



Batheaston Church School

Reading in Key Stage 2

Encouraging a 'Love of Reading' ethos

Following a very strong start in EYFS and Key Stage 1, our children continue to be surrounded by a love of and passion for reading into key Stage 2. We know that reading is a fundamental life skill and we work hard to teach our children how to read and how to love reading from the day they join us in Apple Class until the day they leave in Oak Class.

Teachers work hard to choose a variety of texts and text-types to study in Whole Class reading sessions, covering relevant and motivational content in fiction, non-fiction and poetry throughout each year group. Some texts may have a strong, relevant link to the topic each year group are studying whilst others may be chosen because of their 'Recommended Reads' status or because the subject is of particular interest to the cohort.

Children are given the chance to read for pleasure throughout the week in whole class DEAR time. They are able to choose their Accelerated Reader book for this or an alternative book that interests them. We have designated time for Accelerated Reader reading books to ensure they are read but having the choice of reading material in DEAR time helps the children to select a book they feel like reading at the time and therefore enjoy the experience even more. At Batheaston, we understand that a lot of what we love about reading is based on choice – what we read, why we read and where we read. The school library is always open to children who wish to change their reading book or browse the book collection for a book linked to their learning and our team of librarians are on hand to support children with these choices. Classes are seen reading around the school – even in our outside classroom 'Mike's meadow – and are always welcome and encouraged to come into the library to enjoy reading within the space.

Whole school events such as Book Week (incorporating 'World Book Day'), 'Pyjamarama' and 'Read Aloud Day' help to surround our children with the immense power of reading and the enjoyment that people around them get from books and reading. Staff work hard to be part of that message by leading mixed-age events, dressing up and being seen as readers alongside the children. Seasonal, fun book competitions and events such as 'The Twelve Challenges of Christmas' help support our children and families to continue reading when school closes for holiday periods and rewards children for endeavouring with their reading.

How we teach reading

A recent change to our reading lessons structure sees each Key Stage 2 class receiving four whole class reading sessions per week. Three of these sessions usually have a key focus on reading fluency, prosody/expression and understanding of vocabulary while the fourth session homes in on a particular reading skill (vocabulary, inferences, prediction, explanation, retrieval or summarising) and always has a written outcome. Teachers use the 'Talk For Reading' approach to

teach reading, which works well alongside the now well-established 'Talk For Writing' approach used in writing that is used throughout the school.

Teachers use the Knowledge and Skills Progression documents to plan their teaching, alongside the National Curriculum Reading Objectives and Speech and Language Objectives. Teachers create Long Term Plans of their reading curriculum as the year progresses in order to monitor the coverage of knowledge, skills and objectives being taught.

How we assess reading

Reading is assessed in a multitude of ways. Firstly, reading is always assessed through AfL within and between lessons, with relevant support and challenge being provided to every child in response. Detailed planning and clear communication between staff members ensures that all children receive the provision they require.

Every Key Stage 2 child who is at the appropriate level uses the 'Accelerated Reader' scheme. Using the STAR test function, the comprehension and key reading skills of every child are assessed using a multiple-choice quiz at the start of each term, three times a year. This data is used to inform teachers and parents of the children's reading ages and ability levels. In addition, a 'Zone of Proximal Development' is provided which gives information to the children, parents and staff about what level material the children should be reading. Choosing a book from within the range (specific starting levels often provided by teachers) supports the children to make the best progress possible whilst enjoying a book at the appropriate difficulty. Once children finish reading a book from the Accelerated Reader programme, they must test on the book using the Accelerated Reader app – this indicates how well the children have understood the contents of the book and whether they are ready to move up to the next level.

If there are children in Key Stage 2 who are not yet deemed ready for using the 'Accelerated Reader' scheme, children continue to read the colour-banded books that they used in Key Stage 1. They are read with regularly with our skilled members of staff who work hard to support them in developing all areas of their reading securely and efficiently.

Key Stage 2 children also undertake termly reading assessments, similar to those taken at the end of Year 6 and sit PIRA tests in term 6. We believe that this more formal part of assessment structure helps to give teachers a firm picture of the children's knowledge and skills and supports the children to develop their reading in all skill areas. Results are inputted onto spreadsheets which help teachers to identify class-wide and individual children's gaps in skills and knowledge.

How we support reading

Teachers work hard to use their assessment data to put support in place for children who require additional practise and support in their reading. This can look like 1:1 reading, small group reading, phonics support or comprehension activities. Intervention Timetables are updated termly and are therefore kept up-to-date and relevant to the children in our care and we monitor all interventions closely. We believe that children must know and understand that reading is at the root of their education and we strive to support them with this knowledge as well as the key skills they need in order to be able to read now and in later life.