

Whole Class Reading: Y2-Y6

The vast majority of pupils in KS2 are taught reading within their whole-class setting. Only pupils who are still accessing the Read Write Inc have a different reading diet. Pupils in KS1 who have completed the RWI programme are also taught through a whole class reading approach.

Texts for whole class reading have been carefully selected using the following criteria:

- Lexile levels appropriate to the age of pupils
- Age-appropriate interest levels
- Range of reading genre as detailed in the National Curriculum e.g myths and legends, stories from other cultures, modern fiction, poetry etc
- Pupil and staff voice – old and gold, new and bold titles that we love!

We believe that our pupils deserve and need to read high-quality texts. Therefore, wherever possible, whole texts will be taught using hard copies of the books. Extracts will only be used where really necessary.

Planning to the National Curriculum objectives ensures progression of skills and knowledge in the teaching of word reading, fluency and comprehension.

Unit and lesson guidance has been developed which outlines the structure of the reading session over the course of the lesson, the week and the whole unit. Teachers are provided with a model PPT, to which they add the detail of each part of the lesson. This ensures consistency across year groups and progression across the key stage.

In KS2, the reading session is 45 minutes long. In this time, pupils build a mental model by activating prior learning and experiences, they explore the vocabulary they will need for that lesson, read a chosen section of the text (Teacher reading, choral reading, echo reading, partner reading or independent reading) and develop oral and written comprehension skills. The structure of the lessons over the length of the unit allows plenty of time for teachers and pupils to discuss the texts more widely.

Developing Fluency

Fluency is progressive. As texts increase in complexity, so pupils will need practise to become more fluent, reading words automatically and with expression. Pupils are taught to become fluent through:

Echo reading – the teacher explicitly models how short sections of the text should be read. Pupils read the section back to the teacher in exactly the same way. This supports pupils to read with expression and develop their understanding of vocabulary and events.

Re-reading – time is planned into the weekly structure for pupils to re-read specific passages of text. This repetition enables pupils to build their automaticity and pace, thereby also supporting their comprehension skills.

Fluency building activities are built into the lesson, as the teacher deems appropriate. They can also be used by class teachers at other points during the day. These include: learning and performing songs and poems, displaying subtitles on films etc, word ladders and Wordo.

All plans have been aligned to the National Curriculum, to ensure progression and continuity of skills and knowledge, throughout the year groups.

For more information of which objectives are taught when, please see the separate National Curriculum progression Document.

Text Maps – Spring and Summer, 2024

| Year 2 Summer | Y2 | Group 1 | Group 2 | Group 3 |
|------------------|---------|---|--|---|
| | WST (1) | Poetry Week | | |
| | Text 1 | Traditional Tale: Rapunzel (2) | Jim and the Beanstalk (2) | Traditional Tale: Jack and the Beanstalk (2) |
| | Text 2 | The Paper Bag Princess (2) | Rita the Rescuer (2) | Floss (2) |
| | Text 3 | Diversity: Amazing Grace (2) | Diversity: If all the world were... (2) | Dumpling (2) |
| | Text 4 | The Lighthouse Keeper’s Catastrophe (2) | The day the crayons quit (2) | Jim and the Beanstalk (2) |
| | Text 5 | Why can’t humans fly? (NF) (3) | I wonder why spiders spin webs (NF) (3) | I wonder why stars twinkle (NF)(3) |

| Y3-6 Spring | | Y3 | Y4 | Y5 | Y6 (inc SATs prep & early transition) |
|----------------|---|---|---|---|---|
| | WST (1) | Author Week | | | |
| | Text 1 | Picture Books – diversity (3) The Proudest Blue Listen | Fiction 1: Kensuke’s Kingdom (4) | Fiction 1: Myths & Legends: Kiki Kallira breaks a Kingdom (3) | Fiction 1: Diversity: No Ballet Shoes in Syria (5) |
| | Text 2 | Non-Fiction 1: Fantastically Great Women + Little People, Big Dreams Rosa Parks: 470L) (3) | Narrative Poetry (2) Alliteration & rhyme: Windrush Child (John Agard from Under the Moon & Over the Sea) Poetic Voice, repetition & rhyme: There’s a rangtang in my bedroom (Greenpeace) | Non-Fiction 1: Natural Wonders (2) | Non-Fiction – The Missing (Michael Rosen) (5) |
| Text 3 | Fiction 1– Secret Friends, Elizabeth Laird (3) | Fiction 2: Adolphus Tips (4) | Playscript: Macbeth (BBC Download) (3) | Fiction 2: The Nowhere Emporium (6) | |

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|--|-------------|-------------------------|--|--|------------------------------|
| | Poetry/Play | Poetry Yapping Away (1) | | | Poetry – The Highway Man (2) |
|--|-------------|-------------------------|--|--|------------------------------|

| | | Y3 | Y4 | Y5 | Y6 (See Spring) |
|----------------|---------|--|--|--|-----------------|
| Y3-6 Summer | WST (1) | Poetry Week – | | | |
| | Text 1 | Fiction 2: Novel – Cliffhanger (3) | Fiction 3: Novel Charlotte’s Web (680L) 4 | Fiction 2: The Firework Maker’s Daughter (870L) (5) | |
| | Text 2 | Non-fiction 2: Deadly Creatures (3) | Non-Fiction 1: Greatest Warriors: Knights (3) | Non-Fiction 2: Explore! The Most Dangerous Journeys of All Time (3) | |
| | Text 3 | Fiction 3: Novel The owl who was afraid of the dark (550L) (3) | Myths & Legends: African Caribbean Folk Tales, Myths & Legends (3) | Fiction 3: Clockwork OR CN: The Lion, the Witch & the Wardrobe (5) | |
| | Text 4 | Myths & Legends: Arthur and the Golden Rope (GN)? (2) | Playscript: Charlie and the Chocolate Factory (1) | | |