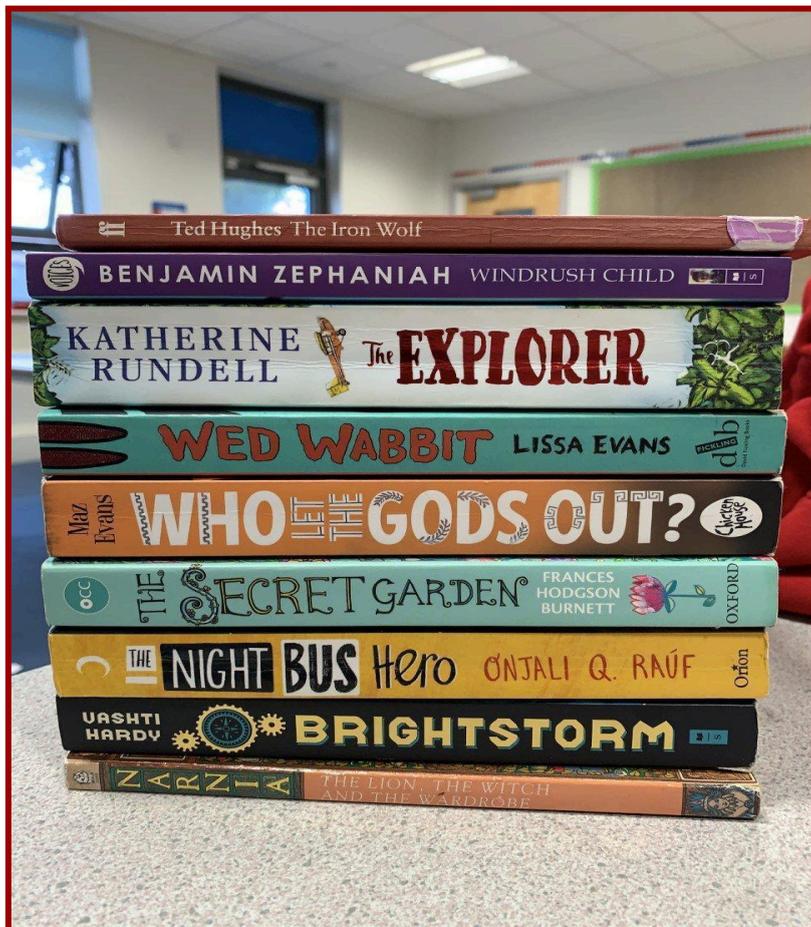




## KS2 Reading

# Southville Primary School



## Intent

Our reading curriculum is designed to foster a love of reading and ensure that every child becomes a fluent, confident, and critical reader. Our aim is to develop lifelong readers who approach stories, poetry, drama, non-fiction, and media texts with enthusiasm, curiosity, and analytical skill.

We believe reading is a gateway to academic success and personal growth, enabling children to explore diverse perspectives, expand their vocabulary, and deepen their understanding of the world. Through carefully planned teaching and rich reading experiences, our curriculum encourages children to develop their own interests, read widely and regularly, and engage with a broad range of genres and authors both at school and at home.

Our approach ensures all children have the skills and confidence to access the full curriculum and the world beyond, building strong foundations for a lifelong love of reading. By embedding reading into every aspect of school life, we nurture independent, reflective, and enthusiastic readers who see reading as both a joy and an essential skill for life.

## Year 2 – Bridging the Gap from Phonics to Key Stage 2

Year 2 marks the transition from learning to read through systematic phonics to reading for meaning, enjoyment, and knowledge. During this year, children consolidate their phonics knowledge, develop fluency, expand their vocabulary, and begin to apply key comprehension skills. The focus is on ensuring that every child leaves Key Stage 1 as a confident, fluent reader, fully prepared to access the wider curriculum in Key Stage 2.

### Children not yet secure with phonics

For pupils who are not yet secure in phonics, we continue to use Little Wandle Letters and Sounds to ensure they quickly catch up and keep up with their peers. Reading practice sessions are taught three times a week in small groups by a fully trained adult. Texts are carefully matched to each child's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and teacher assessment. Each session has a clear focus to avoid overloading working memory. Sessions are structured around the three key reading skills:

- Decoding – applying phonic knowledge to read words accurately.
- Prosody – reading with fluency, expression and understanding.
- Comprehension – developing understanding through dialogic talk.

