



Reading in Key Stage Two at St John Bosco Catholic Primary



Throughout Key Stage Two, children are exposed to many text types to help them develop into confident readers.

Children's reading books are age-aligned through reading age assessments (PIRA). We use the Oxford Reading Tree to match levels and reading ages. Children also choose a reading book for pleasure. Children have opportunities to read these books daily.

The teacher or TA read one-on-one with each child at least once per week.

The teacher or TA uses comprehension style questions to check understanding (vocabulary, inference, summarising, prediction etc.), as well as reading/performance skills (fluency, intonation, pronunciation, inflection, tone etc.).

Each class completes daily whole-class guided reading sessions. Each activity is based around areas for development, for example, inference.

Low ability/SEND students receive some pre-teaching/scaffolding to ensure they can access learning and make progress. They may also receive differentiated guided reading at the teacher's discretion.

Within guided reading, students are exposed to fiction, non-fiction and poetry every half-term.

Reading intervention takes place in each year group to support students in making good progress. This includes: Reading Plus, Project X Code and small group reading sessions with a teacher/TA.

Phonics intervention is led through H/LTA to ensure phonic stages and intervention are matched accurately.

Teachers complete weekly planning which ensure progression and effective, high-quality teaching based on the school's English Long Term Plan for Reading.

Children in Key Stage Two complete a reading comprehension every Friday. Children are exposed to different texts types and close reading, strategies and answering are modelled by the teacher.

Children complete PIRA reading age assessments and reading assessments termly. The class teacher uses this information to address any gaps in knowledge, identify next steps for learning and identifying children in need of intervention/extra support.

Story time concludes the children's day in school. They hear a teacher read a broad and diverse set of literature, using questioning and discussion to garner interest and foster a love of reading.

Book corners in every class are places for children to browse the best books and revisit the ones that the teacher has read to them. The books themselves are the most important aspect of our book corners and are selected to include a broad selection of fiction, non-fiction, poetry and picture books.

