

Whole class reading sessions are held three times per week to explicitly teach reading, one long and two shorter sessions. Texts are chosen to engage and extend our children. The children will be encouraged to develop mental models of the books they read. Through questioning, modelling by the teacher, choral reading, opportunities for discussions and explanations about the subject matter, vocabulary and language structures, the children will deepen their comprehension and understanding of the literature covered.

These sessions will introduce books across different genres, introduce the children to classical and modern literature, poetry and non-fiction texts.

The children will also be provided with opportunities to practise and discuss assessment test questions in preparation for their statutory tests.

Additional support will be provided for those children who are still not fluent in their reading;

Phonic Scheme: Children who are still not confident with their phonics will have daily practise of:

- the gaps in their GPC knowledge i.e being able to match a phoneme (sound) to a grapheme (written representation) and vice versa.
- Practise at reading unfamiliar words “at a glance” to develop their fluency.

Additional reading opportunities: Your child will also have:

- regular reading of lively, well written, phonetically decodable books with known GPCs, either as a small group or individually.
- regular re-reading of their scheme books to help build their fluency and accuracy.

Those children beyond phonics but still not reading fluently will take part in a **‘fluency intervention’** twice a week for a specific number of weeks. They will rehearse and read texts with their teacher, building their comprehension, intonation and ability to read more demanding texts.

Reading Corner: Well chosen, engaging reading books for your child to look at and share with their friends and adults in the setting. Books are displayed and children guided to read and share known and new author books.

Independent reading: Children have dedicated daily personal reading time to allow them the opportunity to become immersed in their chosen books.

Book Club Time: This is a weekly sacrosanct session when books are recommended by teachers and children for reading at home and in school.

How we teach and support reading in Upper Key Stage 2



Buddy Reading – Our older often children team up with the younger children and enjoy a shared reading time together. This helps develop their prosody- their intonation, stress, and rhythm, whilst reading.

Reading to our volunteer reading army – helps provide additional practise for our children.

Visits from librarians helps to build the children’s confidence in visiting our local libraries.

Having regular library time in our two school libraries helps to develop the children’s understanding of how to enjoy and use these spaces

Annual Spring Reading Challenge to help promote and encourage reading.

Whole class Reading Time: poems and stories are read and shared with your child. New books are introduced, often in support of the wider English curriculum to stimulate writing, or as a class reading book.

Reading through the curriculum. Books are often shared and read by adults to support all of the different areas the children learn about. Your child will learn about non-fiction books and how they can provide them with information.

A whole school focus on vocabulary ensures that staff consciously introduce, explain and extend the vocabulary the children listen to and understand.

Discussion and explanation opportunities are an integral part of all curriculum lessons. Pair talk, group discussions help encourage your child to structure and rationalise their thoughts and rehearse and use new vocabulary.

Parent/School Partnership - Your support is vital in helping make your child a reader.

In KS2 children still love sharing books and regular reading to them will help introduce them to literature and vocabulary beyond their personal reading ability.

Visit libraries, book shops – encourage their interest in books, magazines, comics etc.

Let your child see you read- highlight its value.

Support and listen to your child read and note their home reading in their reading record book.

Have a special routine time for listening to your child read (at least four times a week but ideally more). Listen, ask them questions about the text, model how to read adding expression. Repetition of texts will build up their fluency.

For further guidance on supporting your child to read, please see our guidance document.