In addition, we timetable daily phonics lessons for any child in Year 2 and above, who is not yet at age-related expectations in reading, or who did not pass the Phonics Screening Check. These children require urgent and focused intervention to close the gap swiftly and prevent it from widening.

### Children secure with phonics

Once children are secure in their phonics knowledge and decoding skills, the focus in Year 2 shifts towards broadening vocabulary, deepening comprehension, and developing fluency. Vocabulary instruction is prioritised to support understanding and to prepare children for increasingly complex texts. We use *The Totally Pawsome Gang* reading characters to make key comprehension skills explicit in an engaging and memorable way:

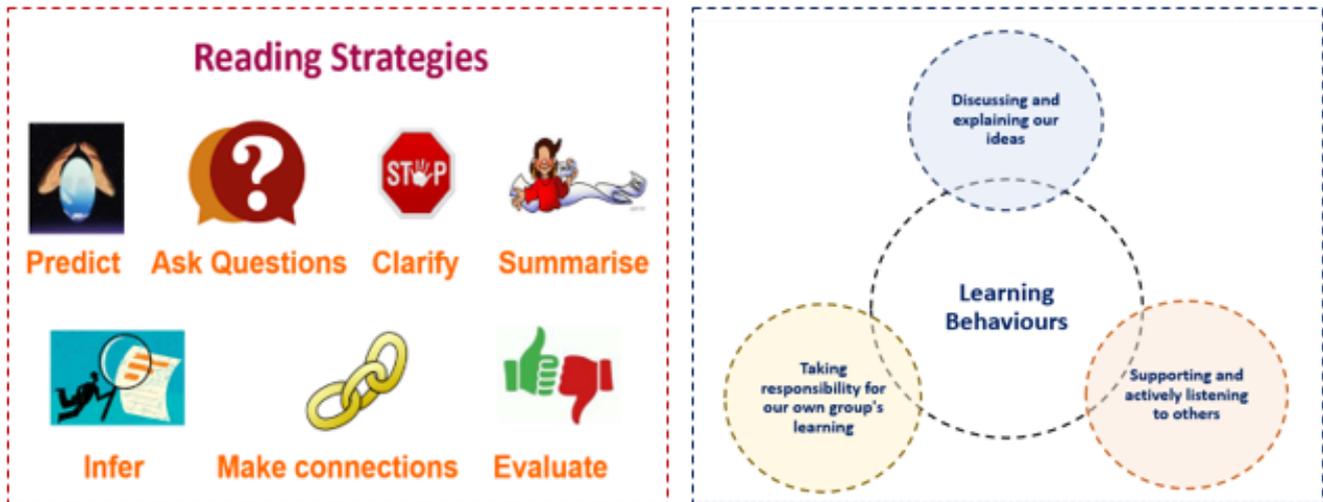
- Victor Vocabulary – understanding and explaining the meaning of words (1a)
- Iggy Inference – making inferences from what is read (1d)
- Predicting Pip – predicting what might happen (1e)
- Rex Retriever – retrieving key information (1b)
- Sequencing Suki – sequencing events (1c)

These characters support the teaching of the KS1 Reading Content Domains, helping children understand what they need to be able to do and what they are assessed on by the end of Year 2.

## KS2 – Overview of Approach

We use aspects of the **Destination Reader** model, a research and evidence-based approach to teaching reading that can be applied across all texts. This model focuses on:

- Key reading strategies which support comprehension
- Learning behaviours that promote meaningful dialogue



