

KS2 Reading at Ward Green Primary school

This document aims to show the school's reading ethos and how it is practised through discretely taught reading sessions. Through the curriculum and our practice, we strive to develop a culture of reading through consistently using high-quality texts that demonstrate aspirational language and grammatical structures. This includes utilising a variety of texts that inspire and enthuse children; texts with themes that help our children to develop and promote the school's values as well as allowing each child to progress and reach their full potential. At WGPS, we believe that this is the best way to continue to enrich children with the joy of reading.

Whole-Class Reading is different to Guided Reading as its purpose is to teach the skills involved in being a good reader in the best way possible for those children in that class, rather than sticking rigidly to having ability groups that circulate through a carousel of activities. The traditional Guided Reading approach to teaching reading may still be most appropriate for younger children in Key Stage 2; therefore, staff may utilise this teaching approach to allow children to access text through this adult-led, scaffolded approach. However, once children are able to read with a degree of fluency (i.e. not sounding out every word) this model becomes increasingly redundant as the nature of Guided Reading means that while 6 children a day get the teacher's focussed attention, the rest of the class are left to work independently.

Daily Whole-Class Reading sessions are introduced in Year 3 and 4 and continue into Upper KS2. Each session challenges every child to read and construct written responses to a variety of questions related to a high-quality text. Whole-Class Reading means that the teacher can better plan activities which allow children to access specific reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the scaffolds given to children to construct written responses; the questions the teacher is asking them; the level of support they are receiving.

Teaching the whole class the same objective, which is derived from year group trackers, removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2. This is achieved by creating an activity that allows children to construct detailed, written answers related to those objectives. Furthermore, children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. Instead of having a list of questions, we can break them down into 4 simple groups and we use these to create comprehension questions for children answer in a session:

- **Literal**
- **Inference**
- **Reader's Response**
- **Authorial Intent**

Practice

- Daily whole-class reading sessions in all KS2 year groups.
- Consistent displays in every classroom that include the LIRA questions.
- All abilities of children access the same high-quality text in lessons.
- Each session includes three questions based on the LIRA outcomes.
- Each session includes an activity that is related to an objective from the respective year group reading tracker.
- Using a blue pen, children edit and improve responses through quality discussion in class.