



## KS2 Reading Policy 204-25

**‘We want our children to be happy and healthy today, fulfilled in the future and able to make their world a better place.’**

### KS2 Reading Practice (KS2)

#### Intent

Through the delivery of high-quality teaching of reading, we seek to develop children’s competence, confidence and enjoyment of reading. Our goals are:

- For children to become fluent, skilled, independent readers who are able to enjoy reading for pleasure, regardless of disadvantage.
  - That each time they read, new knowledge connects with, builds on and sometimes replaces what they already know.
  - For children to be able to read independently and to be able to follow personal interests and use their research skills to extend their knowledge and understanding.
- To provide a wide range of high-quality texts, both fiction and non-fiction to support children’s reading development.

#### Implementation

In class, children have regular opportunities to engage in whole class, independent and shared reading. Class teachers and support staff seek to provide children with daily reading sessions where they are encouraged to respond to a text in a variety of different ways. Class teachers make use of whole class reading sessions as a teaching and learning strategy. During reading sessions, adults focus on developing a child’s ability to become a fluent, independent reader, who is able to engage with and understand texts effectively.

In Lower Key Stage 2, children take part in daily whole-class reading sessions, in which they work through a variety of high-quality texts. This ensures increased emphasis on a range of fluency and comprehension skills (creating a mental model, drawing on experience and knowledge to make inferences, considering meaning, knowledge of sentence structure and punctuation etc). Explicit teacher modelling of these skills to the whole class, including the thought processes involved in making inferences: metacognition, means that children understand what it means to be a good reader and see themselves, teacher and peers as readers. By modelling fluent, expressive reading, children's fluency and therefore their comprehension is improved. In Upper Key Stage 2, reading practice is taught through a mixture of whole class and guided group work, ensuring that the class teacher is able to hear each child read aloud each week. This allows any remaining gaps that children may have at this stage to be identified and closed more quickly and effectively.

In line with the updated Reading Framework (July 2023) across the KS2, class teachers are committed to develop pupils’ fluency through: guided oral reading instructions, modelling fluent reading, repeated reading and encouraging pupils to do the same by asking them to echo read, choral read or perform to the class. Fluency bridges the gap to comprehension (Pikulski and Chard 2005) and teachers are encouraged to model, share and practise; accuracy, prosody, pace and phrasing during reading lessons, drawing on a range of strategies, including elements of VIPERS.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. It allows the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards.

### Reading – Inclusion and Diversity

When teaching reading to children with EAL or with SEND, we recognise that time should be spent on discussing and clarifying new and unusual words. Teachers consider support plans when planning effective reading sessions to ensure that SEND pupils are supported appropriately. We seek to ensure that children of all abilities are well planned for by taking into account their current reading levels and by providing them with appropriate texts which allow them to build on their reading skills and develop their independent learning and thinking skills. We use diagnostic tools such as FFT's **Reading Assessment Programme** or Little Wandle assessment tool to baseline new children with EAL or SEND. These are easy to use tools that check specific learning goals and provides detailed reports for teachers to; inform next steps, provide bespoke interventions and track progress closely.

At Milton Road Primary school, we seek to promote equality and diversity by making sure that all children have access to a wide variety of age-appropriate texts, representing characters from different backgrounds, families, ethnicities and those with disabilities. We are always looking out for new, diverse texts and use CLPE and Empathy lab booklists to enhance our library so that children can connect personally with the books they read. We want the books in their hands to reflect their reality, provide a window to learn about others and open doors, to walk in a character's shoes. We regularly sort through our book stock to ensure themes and information are up to date and avoid stereotyping. Opportunities to discuss issues such as race, gender, different families are provided through careful discussion and thoughtfully chosen books.

The [No Outsiders, Preparing Children for Life in Modern Britain](#) programme forms the basis of our whole school assemblies. This programme uses a wide range of specially selected picture books and texts to promote the 'All different, All welcome' message.

### Reading for Pleasure and Book Choices

It is important to differentiate between reading practise (scheme) books and reading books. Children have access to a good balance of high quality, current fiction and information texts. A 'less is more' approach is often the most helpful, particularly when children are reading texts outside of a scheme regularly. Without guidance, some children's choices can lead to a drop in challenge, as well as an issue with pitch and quality. Teachers are the best promoters. We want children to trust the judgement of a teacher because they feel that the teacher knows them well enough to care about their likes and dislikes. Teachers intervene when appropriate if they notice children are regularly choosing books that are too easy or too hard; ensuring all the while that building a reader's confidence is not in jeopardy.

All classes have their own Book Corners. These reflect a varied diet of fiction and non-fiction, diversity and the children's interests. KS2 'free readers' are managed and supported in the same way as in KS1 to make book choices. Peer support and guidance is often invaluable for this.

Core strategies to encourage sustained, voluntary reading include:

- adults reading aloud regularly, including in class or form time
- informal book talk, including recommendations from peers and adults
- encouraging library use, including the local public library
- providing protected time to read
- sociable reading environments, reading together and sharing books.

In our attempt to provide a wide offer of texts, we can sometimes provide an overwhelming choice of books. A 'less is more' approach helps so that children can see clearly what the selection is. Care should be given to how books are displayed – are they attractive and inviting; are they regularly updated; are any forward facing? It can be helpful to hold back some books, adding them across the year so that children see that there's a regular supply of 'new' books keeping the offer fresh.

It is the role of the English Champion to ensure that staff are given advice on up-to-date, high quality texts, which they can then recommend to their children. Promoting a culture of reading for pleasure, ensuring that the desire to read is at the core of the curriculum, including monitoring and evaluating provision regularly. School Leaders are also ultimately responsible for building a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert training, practice and coaching to achieve this.

## Impact

### Assessment of Reading

In order to evaluate whether our teaching of reading is effective and successful, and the needs of all our learners are being met, robust assessment systems are in place. When data from these systems is collected, we then review decisions made around content, pedagogy and timetabling before deciding how to progress.

In EYFS and KS1 assessment is carried out following the Little Wandle programme (see the Phonics and Early Reading Policy for more information). Once a child has graduated from this programme (Year 2 onward) additional termly assessments are carried out using PIRA. The results of which allow more strategically informed monitoring, progression and support. It is vital to ensure that ongoing assessment, including of pupils' progress in phonics, is sufficiently frequent and detailed to identify those who begin to fall behind, and provide targeted support immediately.

In addition, it is important to acknowledge that regularly providing children with a piece of text and a set of questions around it, whilst potentially providing useful assessment information, is unlikely to move them on in their learning. Children need teacher modelling of active reading and high-quality post-reading discussion. Opportunities for this can arise both formally (whole class reading, guided reading sessions and reading across the curriculum in lessons) and informally (informal book talk during Story Time). Just as with writing, teachers should model the skills of the reading process in the classroom.

### Cambridge Connected Curriculum:

To ensure that pupils experience a broad and varied English curriculum that is both extensive and locally accessible, all pupils have access to engaging texts by developing links with organisations and individuals such as:

- Local public library services through class visits
- Cambridge Literary festival author events
- Local author visits
- Corn exchange partnership poetry workshops
- Michael Rosen Poetry festival performances
- Book of Cambridge
- Wood Green animal shelter writing workshops
- A reading spine celebrating local trailblazers, where possible.