

Reading Non-Negotiables in Key Stage 2

Reading Lessons

- Key Stage 2 Reading lessons take place every day for 35 minutes (usually between 09:00 and 09:35).
- 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 09:10.
 - 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 Displays

- Working wall, including clarified words, current book, genre/plague, etc;
- Totally Pawsome Gang skills.
- Display of books read in story time somewhere in your classroom.

Rainbow Reading Road

- Across the whole school children are encouraged to record their reading for pleasure in a Rainbow Reading Road Log. When children have completed the required amount of reads for each level they are rewarded with a coloured band and a named raffle ticket gets entered into a draw for a reading book.

Reading for Pleasure

- Story Time, 10 minutes every day after lunch should be sharing a class story – this time must be ring fenced!
- Friday's Early Morning Work should be dedicated to 'Free Read Friday', where children are able to select a book of their choice to read for an extended amount of time (20minutes).
- Once every half-term, class teachers should organise a library lesson for their children. This can be structured any way the teacher desires, but needs to focus on using library skills (selecting books) and reading for pleasure. This is accounted for in the Friday comprehension lesson overview but can be done at any point in the half term.

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 need additional help with aspects of the Reading lessons or to increase their confidence and fluency is provided through School Readers.