



Key Stage 2 Reading Provision at Parish

Parish Church of England Primary School

Reading Intent:

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities. Our primary goal is to ensure our children see themselves as readers, able to confidently read a range of texts. We want our children to read for pleasure, comprehension, knowledge acquisition and to recognise the worth of the printed word.

This will help our children to:

1. Gain a life-long enjoyment of reading and books
2. Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
3. Read accurately, fluently and with understanding
4. Be able to read with expression, clarity and confidence
5. Develop a good linguistic knowledge of vocabulary and grammar
6. Read and respond to a wide range of different types of texts
7. Develop a deeper level of emotional intelligence and empathy
8. Read fluently, and with confidence, in any subject in their forthcoming secondary education

Reading is a subject we value very highly at Parish Church of England Primary. We are tenacious in ensuring every single child can read by the time they enter KS2. It is expected that every child will learn to read no matter what their need, background or circumstances. We do not leave this to chance and there are robust systems in place to post teach and support children with reading through EYFS, KS1 and KS2 when they may be struggling. The focus, from the earliest stage of a child entering Parish school in EYFS, is that the children learn how to decode and apply sounds to new words. This is a key prerequisite to fluency, so we invest heavily in a daily phonics session throughout Key Stage 1 using a highly structured synthetic phonics scheme (RWInc) and a catch up phonics programme for those children who need this. Key Stage 2 Children who do not pass the Phonics Screening Test or need further support with their reading, will continue to be supported through catch up interventions such as Fresh Start and RWInc Reading Comprehension.

KS2 Reading Curriculum Implementation

As children enter Key Stage 2, their reading provision consists of Whole Class Reading lessons following Ready Steady Comprehension. Whole Class Reading lessons are specifically modelled by the teacher. Here, the teacher is the reading expert, who shows the children how they are decoding and comprehending texts. The texts are often at a challenging level for the children in the class and the teachers scaffold their understanding by activating prior knowledge, clarifying vocabulary and teaching skills and strategies to fully comprehend the text. The primary aim of Ready Steady Comprehension is to teach reading comprehension skills and strategies explicitly. It provides a clear teaching sequence to reading lessons that explicitly teach reading skills and strategies in a cumulative way through evidence based approaches. The comprehensive termly units ensure that the entire statutory curriculum for reading is covered from Y2 to Y6.

Ready Steady Comprehension...

- is sequenced, coherent and progressive
- uses language-rich texts for vocabulary teaching
- includes all elements of comprehension, taught sequentially across an academic year
- has a clear focus on the skills and strategies needed to be a proficient and confident reader

- uses engaging texts to promote a life-long love of reading
- includes poetry, non-fiction and fiction that enhances learning across the curriculum

The English Lead and Senior Leadership team ensure that RSC is taught effectively by facilitating the following:

- formative assessment is used to inform the teaching
- it involves all the children in the class
- time allocated to each lesson is approximately 30-40 minutes
- the four steps teaching sequence is adhered to for each lesson (i.e. Read, Model, Practise, Apply) where the suggested timings are used to guide the learning in each lesson
- it is consistently and regularly delivered
- it is integral to whole-school improvement of reading
- all adults supporting learners are deployed effectively so there is access for all
- children have access to a copy of the vehicle text being explored
- children are taught explicit comprehension skills, e.g. prediction, questioning, clarifying, summarising and inference, etc., and these are reinforced through reading interventions and across the curriculum

Further Curriculum Implementation

- Books in the reading corner are linked to CLPE, Books for Topics and our Curriculum Reading Spine texts to encourage children to independently read around whole class texts.
- Children are expected and encouraged to read at home every day. Reading diaries log reading activity, including pages read.
- Effective CPD and Co-coaching is available to staff to ensure high levels of confidence and knowledge are maintained.
- To support the teaching of reading and comprehension, teachers access a range of Literacy Counts resources and training tools.
- Assessment is informed by observations during Whole Class Reading sessions, verbal feedback, Benchmarking assessments and NFER assessments.
- Summative judgements (Working Towards/Expected/Greater Depth) are recorded each term, discussed at pupil progress meetings and in end of year reports for all KS2 pupils.
- At the end of KS2 pupils will sit Reading SATs papers. These results will be used to validate teacher-assessment judgement in Reading (Working Towards/Expected/Greater Depth).
- A love of reading is promoted through vibrant and inviting book corners in classrooms, engaging Class Reads which staff share with children each day and through regular library visits.
- Whole school themed events raise the profile, as well as promote a love of reading, e.g. National Poetry Day and World Book Day.
- Effective use of author visits (in-person and virtual) are planned, to enrich and enhance learning experiences and to develop children's cultural capital in reading.