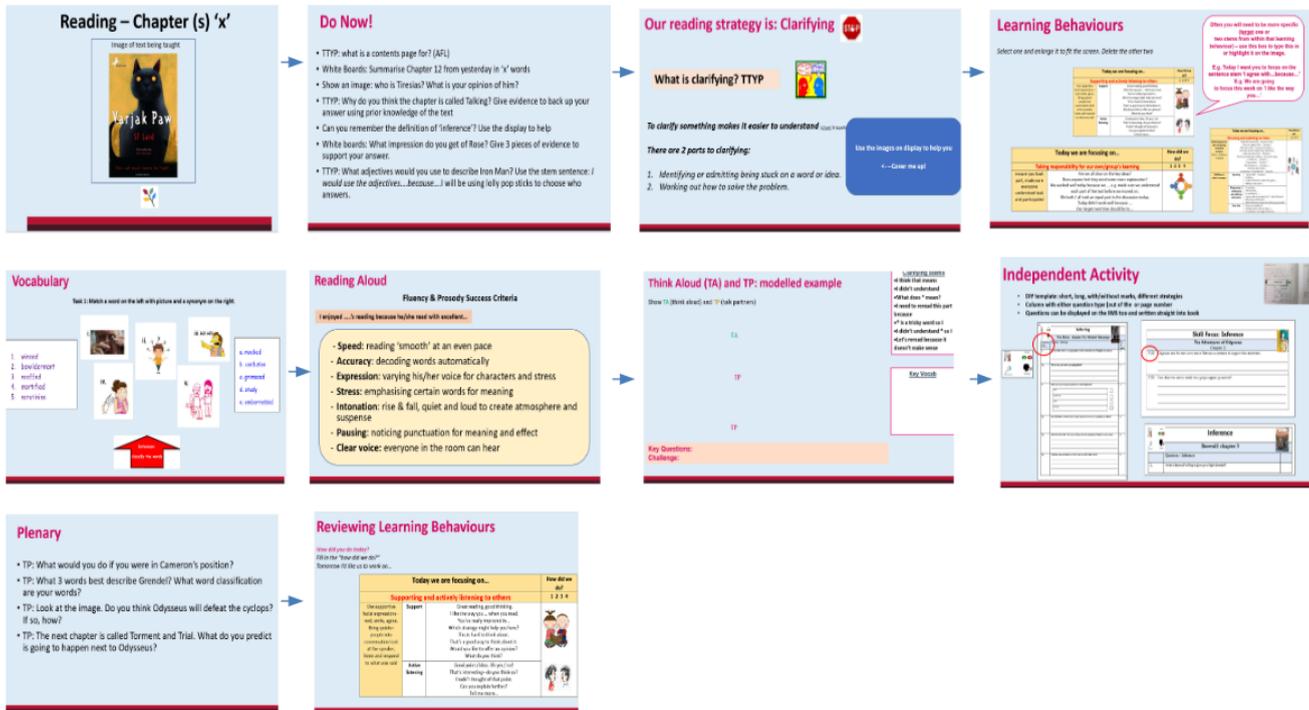
Reading sessions last approximately 30–45 minutes (3 or 4 times a week). The teacher models reading strategies to the whole class before children apply these skills through partner work and independent reading. The approach incorporates the core principles of effective reading provision and fully meets the requirements of the National Curriculum. Importantly, it also fosters a culture of reading for both pleasure and purpose.

### Intent of Approach

- To provide a clear, consistent structure for whole class reading lessons
- To enable children to become successful readers and comprehenders through the explicit teaching of key strategies
- To put metacognitive approaches at the heart of the teaching process
- 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

# Unit and Lesson Structure

Our approach is designed to build reading fluency, comprehension, and critical thinking through structured, interactive lessons. Each session follows a consistent routine to ensure that both teachers and children know what to expect, minimising time and cognitive load spent explaining activities and focusing on deepening understanding. Key strategies, images, and explanations are standardised and revisited regularly to help children store learning in long-term memory.



## 1. Identify Text Type, Audience, and Purpose (TAP)

This focus mirrors what we do in our writing lessons, helping children make connections between reading and writing. By identifying the text type, audience, and purpose, children gain a clearer understanding of how texts are structured and why writers make certain choices. This also encourages children to think more critically about their own writing, improving both their comprehension and composition skills.

- **Text Type:** Identify what type of text is being studied (e.g., story, instructions, poem).
- **Audience:** Discuss who the text is aimed at and how this impacts the formality and style.
- **Purpose:** Examine the purpose of the text (e.g., to entertain, inform, persuade, explain).

