



## Nursteed Community Primary School: Teaching Reading in KS2 - An Overview

This document follows on from our Nursteed document 'Teaching Reading in EYFS/KS1: Developing Fluency'.

Reading is a complex skill that underpins learning in the large majority of the curriculum at primary school and beyond. This document aims to set out the key strategies that we use to teach children in KS2 to read effectively and with understanding. The balance of time spent on each aspect will shift with the age and stage of the child.

### 1. Phonics:

Phonics teaching continues to build on teaching in KS1. Children need systemic instruction that builds incrementally on what has already been learned. Words are chosen carefully and are taught using the Sounds-Write approach. Pupils continue to blend, segment and use sound manipulation and spelling in Sounds-Write Lessons and they use these skills to develop fluency.

### 2. Fluency:

Reading fluency is a pre-requisite for comprehension, which is the purpose of all reading. Fluent reading involves three key elements:

- **Accuracy** – where errors are rare
- **Automaticity** – reading 90+ words per minute, aiming for around 110 words per minute
- **Prosody** – reading in a way that mirrors the sounds of natural spoken language.

Fluency requires coordination of skills, such as decoding, eye movements and quick recall of pronunciation. Therefore, we build on the skills learned in EYFS and KS1 and practise reading fluency at KS2.

### 3. Whole Class Reading:

Whole Class Reading is made up of different elements, including:

**Shared reading:** This involves the teacher reading aloud to the children, modelling good accuracy, automaticity and prosody, with a brief discussion of the text as needed. As a result, children will develop listening comprehension, word knowledge, background knowledge and reading enjoyment.

**Fluency practice:** Repeated oral reading of challenging texts is encouraged to support fluency. This can be achieved in a variety of ways including: by repeating what the teacher has read; repeating in choral verse or read by a pupil and repeated by their talk partner. The text needs to be long enough for children to be unable to memorise the entire thing-around 1-1.5 minutes of reading time. It should be difficult enough so that almost no child in the class can quite read the text fluently first time without modelling from the teacher. Children should need to decode independently roughly 10% of the words in the text.

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Extended reading: This involves reading an extended text and discussing key learning points about it. During whole class reading, the class teacher models accuracy, automaticity and prosody when reading a well-chosen text. The children are expected to follow along, as the teacher models fluency. Children can then read silently-in short bursts with an increase in the amount of reading as this skill is developed. Questions may be prepared for early finishers. Extended reading is accompanied by discussion and related questions to probe their understanding of the text.

Close reading: This is similar to Extended reading, but focuses on a shorter text, explored in more detail. The focus may be on the development of word knowledge, background knowledge or text knowledge through deep discussion. Close reading involves repeated reading; skimming and scanning to find themes, vocabulary choices, literary devices, plot points or anything else worthy of focus to truly understand the text. Questions are prepared at particular stopping points where children will also clarify, summarise or explore the meaning of the text further.

### Vocabulary instruction:

This is made up of 'in the moment' teaching as children encounter unfamiliar words in a text and 'explicit teaching' of vocabulary. Children need to develop two elements of vocabulary, their:

- vocabulary breadth: number of words recognised
- vocabulary depth: extend to which the different meanings of the word is understood.

### **Characteristics of Effective Vocabulary Teaching**

- A child friendly definition is given.
- The word is contextualized in sentences, often including non-examples
- Children are exposed to the word multiple times
- Children actively use the word in speech or writing.

The best teaching avoids the assumptions that:

- Pupils understand the word
- Pupils have the background knowledge needed to understand a word
- Pupils are actively engaged in their learning
- Pupils have had positive experiences of learning

### **Explicit teaching of Vocabulary will focus on**

- **Tier two words** – words not encountered regularly in daily life and not linked to a subject (See Appendix A in The Art and Science of teaching primary Reading).

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- **Morphology** – the structure of words.
- **Etymology** – Latin and Greek root words.

As part of 'in the moment' teaching throughout the curriculum, key vocabulary can be recorded on classroom working walls for discussion at a later date.

### **4. Independent reading:**

Pupils are encouraged to read independently for pleasure. Once children are fluent enough to construct meaning as they read, silent decoding contributes to the development of orthographic mapping (spellings are attached to their pronunciation and stored in a reader's memory), which enhances fluency over the longer term.

