

KS2 Reading Approach – Alexandra Park Primary School

Overview

For each unit of work, teachers use a structured approach to developing reading. This creates consistency across year groups and a familiarity for pupils, which has helped embed routines and systems within lessons. Each lesson within the sequence has a purpose which is outlined below. Texts are chosen for a variety of purposes:

- High quality literature and vocabulary development
- Opportunities to strengthen, embed and retrieve learning in other subjects across the wider curriculum
- Explicit links to our school values and learning behaviours
- High levels of engagement and enjoyment

Sequence of learning

1	2	3	4	5	6	7	8	
Get Ready – Building Key Knowledge	Fluency + Active Reading	Fluency + Active Reading	Skill Practice (Coverage)	Skill Practice (based on AFL)	Written comprehension	Book Club	Book Hook	Unseen comprehension *

This structure may be slightly amended depending on the year group, the time of year and also assessment of children's needs.

Reading fluency strategies vary depending on the need of each year group e.g. the use of Reading Theatres

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Lesson breakdown: Purpose

1. Get Ready – Building Key Knowledge

To develop children's cultural capital and build knowledge of the text content. Exposure to specific topic related vocabulary and imagery to help children develop a deeper understanding before reading. Opportunities to activate prior learning and make connections are added here. Additional vocabulary is explicitly taught from the text to help with their reading fluency and general comprehension.

2 and 3. Developing Fluency

Within these sessions, the aim is to develop children's reading fluency. This involves reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation). With this approach, pupils are given the opportunity to practise and perform fluency strategies, such as repeated reading, paired reading, text marking for phrasing, and peer feedback. It also has the added bonus of supporting pupils' understanding of texts at the same time. For children who have been assessed at requiring further reading fluency, an engaging way we achieve this is the use of 'Readers' Theatres'. Depending on the age group and barriers to reading, this may be done at a whole class level or small group intervention by trained members of staff.

2 and 3. Active Reading

To develop active reading strategies in order to support comprehension. Through a scaffolded approach, the responsibility for learning gradually shifts from teacher to pupils. These skills are initially modelled explicitly and then practised through small group collaborative activities and then independent tasks. The children develop the skills of predicting, summarising, clarifying, questioning, visualising and making connections whilst at the point of reading. This encourages them to have 'busy brains' whilst reading, react to what they encounter and take meaning from the text.

4 and 5 - Skills Practice

To practise the skill of specific discrete comprehension strategies through the use of stem sentences, scaffolds and toolkits. The structure of modelled, shared, paired and independent is used to develop ownership of the skills and apply learning. As well as curriculum coverage, within the cycle, the second session is additionally used for assessment for learning follow up activities based on question level analysis. This helps to address gaps in understanding and help children build greater confidence in different areas of comprehension. At this stage, there is collaborative planning with the reading subject lead and class teachers so that the next steps for learning are carefully planned for.

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6. Written Comprehension

To apply the active reading strategies into a written comprehension activity. There is an opportunity here for children to retrieve and practise previous knowledge and skills to reinforce learning. The use of peer feedback and self-assessment is used to monitor progress and reflect upon areas to improve next time. This is also an assessment opportunity for teachers and can help to inform the next stages of learning.

7. Book Club

This session aims to develop a positive reading culture and enhance reading for pleasure. Within the lesson, teachers use a variety of techniques to develop reading engagement. There are book recommendations, pupil and adult book reviews and exposure to linked texts/authors based on what the children have read that week. This might also be an opportunity for extended class story time if the teacher feels the chapter/extract was left at a point of suspense or the children are particularly hooked. There are opportunities for paired reading and even class debates based on reading material provided.

8. Book Hook

To develop reading for pleasure and build a positive reading environment. This session might be an extension from the 'Book Club' lesson the day before where children now have more dedicated time to read a linked text, a recommended read or take a book that has been reviewed. There are opportunities for paired reading and discussions about different authors and texts. This session can also incorporate class book hook reading projects, books from home or tailored visits to the library for supported conversations about book choices.

*Unseen Comprehension

Unseen comprehension activities take place within the half term and at the end of each term to support teachers' assessment for learning and planning of future reading units and targeted class, group or individual support. Children have the opportunity to apply their active reading skills across a range of texts and genres.

Reading - every child a reader

We make a commitment to every child and every family that reading will never be a barrier to any child's happiness or learning. Reading is a fundamental skill, is key to strong attainment and a well known indicator of social, emotional and economical wealth later in life. Therefore, at Alexandra Park it is our mission to ensure every child understands the alphabetic code and can read with fluency as soon as possible, thus opening a gateway to endless opportunities for learning. The sooner a child can achieve this, the sooner they begin to benefit and grow from the windows and mirrors they will encounter through the world of literature.



How is reading promoted at Alexandra Park?

- Weekly Stay and Read sessions for children and parents which are well attended and enjoyed
- A reading spine created by our Reading Lead and class teachers which excites and challenges our children
- An evidence-informed reading cycle which promotes building background knowledge, increasing fluency, modelling and independent use of reading comprehension strategies, developing vocabulary and fostering a love of reading.
- Book Club and Book Hook lessons which support our children in making links to authors and genres they will enjoy
- Half-termly cross year group reading parties
- An inspiring, well stocked and well used main library (visited weekly) as well as other reading areas across the school, including one at after school club and headteacher office.
- Carefully chosen class books that are read for pleasure from nursery to Year 6 as part of storytime.
- Reading Challenge - 100 best books for each year group in the juniors
- Weekly certificates for 'Reader of the Week'
- Reading Ambassadors who meet each half term to review and decide on new actions for reading.
- An opportunity to meet celebrated authors - this year our children have worked with Michael Rosen and Kate Pankhurst in person. We have also taken part in online author workshops.
- Our termly reading newsletter helps keep everyone up to date with our development of reading across school.

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Reading at Alexandra Park

- There is a clear reading offer from Reception to Year 6, which has been embedded through the whole school.
- Children have phonetically decodable books to take home or a benchmarked book, plus a library book.
- Reading journals are in place for all children.
- In key stage 2 our reading lead provides half term year group specific CPD, supporting with planning, delivering modelled lessons and observing and coaching. Staff receive additional non contact time to focus on developing reading
- Rigorous assessment is in place to track children's progress. Specific areas for individual children's development are identified then evidence informed interventions are used to overcome any child's barrier to learning
- Assessment for learning strategies identifies gaps in children's word reading, fluency and reading comprehension, which informs future whole class teaching, small group interventions and individual provision. This includes the use of Read, Write Inc. interventions and additional reading fluency groups.
- All teachers and teaching assistants are trained in phonics and can use it to support teaching
- Children are taught the skills of an effective reader through a progression of skills and an evidence-informed reading approach.