## 2. Outline The Reading Strategy

Each lesson introduces or revisits one or more of the seven reading strategies. This includes saying what the strategy is, why it is important and how to apply it effectively. For example:

- **What is inference?** We use clues from the text and our prior knowledge to work out something the author doesn't tell us. It is often based on clues about: character, setting and mood
- **Why do we infer?** To deepen our understanding of texts
- **What makes good inferences?** Justifying our answers with evidence from the text – 'because' / P.E.E.; Using detail – closely quoting the exact word / phrase; Finding more than one piece of evidence; Thinking from the writer's point of view

Often during a unit, strategies are taught in an order that allows children to begin with foundational comprehension skills (questioning, summarising), and gradually move towards higher-order skills (predicting, inferring, evaluating). As pupils become more confident, lessons often include more than one strategy, with questions interleaved to encourage flexible thinking and the application of different comprehension approaches.

### 3. Prosody

Research suggests that explicit modelling, teaching and feedback on prosody supports both reading fluency and comprehension. Teachers model the skills and techniques necessary for effective reading, helping children understand how to read fluently and with expression. By highlighting prosody, they show children how to bring texts to life, which children can then imitate. Pupils regularly read aloud to develop automaticity and prosody, with teachers and peers providing feedback to help them refine their pacing, expression and intonation.

- **Speed:** reading 'smooth' at an even pace
- **Accuracy:** decoding words automatically
- **Expression:** varying his/her voice for characters and stress
- **Stress:** emphasising certain words for meaning
- **Intonation:** rise & fall, quiet & loud to create atmosphere and suspense
- **Pausing:** noticing punctuation for meaning and effect
- **Clear voice:** everyone in the room can hear

### 4. Engagement With The Text

To ensure deep engagement with the text, a variety of strategies are used to encourage active participation and reflection.

- **"Do Now" Activity:** A short, interactive discussion where children build on each other's answers.
- **Vocabulary Instruction:** Teachers strategically and explicitly introduce new vocabulary, focusing on comprehension and the impact of words on the reader. This may include reference to context, morphology and etymology, and links to spelling provision and pedagogy.
- **Think Aloud:** Teachers model their metacognitive thought processes while reading by verbalising strategies such as questioning, summarising, predicting and inferring. They also model strategies for understanding new and unfamiliar vocabulary.
- **Paired & Group Talk:** Children discuss the text with peers, using language stems to promote quality responses. Partners are chosen based on task needs, with mixed-ability pairings encouraged.
- **Verbal Responses:** Teachers maintain high expectations for engagement and participation, ensuring that all children contribute to discussions and activities. Pupils are expected to respond in full sentences and participate in Think-Pair-Share (TP) to reinforce their learning.
- **Metacognitive Focus:** Teachers model and encourage children to reflect on their thinking process and refine strategies as they read.
- **Paired & Individual Reading:** Reading Children take turns reading aloud to their partner or read independently, with the teacher circulating to listen in and assess fluency while providing feedback.
- **Independent Practice:** Following modelling and guided practice, children apply the strategies independently, demonstrating their understanding through focused activities in their reading books, on mini whiteboards or by talking to their partner. To support effective planning, standardised templates are provided for teachers. Longer independent practice typically takes place once a week, offering children the opportunity to consolidate and reinforce their learning.

### Working Walls In Classrooms

Reading displays are used to show the current reading strategy, sentence stems, key information, and strategies for answering questions. They offer ongoing support to enhance comprehension and encourage independent learning. They may also show feedback suggestions for children to give to their peers after each time they read aloud.

## Adaptation and Additional Support

### Whole-class Reading

During whole-class reading sessions, additional strategies such as targeted questioning, explicit modelling, and tailored support are used to engage and support all learners.

### Working Below Year Group Expectations

In Years 2, 3, and 4, we provide small group lessons for children who are unable to fully participate in the main whole-class reading sessions. These groups include children from across the year group, who are working at a reading level significantly below age-related expectations. The aim is to support children who struggle to access whole-class lessons, without substantial adaptations or additional support, ensuring they practice reading texts aligned with their instructional level. Little Wandle Letters and Sounds books are used and sessions involve decoding, prosody and comprehension which are chunked and built up over the course of the week – developing understanding through dialogic talk.

### Children Requiring Additional Phonics Support

For children in Key Stage 2 who have not yet met the expected phonics standard, targeted Little Wandle Rapid Catch-up sessions are delivered by a trained member of staff. Children complete a baseline assessment so that gaps in their phonic knowledge can be quickly identified.

