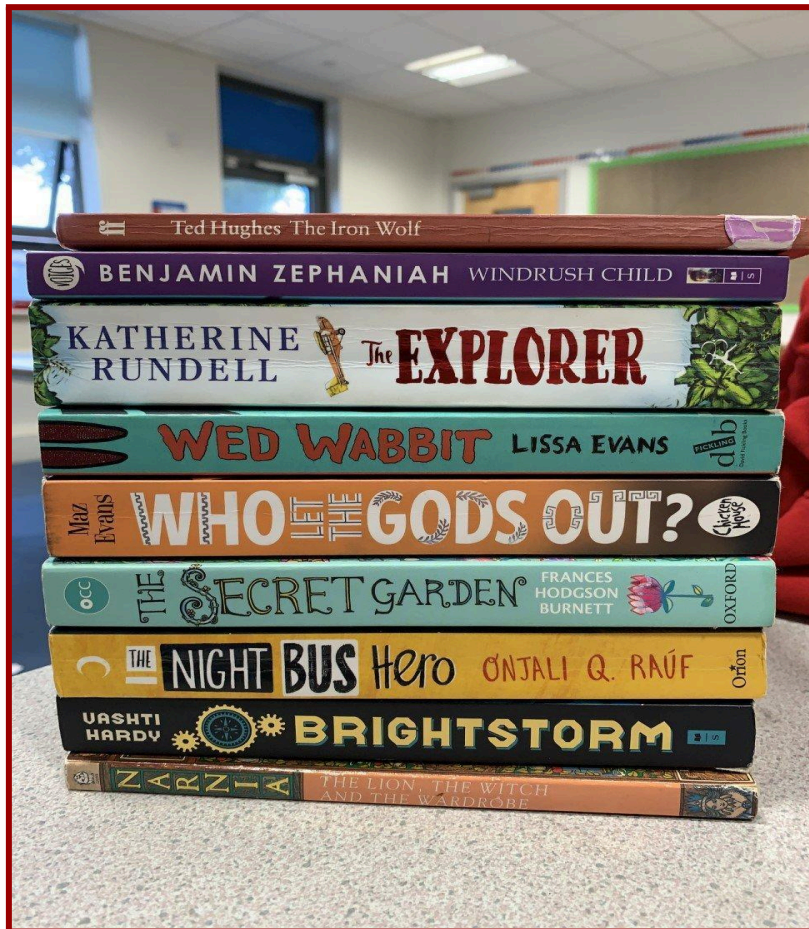# KS2 Reading Guidance

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.

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
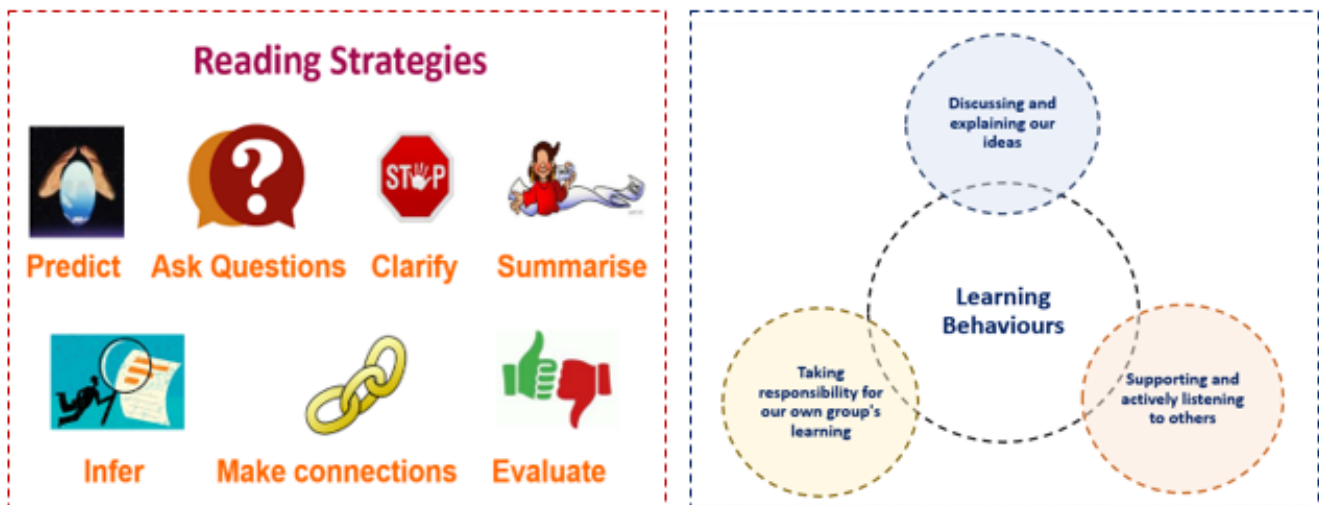
The approach includes daily sessions lasting approximately 30-45 minutes, where the teacher models reading strategies to the whole class before children apply these skills through partner work and independent reading. This method incorporates the core principles of effective reading provision and fully 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 though 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 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. **Click here to see a standardised lesson template.**

