Reading at Bilsdale and Carlton Schools – KS2

Overview

We are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this.

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*Due to our mixed age cohorts whole class reading sessions could be group sessions where year groups are taught together within the class as a group.

KS2

In KS2, reading is taught through a whole-class approach. Sessions are centred on high-quality texts chosen by the class teacher, often linking closely with the overarching topic within their class and the writing session. Specific reading skills are then explicitly taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the driver for developing wider subject knowledge.

All pupils in KS2 have their own individual reading book. Pupils select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. These books have been specially selected by class teachers to form part of their year group’s recommended reads in the classroom book areas. Pupils choose to work their way through the reading scheme in whichever order they wish. Reading progress is monitored through a reading record, which captures the pages read and a simple comment. Once a book has been finished, children complete an Accelerated Reader quiz so teachers can understand their reading skills.

In addition to this, pupils may also be reading their own book from home.

Reading Skills

We teach the following key reading skills:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequencing / Summarising

Each skill is explicitly taught through a range of texts and genres. The consistent approach when using terminology helps ensure pupils have a strong understanding and teachers have a specific focus in reading lessons.

KS2

In KS2, pupils read a variety of quality texts in order to develop their reading skills.

Pupils are hooked into a new text or story through different approaches, which could include title page, sharing key words from the blurb and solving anagrams of the book title. This arouses curiosity, provides opportunities to make predictions and engage any prior knowledge, looking in isolation at key words and paving the way for reading the book.

Pupils read the text together. New words are decoded using phonic knowledge and, through dialogic discussion, we are able to agree definitions of unfamiliar vocabulary. Plot and key events are discussed, questioned and summarised as pupils work together and independently to deepen their comprehension of the text.

Talk and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions, which require them to draw on evidence from the text and justify their answers. They are free to disagree and work hard to justify their choices. Through this process, a cumulative effect deepens understanding and comprehension and prompts pupils to probe their understanding of the text and enthuse them to write.

Some of the texts are chosen to align with our topics. This enables the pupils to connect with what they are learning, and what they are reading, at a deeper level and strengthens their engagement with both. Other texts are also used to ensure that the pupils experience a variety of genres and that they are able to apply their skills to more unfamiliar subjects, as well as making links to other whole-school approaches such as No Outsiders and British Values.

Each of our reading sessions are based around the reading skills and are carefully designed to give the pupils the opportunity to develop these skills in ways, which are interesting and challenging. This includes working individually, with partners, with small groups and as a whole class. These sessions can also link directly into the writing that the pupils produce.

KS2 Class Reading Areas

In KS2, pupils choose books from their class-reading areas, which are located in each classroom. These areas are made up of a range of highly recommended titles, appropriate to each age group, which each class teacher has chosen. These are updated regularly, based on pupil feedback, and new books are added. Pupils can read the books in any order. Once they have read one of the titles, they complete an Accelerated Reader quiz. A reading record keeps track of in-book progress.

In addition to age-appropriate texts from the class library, pupils are encouraged to read more widely for pleasure This could include challenging texts from home, re-reading classics or favourites or reading other printed forms such as magazines. Across school, we expect pupils to keep a copy of their reading book in school at all times - they are encouraged to dip into it when they have a spare moment.

Developing a love of Reading

Children are encouraged to celebrate reading in a variety of ways.

Class book corners/libraries

Books linked to topics

Recommended reads

World book day celebrations

Author celebrations or focus

Adults sharing and modelling a love of reading

Information sessions for parents

Secret readers

Reading Ambassadors

Headteacher Library

Strong whole-school reading culture

Diverse texts

Pop-up library

3-weekly library visits to school

SEND and Reading

At Carlton and Bilsdale Schools, we are committed to ensuring that all pupils become confident and successful readers, regardless of their starting points. For pupils with SEND who are working below age-related expectations, reading provision is carefully adapted to meet individual needs. This may include targeted phonics intervention, additional adult support, pre-teaching of vocabulary, scaffolded reading activities, adapted texts and increased opportunities for repeated reading to build fluency and confidence. Pupils are assessed regularly so that teaching is closely matched to their stage of development, and interventions are designed to address specific barriers to reading. Where appropriate, pupils access evidence-informed programmes and additional resources to support decoding, comprehension, language development and reading stamina. Our inclusive approach ensures that all children experience success as readers and develop a lifelong enjoyment of reading.

Children who have not yet mastered their phonetic decoding and encoding skills may remain on the school's early reading approach, accessing phonic input and reading books matched to their independent phonic skills. They will also participate in year-group reading sessions so that they are exposed to a wide range of ambitious texts and vocabulary, with their individual reading sessions being targeted at their level.

Children who require additional reading support also access with IDL online intervention which promotes over-learning to build skills and confidence.