These assessments are used to pinpoint specific gaps in children's phonics knowledge and word-building skills. Teaching then follows the Little Wandle Rapid Catch-up programme, which provides focused, systematic support to help pupils secure key phonics knowledge. Reading practice forms an important part of the programme. Children read phonetically decodable books and e-books from the Little Wandle programme, carefully matched to their instructional level, to support accuracy, fluency and confidence. Regular assessments are used to track progress and ensure that teaching continues to meet pupils' needs.

Pupils who are new to the school, new to the country, or new to English are also assessed using the Rapid Catch-up assessments to ensure their needs are identified promptly.

### Additional Interventions

**1:1 Reading:** Children receive dedicated reading time with a teacher during DEAR (Drop Everything and Read) sessions or with a trained adult outside of lessons. This provision primarily targets pupils eligible for Pupil Premium funding, those who do not read regularly at home, and children with EAL who do not have fluent English readers at home. Reading support is also strengthened through parent and community volunteers, who provide additional opportunities for children to practise reading in a supportive, structured environment.

**Nessy Reading Programme:** Targeted pupils across Key Stage 2 attend a 30-minute session before school. Progress and engagement are tracked through the programme's data to monitor improvement over time. The programme supports reading development through structured phonics and spelling practice tailored to individual needs. It strengthens decoding skills, builds automaticity and confidence through repeated practice and immediate feedback. It is particularly effective for pupils who need additional support with phonological awareness, word recognition and reading fluency, providing a targeted intervention that complements classroom teaching.

## Whole Class Texts

Each year group is assigned six whole class texts, one per term (approx), with at least one book shared between two children. These texts are carefully selected by teachers and are pitched above the independent reading level of the children, in line with the expectations outlined in the National Curriculum. The chosen texts offer a meaningful challenge for all learners and encompass a diverse range of genres, cultural perspectives, and influences, ensuring a rich and varied reading experience. Additionally, a variety of non-fiction extracts and short texts are interspersed throughout the year, often linked to the content of wider curriculum units. These texts provide regular exposure to different genres and are often used as part of 'Big Picture' written comprehension sessions.

Whole class texts are regularly reviewed and therefore may be slightly different to what is stated in this list.

### Overview:

- **Year 2:** *Charlie and the Chocolate Factory* by Roald Dahl (Fiction), *Hodgeheg* by Dick King-Smith (Fiction), *Hattie & Olaf* by Frida Nilsson (Fiction), *Molly Rodgers to the Rescue* by Cornelia Funke (Fiction), *The Owl Who Was Afraid of the Dark* by Jill Tomlinson (Fiction) and *Mr Majeika* by Humphrey Carpenter (Fiction).
- **Year 3:** *Rise Up!* by Connie Huq (Non-fiction), *Werewolf Club Rules* by Joseph Coelho (Poetry), *The Boy at the Back of the Class* by Onjali Q. Rauf (Fiction), *Wreck of the Zanzibar* by Michael Morpurgo (Historical Fiction), *Danny Champion of the World* by Roald Dahl (Fiction), *Pugs of the Frozen North* by Phillip Reeve (Fiction)
- **Year 4:** *Clockwork* by Philip Pullman (Fiction), *Coming to England* by Floella Benjamin (Autobiography), *Sensational: Poetry Anthology* (Poetry), *Goldfish Boy* by Lisa Thompson (Fiction), *Varjac Paw - S R Said* (Fiction)
- **Year 5:** *Boy in the Girls' Bathroom* by Louis Sachar (Fiction), *High Rise* by J.G. Ballard (Dystopian Fiction), *No Where Emporium* by Ross Mackenzie (Fantasy Fiction), *Walls of Willoughby Chase* by Joan Aiken (Historical Fiction), *All Around the World* (Non-fiction), *Be the Change Poetry* (Poetry)
- **Year 6:** *When Hitler Stole Pink Rabbit* by Judith Kerr (Historical Fiction), *Wonder* by R.J. Palacio (Fiction), *London Eye Mystery* by Siobhan Dowd (Mystery Fiction), *Survivors* by David McKee (Fiction), *DK History* (Non-fiction), *SATs Practice* (Test Preparation)

## Additional Reading Opportunities

### 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 independent 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 and to check they are reading regularly at home, both alone and with an adult.