Reading Fluency

We place high importance on improving children's reading fluency as an essential ingredient for comprehension; fluent readers can understand content more fully, as they can devote cognitive resources to comprehension rather than decoding. Fluency acts as a bridge between word recognition and comprehension, making it a vital skill in reading development. We value the opportunity for shared reading as the teacher models the reading process to the whole class as an expert, providing the support needed. The children are expected to join in and demonstrate fluency in their reading.

All staff employ a range of different strategies such as:

- **Modelled Reading:** Teachers read aloud to demonstrate fluent reading using good modelled prosody, which helps children understand how fluent reading sounds and looks.
- **Partner Reading:** Children are paired to read together, taking turns reading aloud and offering each other feedback on pronunciation and expression.
- **Echo Reading:** The teacher reads a sentence or passage aloud, and the children repeat it, mimicking the teacher's fluency, tone, and intonation.
- **Think Alouds:** By verbalising their thinking while reading a text, teachers demonstrate how good readers actively engage with and make sense of what they read. This helps students develop their own reading strategies and comprehension skills.

Meeting the Needs of All Learners - Assessment and Targeted Support

We have a robust system in place for our Lowest 20% readers. These children are identified in Pupil Progress meetings with the Senior Leadership Team and impactful plans are put into place to support progress and success. These children are either working at Pre-Key Stage or are not meeting the Expected Standard of their current year group.

The Lowest 20% children are assessed using the PM Benchmarking system. This allows teachers to assess students' reading abilities using unseen, meaningful texts. The PM Benchmark Kit includes 30 accurately levelled texts ranging progressively from an emergent level to Reading Age 12.

<p>The PM Benchmarking system offer:</p> <ul style="list-style-type: none">• a quality assessment resource• a system for accurate identification of students' reading levels• evidence of students' achievement and progress• a vehicle for consistent assessment practices within and between schools• data for school review and community feedback.	<p>We use this information for the following:</p> <ul style="list-style-type: none">• to provide students with constructive feedback• to inform staff on how to support these children to progress by following their individual recommendations to progress• reporting to parents/caregivers
<p>The PM Benchmark Kits will identify the student's:</p> <ul style="list-style-type: none">• instructional reading level• ability to read for meaning• integration of meaning, structural and visual cues• self-monitoring systems• knowledge of print convention• rate of fluency• level of independence	

Following on from completing a PM Benchmarking Assessment, the children are then given an equivalent Levelled Oxford Reading Tree book banded book. Our levelled reading books play a fundamental role in helping to develop essential reading skills, breadth of knowledge, and vocabulary, as well as helping to foster positive reading habits. They support the children through small steps of progression, from carefully structured, fully decodable books, to increasingly more complex, sophisticated, and varied fiction and nonfiction texts.

Key Stage 2 Readers:

One unique feature of Oxford Reading Levels is the overlay between text difficulty and children's emotional maturity in the crucial transition from 'learning to read' to 'reading to learn' as they move off a phonics scheme and begin to explore longer stories, chapter books, and more varied non-fiction. Some children entering Key Stage 2 may need some consolidation and extra practice at earlier Key Stage 1 levels. To support this important transitional phase, the Oxford Reading Levels system has Levels 8-12 at Key Stage 1 and Levels 8-12 at Key Stage 2. This way, we are able to provide suitable books for very capable 6-7 year olds and age appropriate books for older children who are reluctant and/or slower to progress. There are some subtle but key differences between the books at these two key stages, however. For example, a Key Stage 1 Oxford Reading Level 8 book and a Key Stage 2 Oxford Reading Level 8 book will offer the same reading challenge in terms of the extent of the book, word count, number of sentences per page, and sentence structures, which will help children develop reading fluency and comprehension. But at Key Stage 2, readers may be introduced to more sophisticated subject matter and themes; they may encounter faster-paced plots, richer language, and different literary forms (e.g. poetry or short story collections), which are appropriate to their emotional maturity. One of the aims of the Oxford Reading Levels system is to provide a broad and varied range of texts that both reflect and extend children's experiences in an engaging and age appropriate way.

