

St. Cuthbert's Catholic
Primary School



Reading In Key Stage 2

Reading in KS2

The Teaching of Reading	Through Whole Class Shared Reading	<ul style="list-style-type: none"> • Children will participate in whole class shared reading sessions each week linked to their writing unit • During these sessions children will be exposed to high-quality narrative, non-narrative or poetry texts. • The texts will be chosen carefully by teachers to ensure that vocabulary and sentence structures are challenging and aspirational for all children. • Each week there will be a range of activities linked to whole class reading which will focus on developing different skills. • Some of these activities will involve children recording their responses to comprehension questions, whilst other activities will involve discussion around the text including characters, events, information and so on as well as drama, hot seating and vocabulary development. • The teacher will have a strong measure of control over the direction of discussion; asking searching, well-directed questions. • The teacher will support children in processing the text and getting inside what is going on. • The teacher will support children in making plausible predictions. • The teacher will also model, demonstrate and practise reading aloud with fluency, expression addressing grammar and vocabulary which will be firmly rooted in the key text to provide context • Children in KS2 will be given a whole class text to read solely for enjoyment. Children can read along silently with the teacher or can just enjoy the text being read by the teacher.
	Through Guided Reading Sessions	<ul style="list-style-type: none"> • Each child will engage in a Guided Reading Practice session x1 per week • Each child will be part of a Guided Reading group consisting of no more than 6 children. • Books will be allocated to each group according to their reading ability but one that provides challenge and development of vocabulary and is 90% accessible. • The reading sessions will focus on developing children's decoding skills; prosody and comprehension and inference skills. • Teachers will ensure that there is a balance between guiding and allowing children to read so that they can develop their skills in comprehension, inference and prediction. • Teachers should ensure that the purpose of Guided Reading is to support and bridge any gaps in their reading knowledge rather than just handing it to them on a plate. • Children should adopt a whisper reading tactic so that the teacher can hear them read and intervene when needed. • Teachers will use a range of reading material which caters for the needs and interests of all the children. • Guided Reading sessions will focus on boosting vocabulary, activating background knowledge, making inferences, integrating and building meaning, applying breakdown strategies and summarising.
	Through Individual Reading	<ul style="list-style-type: none"> • All children will read to the teacher or teaching assistant x1 per week • Teachers will use the home/school 'Reading Journal' to make a record of this session and highlight any reading skills the child has used or developed during the reading session. • Children will take home a banded book chosen by them and this will be recorded on the Book Banding Sheets.

	Through Reading for the Lowest 20%	<ul style="list-style-type: none"> • Lowest 20% of children will read daily to either their teacher or a teaching assistant. • There will be extra opportunities for these children to read with a 'Reading Buddy' who is a more advanced reader in the school. • All children who fall into the lowest 20% will read to different adults each week. • We will have regular conversations with parents and encourage regular reading at home. • Pupil progress meetings with SENDCO to ensure targets on Provision Maps address reading and support is tailored to meet their needs.
	Through Reading Buddy	<ul style="list-style-type: none"> • All children are able to access our Oxford Reading Buddy which is a digital, interactive reading programme. • The programme provides children with eBooks and comprehension quizzes matched to their Oxford Reading Levels. • Children develop their reading skills with one-to-one modelling and coaching from online Reading Buddies. • The children can pick their own characters as their buddy. • Teachers are able to monitor and support each child's personal reading and comprehension progress.
	Through Paired Reading	<ul style="list-style-type: none"> • All children will engage in peer-to-peer reading. • Children in KS2 will read aloud to each other in both their own class and other classes to improve their fluency and reading ability. • With their Reading Buddy they will read together either a chapter at a time, one sentence at a time or even reading different books to each other in turns • Children will use a range of reading material and reading will be across the curriculum. • Children will learn good reading habits from each other as well as targeting communication, teamwork, empathy, compassion – understanding and responding to another person's needs. • When pairing children, teachers will carefully pair more advanced fluent readers with developing fluent readers. • Sometimes teachers will provide prompt cards or reading dice for learners to be able to discuss their reading and the content of the story.
	Through Talk for Writing	<ul style="list-style-type: none"> • Teachers will use 'Talk for Writing' approaches in the teaching of Reading and Writing. • This systematic approach to children learning will enable them to internalise text structures and vocabulary which they can then innovate to create their own stories. • At its heart is an enjoyment of reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. • Using elements of this approach in KS2 will enable children to learn stories off-by-heart as well as their structure and vocabulary for children in KS2.
Developing a Love of Reading	Through Daily Stories	<ul style="list-style-type: none"> • Children in KS2 will listen to at least one story a day, this will usually be their class reading book chosen by the teacher • They will listen to a range of stories and poems from a number of different authors including those from our Reading Spine so that they can begin to develop a love of reading and express their opinions about the books they are exposed to. • Teachers are to choose the texts they share carefully to ensure that they include high quality, ambitious vocabulary.

	Through Reading Ambassadors	<ul style="list-style-type: none"> English Lead to encourage children to become Reading Ambassadors. Two children will be selected from each class Children who are Reading ambassadors will play an active role in promoting a love of reading; supporting other children with book recommendations; engage in meetings about how to further develop reading for pleasure in the school. Support reading in our Chatter Books Club. Be fully involved in developing the school library, choosing new reading material, reading areas around school and a love of reading outdoors.
	Through Opportunities to develop Reading for Pleasure	<ul style="list-style-type: none"> Throughout the day there are repeated opportunities for children to read books both indoors and outdoors. These opportunities include children reading, sharing, telling and re-telling stories. Some of these stories will be linked to their current topics and themes. In KS2 there will be attractive, engaging and inviting story-telling, book areas with a range of high-quality books on display as well as topic areas with high quality non-fiction texts and those from our Reading Spine. Each week children will have the opportunity to choose a book from our school library to take home and read in addition to their home-school reading books Each week a child in the class will take home our 'Snuggle Up with A Book' suitcase to enjoy at home with families. Children will engage in a 'Reading for Pleasure' session each day where they can choose their own reading material, bring material from home and read quietly for a short, sustained period of time. All children in KS2 will visit the local library each term to choose a book for school and to encourage them to visit the library often.
Home School Reading	Through Book Banded Reading Scheme Book	<ul style="list-style-type: none"> All children in KS2 will take one or two banded reading books to read at home. These books will be closely matched to the child's individual reading ability, based on their reading age assessed using the Salford Reading Test. These books will be changed once a week or more frequently if needed by the class teacher or teaching assistant. Any children who have completed the reading scheme will have independent access to free reading books from the class and school library. The class teacher will ensure that there are appropriate and challenging texts for the child's reading ability. Families are invited to a Reading Meeting where information on supporting their child at home is provided. Families are provided with a Reading Journal where they can record their child's reading at home and identify any skills their child has used or developed.
Closing the Gap	Through Catch Up	<ul style="list-style-type: none"> Any child with gaps in their phonic knowledge will continue to have phonic intervention and will have a phonic book linked to their phonic ability. Lowest 20% will have one to one reading sessions at least 3 times a week with either class teacher, teaching assistant or Reading Buddy. Regular Pupil Progress meetings with SENDCo Literacy Lead and Head Teacher to discuss further support, intervention and assessments.