

How We Teach Reading at Great Rollright in KS2

What is 'Book Talk'?

In Key Stage 2, the teaching of reading skills becomes a shared activity within the class. 'Book Talk' happens 3-4 times a week for 30-40 minutes. A book is studied for half of a term with all children accessing the same text. These sessions generally follow the following structure:

- summary of the text so far
- pre-teaching of vocabulary
- sharing the text through a variety of methods e.g. teacher reading aloud; paired reading; whole class reading; reading independently
- a follow up fluency and/or comprehension activity e.g. echo reading, close reading, performance reading, modelled written responses leading to independent written responses
- follow up activities develop children's vocabulary, inference, prediction, explanation, retrieval and summarising skills.

Non-fiction and poetry are brought into the terms work to supplement and complement the whole class story. The pleasure principle of reading is fostered within the sessions and every opportunity is taken to explore and develop new vocabulary.

The pleasure of reading

Teachers read to children most days choosing books which will excite, motivate and inspire them to become lifelong readers themselves. Children are sometimes even able to vote for the books of their choice through the 'World Cup of Books'. We encourage them to visit libraries and have developed an active library of our own for them to enjoy as well as our 'Reading shed' outside which is used at break times. Each term we publish a reading newsletter full of top tips and recommendations. We invite authors into school regularly and make visits to other schools for author visits. Reading activities are part of our homework provision throughout the school and each year we hold a celebratory 'Book Week' where everyone enjoys participating in special reading events including a mobile book shop sale in our library.

How is my child's reading assessed?

In KS2, the children sit reading assessments at least twice a year. Teachers learn from the results of these and adapt their lessons accordingly. We also regularly track the children's reading fluency.

Support for children who aren't keeping up

NFER tests, reading age and fluency tracking highlight pupils who require extra support in reading. Interventions are then delivered by teachers and teaching assistants as required e.g. Toe by Toe, 1:1 reading, echo reading, Beat Dyslexia and comprehension support.

How can parents support reading at home?

Parents are encouraged to read with the children at home using different strategies e.g. modelling reading, listening to reading and echo reading. Children complete a weekly reading task on Padlet relating to their book – this is also a way for teachers to track children's reading in KS2 rather than using a reading record. A reading newsletter is sent home several times a year which promotes newly published books, books related to school topic, library visiting times, author spotlight and literacy related events such as Chipping

Norton Literacy Festival. In the summer holidays, we work with the Library Service and encourage children to take part in the summer reading challenge.

How are my children's reading books chosen at school?

In Year 3/4, children are often at different stages with their reading. Many children are 'free readers' and are able to choose their own books with the guidance of the adults at school. Some children still need to work on their fluency, so are accessing the later stages of the Oxford Reading Tree scheme, which provides text lengths and vocabulary that are matched to the child's level. A few children will still need to work on their decoding skills – these children have access to decodable readers and adults listen to them read 1:1 at least three times a week.

By Year 5/6, the majority of children are 'free readers'. We have Barrington Stoke books available for those children who still struggling with decoding words as the content of these books is much more relevant and appropriate to Year 5/6 age children than books lower down the school. Adults listen to these children read 1:1 at least twice a week.