### Individual reading in school and at home:

- Children are assigned an Oxford Reading Stage book 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.
- Teachers monitor the children's reading so that an appropriate book is being read and recorded
- The [Oxford Reading Tree Reading Criterion Scale](#) and other [benchmarking materials](#) are available to help assist teachers in making decisions about whether to move children up to the next stage.
- Children are encouraged to have another book of their choice from the library, or from at home, to read at the same time. This may also involve this book being read to them by an adult or carer at home to support 'reading for pleasure'.
- Children are expected to read at home daily for 20 minutes and record this in their home reading records
- Children that have additional needs or English as an additional language, have access to appropriate texts e.g. dual language texts, high interest low vocabulary texts

### School Library:

The Myrtle site features a purpose-built library with a carefully curated collection of current, inspirational books that reflect the diversity of the children. The books are regularly reviewed, refreshed, and displayed to be easily accessible and visually appealing. The library also includes non-fiction and poetry books. Each class visits the library at least fortnightly, during a timetabled choosing and DEAR session.

Oxford Reading Tree books are organized separately in the Lower KS2 corridor.

### 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.](#)

In UKS2 this time is also used by teachers to read aloud chunks of the lengthier WCR books, to ensure they are getting the books read in a timely manner and it's not becoming boring for the class.

## Home Learning Support

Reading strategies taught in school are supported with materials for [home use](#), ensuring continuity in learning.

### Home Reading Questions

Predicting	Clarifying	Questioning	Making Connections	Inferring	Summarising	Evaluating
<i>Children should predict what will happen in the future based on: what they have read, what is inferred and prior knowledge. It's not a guess!</i>	<i>Children should clarify the meaning of words, phrases, and longer passages to make sure they understand exactly what they are reading.</i>	<i>Children should ask questions about what they have read to seek more information and deepen their understanding.</i>	<i>Children should use what they already know from their experience, other texts or the world to help them understand what we they have read.</i>	<i>Children should use clues from the text and their prior knowledge to work out something the author doesn't tell them. It is often based on clues about: character, setting, mood.</i>	<i>Children should identify the key information and give a brief, concise explanation. It might be about the main points of a text; a setting; character; problem; event or resolution.</i>	<i>Children should comment on what they liked / disliked &amp; explain why. They should comment on the effectiveness of author choices (content, layout, language)</i>
<p>Before we read this book together, let's look at the front cover and try to predict what you think will happen.</p> <p>What do you imagine * will be like?</p> <p>What do you predict is going to happen next? What makes you think this?</p> <p>What do you think * will say in response to that?</p> <p>What kind of place do you think * to be?</p> <p>How do you think * will feel?</p>	<p>What does * mean?</p> <p>Step 1: <b>Identify</b> the root word and any prefixes or suffixes</p> <p>Step 2: <b>Read</b> forward and backward to understand meaning from the context</p> <p>Step 3: <b>Substitute</b> the word with a synonym and see if the sentence makes sense</p> <p>Has it changed your understanding?</p> <p>Do you understand what has happened / the information / this part of the text?</p>	<p>Who...</p> <p>What...</p> <p>When...</p> <p>Where...</p> <p>I wonder...</p> <p>Why...</p> <p>How...</p> <p>What if...</p> <p>How do we know...</p> <p>e.g. How did he/she do that?</p> <p>Why did he/she do that?</p> <p>Where are they going and why?</p>	<p>Does this remind you of anything you have done before?</p> <p>Does this character have any similarities with ...?</p> <p>Have you read anything that reminds you of this book? What's similar, what's different?</p> <p>Does this remind you of anything happening in the world right now, in the past or in the future?</p> <p>How are these sections linked?</p>	<p>Using the evidence in the text, what do you think * is thinking / feeling?</p> <p>What do these words/this phrase suggest is going to happen next?</p> <p>What do you think the author intended when they said...?</p> <p>Why was...feeling...? How do you know?</p> <p>Why did...happen?</p> <p>Why did ... say ...?</p> <p>Can you explain why...?</p> <p>How does ...make you feel?</p>	<p>Can you retell the story / chapter / section to me in 20 words or fewer?</p> <p>What have you read so far?</p> <p>Summarise how the chapter made you feel in 3 words.</p> <p>Describe this character's journey/personality/ experience in 12 words or less.</p> <p>What's the main theme?</p>	<p>What was your favourite part of this chapter/poem/ book and why?</p> <p>Which character do you think was the most *caring* - what makes you think this?</p> <p>Why do you think the author has used these words to...?</p> <p>Why has the author used this heading?</p> <p>What part of this text would you change and why?</p> <p>Would you like to live in this setting? Why/why not?</p>

