

Reading Non-Negotiables in Key Stage 2

Reading Lessons

- Key Stage 2 Reading lessons take place every day for 35 minutes (usually between 09:10 and 09:45 in Year 3 and between 09:20 and 09:55 in Years 4 to 6).
- All Reading texts come from the Combs Ford Reading Web which is made up of high-quality texts selected to ensure a good coverage of a range of genre, text complexity and our 'Six Big Ideas' (see the [Reading](#) page on the school website for more information).
- Monday-Tuesday: Share standardised introduction slides (for approximately 3 minutes) showing:
 - Slide 1: name of book, author, other titles by author, context, similar stories. Recap the previous chapter or reading by summarising the previously read pages so that any children who didn't get that far yesterday have the context.
 - Slide 2: introduce the key skill to be developed today and the corresponding Totally Pawsome Gang Dog (Vocabulary Victor, Rex Retriever, Inference Iggy, Predicting Pip, Summarising Sheba, Cassie the Commentator, Arlo the Author) with standardised guidance for working with that key skill.
 - Slide 3 (3 minutes): pre-teaching slide with three key pieces of language dual-coded (words and pictures) with the definition directly from the class dictionary. Use the clarification process with children.
 - Slide 4 (4 minutes): share a small section of the text (e.g. paragraph, page or pair of pages) that is to be read next based on previous lessons. Read it to the children (modelling quality reading) and then model and verbally discuss using this lesson's key skill through book talk.
 - Slide 5 (15 minutes): children read the text with same-ability partners for an extended period of time. Whole-class interruptions from the teacher should be limited, but teacher should be circulating, listening to children read, asking deepening questions and ensure children are on-task. Children who struggle with reading should be supported by an adult with the focus on book talk.
 - Book Talk with Partner (5 minutes): children 'book talk' with their partner, using sentence stems and questions.
 - Slide 6 (5 minutes): children complete a short written activity in books using this lesson's skill.
- Friday:
 - Early Morning Work is 'Free Reading Fridays', with a book talk discussion to follow (favourite books/genres). This will run until 09:20 in Year 3 and 09:10 in Years 4 to 6.
 - Friday's Reading lesson is a comprehension-based lesson using an unseen text with SATs style questions.
- Additional Guidance
 - Same ability pairings to be used where possible, based on reading ages.
 - When clarifying a word, teachers should follow the sequence of decode, define, context, link, analyse, when appropriate.
 - Children will have access to Questioning Toolkits, based on the Totally Pawsome Gang to use during book talk, which will include questions and sentence stems. This will provide extension discussions for higher ability readers, once they have finished the text.

Assessment

- While circulating, teachers should be listening to children read and assessing their fluency.
- Assessment of reading skills is based on the short written activities and discussions through the week. This will be recorded on a weekly tracking sheet.
- NTS standardised assessment to be completed at the end of each term.
- Marking in books will be minimal – the focus is on verbal feedback.

Reading at Home: Battle of the Books

- Children are encouraged to read 5 times a week at home with their reading recorded in their Reading Record for Battle of the Books.
- The class with the highest percentage wins from Year 1 – Year 6, taking the trophy for the week.

Reading Displays

- Working wall, including clarified words, current book, genre/plague, etc;
- Totally Pawsome Gang skills;
- Battle of the Books weekly percentage.

Reading for Pleasure

- 10 minutes at the end of every day should be sharing a class story – this time must be ring fenced!
- The last week's lessons of every half term are devoted to a 'Book Buffet' where the children can choose from a variety of texts.
 - Children read in partners or on their own and explore the start of high-quality texts (which can be photocopied).
 - Children summarise what they have read for a whole class discussion at the end of the lesson.
 - The purpose of the 'Book Buffet' is to enable children to explore different genre and authors to expand their reading repertoire.

Interventions

- Children who did not pass the Phonics Screening Check in Year 2 or who did pass but have gaps in their phonics knowledge access 'Codebreakers'. Codebreakers revisits the graphemes and common exception words that have been taught in Key Stage 1 but in a new format by taking the children on secret missions.
- 1:1 reading is provided for children who struggle with aspects of the Reading lessons during assembly time.