

Ernesford Grange Primary School



Reading Policy KS2

(Revised May 2024)



Reading at Ernesford Grange Primary Key Stage 2



Ernesford Grange Primary is determined that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. Throughout the Key stage they will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension, engender a genuine love of reading and a keen interest in a range of texts. We work to inspire them to become life-long readers who enjoy books and have a desire to read for pleasure. In order for the children to have the will to read, and be able to read to learn, they need to have secure skills in reading so that they can read with fluency and comprehension. Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital. Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education and for life.

As in Key Stage 1, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. This is orchestrated through The Little Wandle rapid catch-up programme. As far as possible, however, these pupils will follow the appropriate Year group programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

In Key Stage 2 all pupils follow the Collins Big Cat reading programme which progresses so textual features and language increase in complexity. Reading stamina increases as the children encounter longer and more complex texts. Each child is heard to read at least once a week where fluency is gauged through attention to automaticity and prosody. Comprehension is also assessed by appropriate questioning focusing on the reading domains.

At Ernesford Grange we work hard to develop an enjoyment of reading which will stay with pupils as they move on to the next stage of education and life. We use a variety of approaches to reading so that our pupils achieve the skills required, and a positive attitude. Children are given opportunities to become confident, enthusiastic, and proficient readers in line with The National Curriculum expectations. Once the children have read up to and including Band 18, they become “Free Readers” and read books which have been chosen from the library or classroom. The children are assessed regularly using the Rachel Clarke, Assess fluency in reading: Reception to Year 6.

Low attainers are supported by more frequent 1:1 reading and the Year 6 pupils function as Reading Ambassadors to hear the younger children read.

Reading for pleasure.

As well as a Stage Reader each child will also have a book from the school library or classroom. This book is for reading for pleasure and is the child's free choice of book. Some pupils may read this book independently whilst others may share it with an adult at home. Reading for pleasure is an important part of developing a passion and enthusiasm for reading. Pupils are encouraged to read a range of text such as newspapers, magazines and non-fiction books that they find interesting and engaging. The children will be encouraged to read regularly at home, as well as having opportunities to read independently and with an adult at school. We encourage the pupils to change their books on a regular basis.

The teaching of reading.

We have designed a reading curriculum that is delivered through, whole-class reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is our expectation that staff champion reading, and each day read the class reader, modelling expressive reading. Where appropriate each child will be able to see a copy of the class reader and will undertake an activity each week based upon the book.

In addition, the children will have a weekly reading lesson during which the focus will be upon increasing fluency and comprehension through a variety of activities: as greater automaticity and accuracy will in turn lead to increased comprehension skills. Pupils who are working below expectations receive further support by attending an additional Guided Reading group led by the teacher or TA.

Reading Across the Curriculum

Reading is promoted and developed across the curriculum and specific vocabulary is explicitly shared with the children within each unit of work, to develop the children's understanding of these key words.

The children are taught specific words (tier two vocabulary) in reading lessons. These words are ambitious and are usually selected from the whole class text the children are reading at that time. Subject specific vocabulary (tier three vocabulary) is also identified for each KRP and included in a grid, which is shared explicitly with the children throughout each unit of work.

Resources Library

The school library is a great resource to facilitate many learning opportunities to which the children have regular access. There is a wide range of both fiction and non-fiction books available for the children to borrow which are frequently updated.

Class Libraries

Each class library has a selection of fiction and non-fiction books, which are used by the children in school as well as their reading for pleasure books. Recommended books are shared and displayed. A question is displayed each week and provides a focus for discussion. The children are encouraged to review books in the class scrap book.

It is our expectation that most of the pupils will be independent free readers by the end of Year 6: reading fluently with expression, demonstrating a good understanding of the text which they are reading.

Summative assessment is conducted using, Assess fluency in reading: reception to Year 6. This enables us to assess pupil's speed, accuracy, expression and understanding. We are then able to identify gaps so they can be targeted and closed; have an accurate picture of each pupil's progress in fluency and match pupils to an appropriate-level reading book. Formative assessments take place every term during which the reading domains are formally assessed.