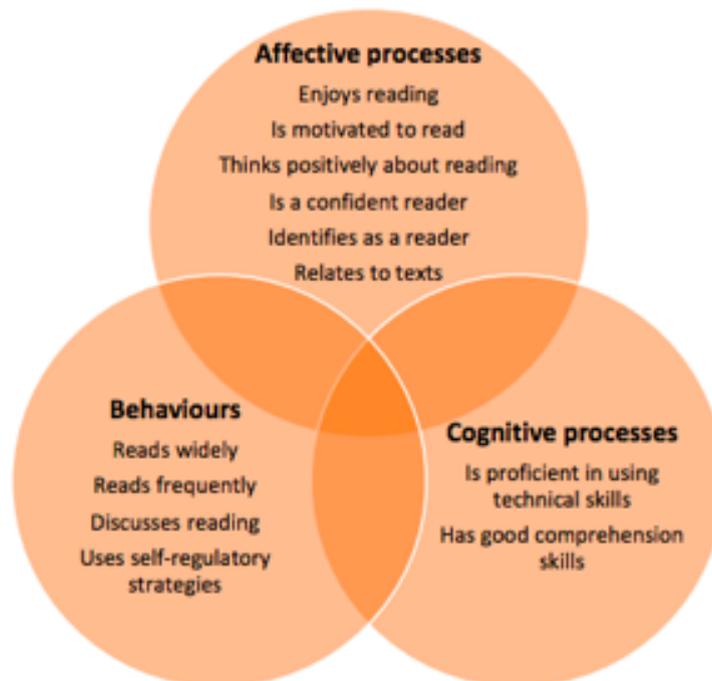
## Assessment

The assessment of reading is an integral part of the broader evaluation of each child's development and should be considered alongside other areas of progress.

Children undergo statutory reading assessments in Year 6 (SATs). In other year groups, NFER tests and associated materials are used three times a year to gather consistent summative data. Teachers also plan 'Big Picture' lessons throughout the year which are aimed at developing children's ability to answer written comprehension questions in various formats and contexts. This helps teachers identify strengths and areas for development, which inform future planning.

Teachers also observe and question children during regular whole-class reading lessons, read with them 1:1, review their book choices, and engage with parents to gain insight into children's behaviours and cognitive processes. Some children may participate in targeted literacy intervention programmes, which involves regular assessment and evaluation of progress.

All assessment guides future lessons, ensuring that all pupils are appropriately challenged and supported to achieve their full potential.



## Big Picture Lessons

Across the course of a term, children regularly participate in two 'Big Picture' lessons, which focuses on an unseen text or a range of questions based on a text already studied in lessons. Sometimes they will be using the class WCR text and other times, link to the topic of the term - e.g. Science, History, Geography etc. These sessions are designed to enhance pupils' ability to answer written comprehension questions in various formats and contexts.

During these lessons, teachers model and explore different types of questions, guiding children to apply strategies they have learned to improve accuracy and confidence. This process includes analyzing and discussing question types, evaluating responses, and emphasizing techniques and strategies rather than solely focusing on the content.

Teachers also use these lessons as an assessment tool to identify which strategies or content domains need further attention in future lessons. By reviewing and discussing children's answers, teachers provide targeted feedback and reinforce key learning points, fostering a deeper understanding of how to approach comprehension effectively.