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).

Reading Strategies:

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).

Prosody:

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.

- **Speed:** Reading smoothly at an even pace.
- **Accuracy:** Decoding words automatically.
- **Expression:** Varying voice for characters, stress, and atmosphere.
- **Pausing** & **Intonation:** Using punctuation for meaning and effect, with clear voice projection.

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.
- **Think Aloud:** Teachers model their thought processes while reading, using strategies like questioning, summarising, predicting, and inferring.
- **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.
- **Independent Practice:** Following modelling and guided practice, children apply the strategies independently, demonstrating their understanding through tasks in their reading books. To support effective planning, standardised templates are provided for teachers. Independent practice typically takes place once a week, offering children the opportunity to consolidate and reinforce their learning.

Working Walls:

This displays the current reading strategy, sentence stems, key information, and strategies for answering questions, offering ongoing support to enhance comprehension and encourage independent learning.

Through this structured, strategy-driven approach, children at all stages of their reading development are supported to become confident, competent readers who are able to think critically about texts and apply their understanding in a variety of contexts.

Whole Class Texts

Each year group is assigned six whole class texts, one per term, 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.

Overview:

- **Year 3:** *Rise Up!* by Connie Huq (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 Norman Thelwell (Historical Fiction), *Sensational: Poetry Anthology* (Poetry), *Goldfish Boy* by Lisa Thompson (Fiction), *Journey to the River Sea* by Eva Ibbotson (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)

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. Additional interventions include:

- **1:1 Reading:** Dedicated reading time with the teacher during DEAR (Drop Everything and Read) sessions or with a trained adult outside of lessons, with a particular focus on children eligible for Pupil Premium funding.
- **Reading Volunteers:** Parent and community volunteers who participate in "stay and read" sessions, providing further opportunities for children to practice reading in a supportive environment.

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.

Children Requiring Additional Phonics Support:
For children in Key Stage 2 who have not yet met the required phonics standard, targeted interventions are in place to strengthen their phonics knowledge and word-building skills. These sessions follow the Little Wandle programme and are designed to provide focused, systematic support. In addition, these children participate in reading practice sessions led by a trained member of staff, using phonetically decodable e-books from the Little Wandle programme that are carefully matched to their instructional level. Assessments support the regular tracking of all of these children.

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

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. The [Oxford Reading Tree Reading Criterion Scale] and other [benchmarking materials] are available to help assist teachers in making decisions
- Teachers monitor the children's reading so that an appropriate book is being read and recorded
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time
- Children are expected to read daily for 20 minutes
- 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, while Oxford Reading Tree books are organized separately in the Lower KS2 corridor. Each class visits the library once a week during a timetabled session.

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.

Big Picture Lessons

Across the course of a term, children participate in a 'Big Picture' lesson, which focuses on an unseen text or a range of questions based on a text already studied in lessons. 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.

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
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!	Children should clarify the meaning of words, phrases, and longer passages to make sure they understand exactly what they are reading.	Children should ask questions about what they have read to seek more information and deepen their understanding.	Children should use what they already know from their experience, other texts or the world to help them understand what we they have read.	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.	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.	Children should comment on what they liked / disliked & explain why. They should comment on the effectiveness of author choices (content, layout, language)
Before we read this book together, let's look at the front cover and try to predict what you think will happen.

What do you imagine * will be like?

