

## **What does KS2 Reading look like at St. Luke's?**

### **This is our philosophy:**

- Aspiration that all of our children are able to read high quality, age-appropriate texts.
- Children develop a love of literature and language which is demonstrated by all staff
- Daily exposure to a range of ambitious vocabulary with an expectation that children articulate these correctly.
- High ceiling for all to ensure no child's learning is capped.
- Cross-curricular links where possible.
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### **What a Reading lesson looks like in our school:**

- Daily Shared Reading sessions delivered to the whole class
- Mixed ability groupings / seating which allows children to work with different people over the course of time.
- Reading activities readily accessible through continuous provision in EYFS/Y1.
- Lots of talk and opportunities to discuss – oracy
- Opportunities to develop fluency and prosody
- Mini plenaries to share misconceptions, pose questions, further develop ideas

### **How does it work?**

- We follow a weekly Shared Reading cycle, with lessons taught daily
- Children are exposed to a new high-quality extract weekly
- EYFS and KS1 follow the ELS phonics scheme.
- TAs are sometimes used to pre-teach vocabulary ahead of the lesson and to consolidate learning after a lesson.
- Daily Reading for Pleasure sessions expose children to diverse, age-appropriate texts

### **This is what we do:**

- Staff use St Luke's Shared Reading Cycle to structure the sequence of lessons in a week. We don't use a fixed planning pro forma. This is overseen by the English leader.
- Teachers select high-quality extracts which weave threads of cross-curricular knowledge
- Coverage of fiction, non-fiction and poetry extracts during each half term
- Daily fluency practice including regular teacher modelling
- Weekly vocabulary-focussed sessions ensure that the children widen their vocabulary and are able to apply the vocabulary they learn independently.
- Discussion sessions

- Comprehension sessions focus on mixed VIPER skills to ensure that all children can answer a range of questions and deepen understanding of what they have read.
- Positive use of mistakes/misconceptions that are identified during live marking.
- Regular book scrutiny, learning walks & pupil voice.
- Regular whole school PD
- Reading interventions to support the bottom 20% readers
- Daily Reading for Pleasure sessions where teachers read a book to the class
- Weekly 'Book Club' sessions where teachers introduce a new text to their class and children share reviews of what they have been reading
- Weekly class trips to the school library

### **This is what you might typically see:**

- Paired/group work
- Effective teacher modelling of prosody
- Fluency practice including choral, echo, unison and paired reading
- Activities to develop and deepen understanding of ambitious vocabulary
- Discussions which deepen children's understanding of the text
- Learning being displayed on working walls in the classroom

### **This is how we know how well our pupils are doing:**

- Internal tracking following our assessment criteria
- Termly standardised assessments (Reading)
- Pupil progress meetings
- Teacher assessment/targets
- Marking and feedback
- Targeted use of TAs – working with different groups of children and delivering daily intervention which is reported back to the class teacher.

### **This is the impact of the teaching:**

- Confident children who can talk about Reading
- A love of reading a wide range of texts
- Depth of understanding/application of ambitious vocabulary in context.
- Externally reported data – KS1/2 SATs

### **Shared Reading books**

- Date (underlined with a ruler)
- Learning which follows the Reading Cycle

### **Reading homework**

- Reading at home – expectation of 5 times a week
- Book reviews (optional)