### **5. Individual Reading**

The majority of the teaching of reading at KS2 is done through Whole Class Reading lessons. Teachers and TAs will check children's individual reading books are pitched at an appropriate level and will listen to them read periodically and children are encouraged to read these books at school and at home and to change them when needed. We ask parents to sign to say they have heard their child read. For those children who are not reading fluently at an appropriate standard they will be listened to individually more often. Some children will read two or three times a week, occasionally children will be listened to daily, with the intention of helping them to catch up to where they need to be.

### **6. Reading for Pleasure**

We encourage children's love of reading in a variety of ways. They have opportunities to use our library, to talk about books in class and whole school assemblies, to carry out book activities and to take part in author visits and book related events.

### **7. Reading to inspire writing:**

Often writing lessons rely upon reading a good example (WAGOLL: what a good one looks like) when teaching a particular genre in writing. Children explore the features of the writing and how the author may have made choices with words or features to influence the reader. Reading these texts can support the development of fluency detailed above in Whole Class Reading.

### **8. Reading across the curriculum:**

Whole class reading lends itself to incorporating texts across the whole curriculum. It can be used as pre-reading to familiarise pupils with a concept, or to develop breadth, knowledge and understanding within a curriculum area. Key vocabulary and background knowledge can be discussed. These texts can be read for fluency, as described in 'Whole class reading'. This



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allows pupils to extend their understanding of a text and to develop their understanding of subject specific concepts, across the curriculum.

For more information about reading at KS2 at Nursted School please refer to:

- Teaching Reading in EYFS and KS1: Developing Fluency
- Close Reading in KS2
- Extended Reading in KS2
- Teaching Fluency in KS2
- Teaching Vocabulary in KS2
- Vocabulary: KS2 Tier Two and Greek/Latin Word lists
- Group Reading Beyond Extended Code

The Reading Curriculum for Nursted School has been drawn up with reference to the following texts:

- The Art and Science of Teaching Primary Reading by Christopher Such
- The Reading Framework July 2023 DFE
- Closing The Reading Gap by Alex Quigley
- Bringing Words to Life by Beck, McKeown, Kucan
- OFSTED English Research Review



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## The Reading Timetable:

### Year 3+4:

Part	Monday	Tuesday	Wednesday	Thursday	Friday
8.45	Phonics/spelling (30 minutes daily)				
9.15	Vocabulary instruction (10 mins daily) Made up of <b>Tier two words, Morphology, Etymology</b>				
9.25-	Whole Class Reading				
9.45	Extended reading of class text (20 mins)	Fluency practice (20 mins)	Fluency practice (20 mins)	Close reading, (20 mins)	Extended reading of class text (20 mins)
1.00	Shared Reading of Reading Spine Class text (read daily 15-20 mins)				

### Year 5:

Part	Monday	Tuesday	Wednesday	Thursday	Friday
8.45	Phonics/spelling (30 minutes daily)				
9.15	Vocabulary instruction (10 mins daily) Made up of <b>Tier two words, Morphology, Etymology</b>				
9.25-	Whole Class Reading				
9.45	Extended reading of class text (20 mins)	Fluency practice (20 mins)	Close reading, (20 mins)	Close reading, (20 mins)	Fluency practice (20 mins)
1.00	Shared Reading of Reading Spine Class text (read daily 15-20 mins)				



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## Year 6:

Part	Monday	Tuesday	Wednesday	Thursday	Friday
8.45	Phonics/spelling (30 minutes daily)				
9.15	Vocabulary instruction (10 mins daily) Made up of <b>Tier two words, Morphology, Etymology</b>				
9.25-	Whole Class Reading				
9.45	Extended reading of class text (20 mins)	Extended reading of class text (20 mins)	Close reading, (20 mins)	Close reading, (20 mins)	Extended reading of class text (20 mins)
1.00	Shared Reading of Reading Spine Class text (read daily 15-20 mins)				

## EYFS/Year 1:

Part	Monday	Tuesday	Wednesday	Thursday	Friday
1	Shared Reading (read daily 20 mins)				
2	Phonics (30-45 minutes daily)				

## Year 2:

Part	Monday	Tuesday	Wednesday	Thursday	Friday
1	Shared Reading (read daily 20 mins)				
2	Phonics (30-45 minutes daily)				
3	Fluency practice (30 mins)	Extended reading (30mins)	Fluency practice (30 mins)	Extended reading (30mins)	Close Reading (30 mins)

Point 3 will begin once 80% of the class can read the extended code.tbc

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