Our Lowest 20% readers are then supported on their reading journey by an adult listening to them at least 4 times a week. This is logged in our Class Reading Folders. Teachers and teaching assistants use the recommendations from the PM Benchmarking sessions to support reading progress. The children read a broad range of literature from each book band before being reassessed and moved to the next level. Parents are also informed of how best to support their children at home, with examples of strategies to support fluency, decoding and various reading strategies.

Children who are successfully achieving Expected in their Year group can choose from their classroom library. These books are appropriate for their reading ages as they are recommended by CLPE, Books for Topics and linked to our Curriculum Reading Spines,

Creating a Reading Culture

Developing a culture of reading at Parish is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms, teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner, which follows recommendations from The Reading Framework
- Caring for books through the use of school and class librarians
- Finding daily opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens everyday
- The school will provide additional events and activities to widen the scope of reading such as:
 - Book fairs twice a year
 - Reading Challenges such as 'Reading in the Wild'
 - Reading Awards
 - Reading events such as 'Reading by Twilight'

Reading for Pleasure

At Parish Church of England Primary School, we are dedicated to fostering a love of reading that extends beyond the classroom. Our goal is to create an environment where reading for pleasure is an integral part of school life, encouraging every child to develop a lifelong passion for books.

Our strategies for Promoting Reading for Pleasure are:

- Creating an inviting reading environment in classrooms, with books on display and accessible for children
- Reading Areas: Establish comfortable and accessible reading corners in classrooms and libraries.
- Displays with strategies: Displays that feature reading strategies can serve as valuable tools for reinforcing literacy skills and supporting children in their reading journey.
- Diverse and High-Quality Literature which represents all of the learners in our school. It is important that each child sees themselves in the books available to them.
- Book Selection: Ensure classrooms and libraries are stocked with a wide range of books, including fiction, non-fiction, poetry, and graphic novels that appeal to different interests and reading levels.
- Pupil Voice: Regularly gather feedback from children about their reading preferences to inform book selections.
- Teacher Involvement and Modelling
- Teacher Reading: Model enthusiasm for reading by sharing personal book recommendations and reading aloud regularly.
- Engaging Reading Activities
- Whole School Reading Challenges: organise reading challenges and competitions to motivate children and reward their reading efforts.
- Reading Leaders: as part of our Pupil Leadership Programme, representatives from each year group help to develop a love of reading throughout the school with original and exciting suggestions.
- Use the St Helens Library Service to provide books that follow children's interests.

'Reading the Rainbow' Reading Scheme

To support our home readers, we have a reading reward scheme in place where children read through the rainbow and are rewarded with a 'pot of gold' activity.

- Children are expected to read 4 times a week each week of the half term.
- If they achieve this, they are able to move their name up on the 'Reading Rainbow' in class and colour in a segment of their personal rainbow.
- At the end of each half term, the children who have achieved this milestone will take part in a reading reward event (for example a hot chocolate at the end of Autumn 1, a Christmas movie at the end of Autumn 2)
- Even if a child does not achieve Autumn 1 goal for example, they can still achieve the Autumn 2 goal if they complete the challenge for that half term. This ensures that our readers are not put off from joining in as they don't have to go back to the beginning.

Reading at Home and Parental Involvement

Each child has a reading book which they can take home. In Key Stage 2, children will either take home a Levelled Oxford Reading Tree book banded book or a book from their class library, if they are a 'Rainbow Reader' (achieving Expected for their year group). All books are changed or encouraged to be changed (KS2) regularly and progress/next steps are detailed in home school diaries. Parents are actively encouraged to comment in home diaries also and are provided with useful comment banks and sample questions as an aid. Home Diaries are checked daily and parents contacted if home reading is not occurring. Parent Coffee Mornings happen regularly throughout the year, ensuring that parents are kept up to date with how we teach reading and encourage reading for pleasure. Parents are given advice and tips on how to support this.

Impact

Teachers:	Parents:
<ul style="list-style-type: none">- know what level the children in their class are reading at- know how to help children in their class progress with reading	<ul style="list-style-type: none">- know the importance of their children reading at home.- continue to read stories to their children most evenings and listen to them read- know how to help their child get better at reading

- know how to give other adults tips on how to support the child as a reader	
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Children:

- choose to read most evenings at home.
- talk about the books they have enjoyed reading.
- enjoy listening to stories and poems.
- know many poems/ rhymes by heart.
- enjoy reading non-fiction books.
- make good progress in reading
- have strategies at hand to help them make sense of texts when they are reading independently.