

## **Our Approach to Reading KS2**

Reading is a fundamental skill for our children. Our reading curriculum aims to engage children in a love of reading and equip them with the skills to become life long readers. We select texts based on quality, enjoyment and links to the curriculum. We focus on comprehension skills and vocabulary understanding to ensure that the children have a good grasp the texts they read. We use links to the curriculum and / or engaging books to both engage children in the subject of their writing whilst also supporting their background and cultural knowledge.

In KS2, we focus on two approaches to the teaching of reading, both of which focus on a whole class approach. This approach means that children are engaged in shared discussion about the text and allows the teacher to facilitate the direction of that discussion. It means that they can ask appropriate questions to deepen, clarify or probe understanding and guide progress towards a clear, defined area of learning.

### **Whole Class Reading**

This approach aims to deepen understanding of a text and develop skills to elicit themes, explore ideas and respond in depth to a text. We use extracts linked to the history/ geography topic in each year group. It follows a clear weekly structure:

- Background read
- Vocabulary
- Close read
- Independent application
- Comprehension strategies

### **Just Read**

Just read is another whole class approach. The aim is to develop reading fluency and enjoyment of reading. It provides the opportunity for the children to enjoy a novel and hear great modelling of reading from the class teacher. The children track the text to build up word recognition and follow for understanding. The approach allows the teacher to read the text aloud to the children at a faster pace than they may be able to independently. We know that the more slowly we read, the more working memory capacity is taken up by decoding, leaving fewer cognitive resources available for comprehension. An aim of this approach is to remove that barrier. The books are chosen to engage the children and as they progress through KS2, cover a range of styles, themes and authors.

## **Choice of text/ books**

We use the Plagues of Reading, links to diversity and the Reading Spine to help inform book and text selections we make. This is to ensure appropriate challenge, promote enjoyment, expose children to a range of text types and provide cultural diversity as the children go through KS2.

## **Yearly Overview KS2**

	<b>Autumn 1 Whole Class Reading</b>	<b>Autumn 2 Just Read</b>	<b>Spring 1 Just Read</b>	<b>Spring 2 Whole Class Reading</b>	<b>Summer 1 Whole Class Reading</b>	<b>Summer 2 Whole Class Read (novel study)</b>
<b>Year 3</b>	Text extracts linked to History topic	Rumaysa	Nothing to See Here Hotel	Text extracts linked to Geography topic	Text extracts linked to topic	Boy Giant: Son of Gulliver by Michael Morpurgo
<b>Year 4</b>	Text extracts linked to History topic	Anglo-Saxon Boy by Tony Bradman	The Lost Whale by Hannah Gold	Text extracts linked to Geography topic	Text extracts linked to topic	When the Mountains Roared by Jess Butterworth
<b>Year 5</b>	Text extracts linked to History topic	The Song Walker by Zillah Bethell	Journey to the River Sea by Eva Ibbotson	Text extracts linked to Geography topic	Text extracts linked to topic	The Queen's Fool by Ally Sherrick
<b>Year 6</b>	Text extracts linked to History topic	When Hitler Stole Pink Rabbit by Judith Kerr	Holes by Louis Sachar	Text extracts linked to Geography topic	Text extracts linked to topic	The Boy at the Back of the Class by Onjali Q. Raúf