# Progression Overview

	Ask Questions	Retrieve	Predict	Clarify	Summarise	Make Connections	Infer	Evaluate	Attitudes to Reading
R	Begin to ask simple questions about stories and illustrations to enhance understanding	Identify and retrieve information from pictures and simple texts.	Make simple predictions about what might happen next in stories based on illustrations.	Recognize when something is unclear and ask for help in understanding.	Share simple ideas about a story's main events.	Begin to relate stories to personal experiences and familiar situations.	Begin to infer meaning from illustrations and simple stories	Share opinions about stories and illustrations, expressing likes and dislikes.	Show enjoyment and enthusiasm for stories, exploring books independently.
Y1	Ask and answer questions about key events and characters in texts	Retrieve specific information from texts using prompts and questions.	Use story clues and illustrations to predict possible outcomes in texts.	Identify and clarify unfamiliar words in texts with guidance.	Retail main events from a simple story in sequence.	Make simple connections between texts and personal experiences or other stories.	Use clues in texts to make basic inferences about characters and events.	Evaluate characters and events, discussing preferences and reasons.	Develop a positive attitude towards reading by sharing and discussing stories with peers.
Y2	Develop the ability to ask relevant questions to clarify understanding of texts read.	Locate key details in texts to answer questions accurately.	Make predictions about characters and plot developments based on prior knowledge and text features.	Use context to clarify the meaning of words and phrases in texts.	Summarise stories by identifying key events and characters.	Identify connections between texts, such as themes, characters, and events.	Make inferences based on text details and personal experiences to enhance comprehension.	Make simple evaluations of texts based on understanding and personal preferences.	Express enjoyment of a range of texts and begin to choose reading materials independently.
Y3	Ask questions to deepen comprehension and explore the meaning of texts.	Retrieve and summarise information from various texts, demonstrating understanding	Justify predictions with evidence from the text to enhance understanding.	Clarify misunderstandings by discussing and rereading texts.	Provide summaries of texts, including main ideas and details.	Make text-to-text, text-to-self, and text-to-world connections to enhance understanding.	Draw inferences from texts, justifying them with evidence from the story.	Critically evaluate the effectiveness of stories, considering elements such as plot and character.	Explore different genres, developing a preference for specific types of texts.
Y4	Ask questions that provoke discussion and further exploration of themes and characters.	Efficiently retrieve information to support opinions and responses to texts.	Predict themes and outcomes based on textual evidence and character development.	Explain unfamiliar vocabulary and phrases to enhance comprehension.	Summarise texts while distinguishing between main ideas and supporting details.	Analyse how connections deepen comprehension and engagement with texts.	Analyse character motives and themes through inferred meanings in texts.	Analyse texts, providing evidence for evaluations of characters, themes, and writing styles.	Cultivate a love for reading by discussing favourite books and recommending them to others.
Y5	Analyse texts by asking critical questions that guide evaluation and interpretation	Extract and organise relevant information from texts for deeper analysis	Make and evaluate predictions about texts, considering different perspectives.	Analyse and clarify language in texts to deepen understanding.	Create clear summaries that capture essential elements of texts.	Explore and articulate connections between different texts and themes.	Evaluate how inference enhances understanding of characters and plot lines.	Formulate and articulate well-supported evaluations of texts.	Engage in discussions about reading, sharing thoughts and reflections on a variety of texts
Y6	Pose insightful questions that challenge ideas and interpretations in texts.	Evaluate the reliability of retrieved information from sources.	Analyse how predictions change as texts develop, using evidence to support reasoning.	Evaluate the impact of language choices on meaning and clarity in texts.	Synthesise information from texts, summarising key themes and ideas effectively.	Evaluate the significance of connections made across texts, enhancing interpretive skills.	Infer deeper meanings in texts, using textual evidence to support interpretations.	Provide insights into themes and authors' intentions with evidence.	Demonstrate a strong commitment to reading, seeking out different genres and authors to broaden experiences.

## Impact

### **Monitoring:**

Through triangulation of teachers' medium-term planning and book choices, assessment data, and pupil voice, the subject leader and members of SLT ensure that:

- Progression and appropriate challenge are evident in each year group.
- All pupils are "keeping up" and making good progress – particularly vulnerable learners.
- Planning is clear, focused and builds on prior learning in line with the school approach.
- A wide range of genres is covered in accordance with the National Curriculum.
- Reading strategies are taught regularly and consistently, with a strong focus on fluency and comprehension.
- The learning environment actively supports reading development.
- Teachers consistently monitor Reading Journals, Home Reading Records and book choices to track progress and ensure pupils are reading appropriate and engaging texts.