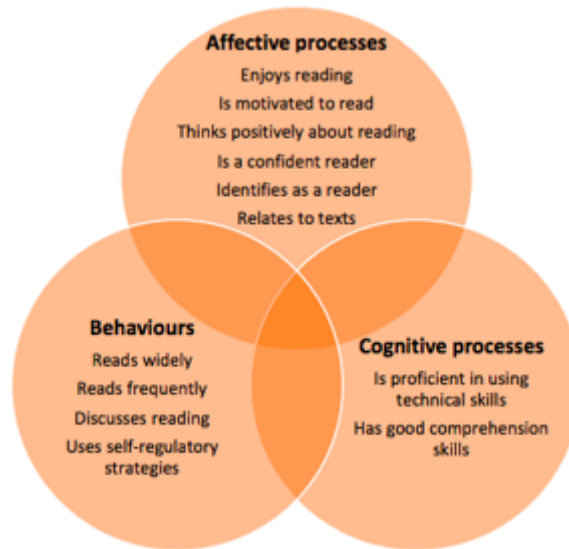
- Celebration of reading / authors and promotion of reading a wide range of challenging / appropriate texts.
- Display of the Whole Class Reading Strategies and the associated sentence stems to refer to and use during lessons.

- Strategies to help understand unfamiliar words and to help children answer written comprehension questions on flip chart paper

### **Impact:**

### **Assessment**

The assessment and recording of reading is part of the overall assessment of the whole child and should be seen alongside all the other areas of development.



- Children undertake statutory assessment in reading in Year 2 and 6 (SATs)
- Other year groups use NFER tests and associated materials in order to obtain consistent summative data. This happens three times a year
- Twice a term, children have a 'Big Picture' lesson to develop children's ability to answer written comprehension questions in any format or context. This helps teachers identify areas of strength and areas of development which informs future planning
- Teachers observe and question children during regular whole class reading lessons, read with children 1:1, check their book choices and speak to parents to understand their behaviours and affective processes (see image above)
- Some children will be involved in appropriate literacy intervention programmes