

Teaching Reading Upper Key Stage 2

Key principals

Reading has to be **high priority in every class.**

Classrooms must reflect this through:

- Every class with a reading display which is engaging
- Well displayed and organised reading material
- Clear space for bookbags to be stored
- Racing to read records displayed

Home reading

Home reading must continue to be high priority. It should be a source of pride for each child to talk about a book they have loved reading and time **each week** must be given for this, with every child sharing their 'best read' at some point in the term. Teacher/TAs need to keep a record of which books and how many have been read by each child and follow up when insufficient reading is by done. The expectation should be that a child will read at least 3 books a term. Reading needs to be monitored daily in each child's reading diary, which will need to include a signature from an adult as well as how long the child read for. The amount of time spent reading can be charted for every half hour on display ("hours lost in reading"). There will be awards for 10 hours, 25, 50, 100, 150 etc. which will provide visual positive reinforcement as well as a culture of enthusiasm. These children could be featured on the website or in the newsletter. The teacher needs to promote this by regularly talking about favourite books, favourite authors etc and by highlighting reviews of new books.

The learning platform and /or the new library system is an opportunity for UKS2 to review a book and every child in UKS2 is expected to put forward at least 1 review each term. This can be done easily on the junior librarian website if their book has been borrowed from the school. An ideal time to change books, search for new, receive recommendations and write reviews is during the final 5-10 minutes of ICT. The expectation is that children will become independent in using the school's library and electronic resources and continue to do so via the internet or app at home.

The Reading Lesson

Some reading lessons will be whole class (or with the majority of the class if there are some for whom reading remains a struggle), and some will be with a focus group. Using the long read/short write followed by long write/short read model detailed in the non negotiables, there should be as much time allocated to teaching reading as to teaching writing. **This time must be well used.**

Whole class reading

- For whole class reading lessons, **every** child must have a copy of the text. Sharing reading texts is uncomfortable and leads to problems. Therefore for a whole class, a set of the particular text is needed or sections of the text to be used need to be copied and distributed.
- The text will be from the overall genre that is currently being studied eg historical fiction.

- When introducing the text for the first time, children should be given some background about the text, the author, the setting etc. The teacher needs to 'sell' the text. **This necessitates that the teacher has already read the text!**
- The reading lesson should start with the teacher reading, modelling the use of expression to engage pupils. Pupils need to be taught that when the teacher indicates to any pupil to take over reading, they should know precisely where to pick up and continue because they are following closely. In this way the teacher and the pupils share the reading aloud of a section of the text. The teacher uses this technique to target particular pupils to check on their use of expression as an indicator for their understanding. As the pupil reads, the teacher can note any relevant points about the child's reading for future reference.
- Adults listening to children will need to ensure accurate reading and therefore correct mis-predictions e.g. 'word' read as 'work' (often the case with SEN/BA children or those with traits of dyslexia who look at the shape of the word, or just the lazy ones!) . Incorrect predictions will alter the meaning of the word and in turn the sentence, which will lead to misunderstandings. This may create the wrong impression that the child isn't able when in fact they are if shown simple errors and taught to prevent them for themselves.
- At UKS2 all children should have vocab and spelling jotters and these need to be on the table during all reading (and indeed all literacy) lessons. As the reading continues, children should be taught to jot down any words that they do not know the meaning of. This will be exercised in each child's use of the rainbow writing books to be with them throughout the day for use in all writing and reading. When they do this, the teacher must **insist** that children copy the word correctly and accept **no** spelling errors. If a child makes no jottings the teacher may need to check eg 'I see Aiden that you didn't write down the word so you can explain to Alice what that means' Also on the table **must** be dictionaries. Before the end of the lesson children must be given time to look up the words they don't know and write down briefly what they mean. This should not be a lengthy task. However if children do not know how to use a dictionary it will be. Therefore at the beginning of the academic year all UKS2 classes need to build in some lessons to **actively teach** children how to use a dictionary effectively. With this and with practice, children will become more skilled in finding the word they seek.
- A key part of the reading lesson is questioning, the teacher **must** have prepared the questions that s/he wants the children to answer which targets the particular skills that require development. By practicing comprehension type questions orally, children are provided with a model of how to answer. During this questioning, the teacher needs to focus not on getting the right answer but on teaching how to work out the right answer and present the answer succinctly. What sort of question is it? Which part of the text gives clues? How can the answer be explained?
- Oral questions may then be followed by some independent practice of comprehension question. Comprehension question do not **teach** the skill of comprehension, they practice the skills they have and enable children to use these skills more efficiently so that they can complete the whole paper. Therefore comprehension practice as well as oral comprehension is necessary. Some written comprehension practice must be done **each week**.
- Comprehension homework should be set weekly – again, reflecting the key skills taught that week.

Focus group reading

This will be a reading session tailored to the needs of the groups which will be selected by ability. The text will also be tailored to the needs of this ability. Focus group reading sessions will allow for more time for the teacher to hear each child read aloud to ask questions of each child and to diagnose what each child needs next. The overall format of the session will be the same as for class sessions. All CTs and TAs should support children to decode unfamiliar words. Detailed guided reading sessions must be kept for these sessions, with comments linked to the assessment focus. Not just a tick or 'read well'.

Reading targets

All children should have personal reading targets which are photocopied onto blue card and kept in the guided reading folders/boxes. All children must know the end of year level they are working towards and the step they are currently working on in order to achieve this. These must be reviewed regularly as part of teaching reading.

Children who have not achieved reading fluency

These children require an individualised programme which identifies what it is they can and cannot yet do and addresses these. The TA and the teacher will need to be involved in both planning and delivering sessions for these children. So for example, whilst the TA leads a whole class session, the teacher will teach the two or three children and the following day the opposite. During guided reading, these children also need specifically planned work to address their needs.

By UKS2 children should be able to read independently and aloud with confidence. However this does **not** mean they do not need reading lessons. Instead, the focus of reading lessons should move, for the majority of pupils, from teaching decoding and fluency, to higher order reading skills such as inference and prediction. **For those children who still are struggling with the basics of reading a separate individualised programme must be used.**