What do you predict is going to happen next? What makes you think this?

What do you think * will say in response to that?

What kind of place do you think * to be?

How do you think * will feel? | What does * mean?

Step 1: **Identify** the root word and any prefixes or suffixes

Step 2: **Read** forward and backward to understand meaning from the context

Step 3: **Substitute** the word with a synonym and see if the sentence makes sense

Has it changed your understanding?

Do you understand what has happened / the information / this part of the text? | Who…
What…
When…
Where…
I wonder…
Why…
How…
What if…
How do we know…

e.g. How did he/she do that?

Why did he/she do that?

Where are they going and why? | Does this remind you of anything you have done before?

Does this character have any similarities with …?

Have you read anything that reminds you of this book? What's similar, what's different?

Does this remind you of anything happening in the world right now, in the past or in the future?

How are these sections linked? | Using the evidence in the text, what do you think * is thinking / feeling?

What do these words/this phrase suggest is going to happen next?

What do you think the author intended when they said…?

Why was…feeling…?
How do you know?

Why did…happen?

Why did … say …?

Can you explain why…?

How does …make you feel? | Can you retell the story / chapter / section to me in 20 words or fewer?

What have you read so far?

Summarise how the chapter made you feel in 3 words.

Describe this character's journey/personality/ experience in 12 words or less.

What's the main theme? | What was your favourite part of this chapter/poem/ book and why?

Which character do you think was the most *caring* - what makes you think this?

Why do you think the author has used these words to…?

Why has the author used this heading?

What part of this text would you change and why?

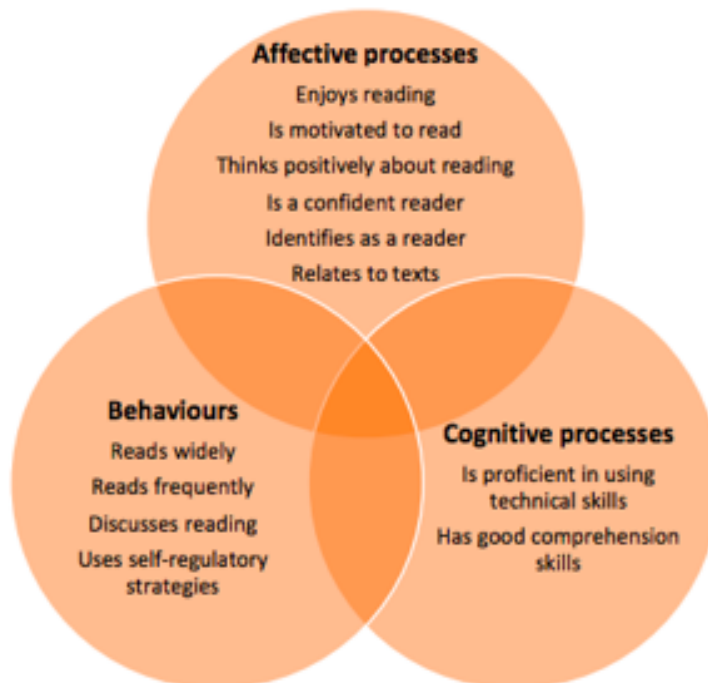Would you like to live in this setting? Why/why not? |

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. Twice per term, children participate in a 'Big Picture' lesson aimed at developing their 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.

Affective processes
Enjoys reading
Is motivated to read
Thinks positively about reading
Is a confident reader
Identifies as a reader
Relates to texts

Behaviours
Reads widely
Reads frequently
Discusses reading
Uses self-regulatory strategies

Cognitive processes
Is proficient in using technical skills
Has good comprehension skills

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 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.	Retell 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 discussions, monitoring of teachers' medium-term planning, and reviewing books, the subject leader and members of the SLT ensure that:

- Progression and appropriate challenge are evident for each year group.
- There is clear, focused planning that builds on prior learning and follows the school approach.
- A wide range of genres is covered in line with the National Curriculum.
- Regular and consistent teaching of reading strategies is evident, with a focus on comprehension and fluency.
- The learning environment is regularly reviewed to ensure it supports and promotes reading development.
- Teachers are consistently checking students' Reading Journals and book choices to monitor progress and ensure engagement with appropriate texts.