



KS2 Literacy Evening

Priorities - what are we trying to achieve?

- Instil a love of reading in all children at St Polycarp's.
- Develop a positive reading culture; focus on reading as an enjoyable experience rather than just developing the skills of reading.
- To promote confidence in both fluency and comprehension.
- Children need to not only be fluent readers but must understand what it is that they are reading.
- Develop vocabulary and language.
- Oracy - spoken language and communication.
- Equipping children with the skills they need for the wider world.



The DfE Reading Framework

July 2023 Update

- Book Corners**
 - Book corners should be seen as **mini libraries**.
 - Teachers should focus on **selecting, displaying and promoting** the books in the corner.
 - Every book in the corner should be **worth reading aloud**.
 - Book corners should have **30-50 books** at the start of the academic year and include 20 of the children's favourites from the previous year.
 - **Multiple copies of books** should be available for the children to read.
- Reading for Pleasure**
 - Schools should develop a **reading for pleasure culture**.
 - **Adults should read aloud regularly in class**.
 - Children given opportunities to have **informal book talks**.
 - The **school library** should be used regularly.
 - Provide time to read in **social reading environments**.
 - **Book clubs** - time to recommend books to pupils.
 - Teachers need a **good knowledge of literature** and of their pupils as readers (teachers as influencers).
 - Pupils should have opportunities to **choose books** that appeal to them - Free choice!
- Organising Books**
 - Books are organised so they are matched to the **appropriate level**.
 - Books should be chosen to **engage and appeal** to children.
 - **Book lists** should be **refreshed regularly** as new books are published and new teachers arrive to avoid being set in stone.
 - Promoted books should be displayed **'front facing'** to engage the children.
- Choosing Books**

Schools should provide **different types of books** to support pupils' reading development including:

 - **Decodable books** for learning to read
 - Books for pupils to read **independently**
 - **Picture books** including graphic novels
 - Long and short **'page-turners'**
 - Literature: books for the **wider curriculum**
 - **'16-18'** books
 - Texts to support **knowledge and vocabulary** to be learnt for each subject.
- Teaching Reading**
 - Teachers should read to the class for **20 minutes a day, four times a week**.
 - Reading lessons need to **create readers, not just pupils who can read**.
 - Texts chosen for reading teaching should include **full novels that are read aloud**.
 - Key elements for teaching reading in English lessons are: **teacher reading aloud; pupils reading; teacher's modelling and explanations and questioning**.
 - Using **'paired talk'** during discussions.
- Leading Reading**
 - Reading should be a **priority in all schools**.
 - Identify a **core set of literature** for each year group that can either be read aloud in story times or lessons.
 - Leaders should support teachers in running **effective interventions**.
 - Leaders should ensure that **all staff teach reading effectively**.
 - All staff are aware of the **school's phonics programme**.
- Whole Class Reading**
 - Reading **whole texts** without stopping for discussion.
 - Understanding the difference between questioning in the reading English lessons to **drive thinking** and discussion or to assess.
 - Emphasis on **promoting discussion** rather than teaching limited objectives.
 - The teaching of reading should **not be organised around the eight content domains for reading**.
 - Focus on **fluency and developing vocabulary** to prepare pupils for reading assessments of unseen texts.



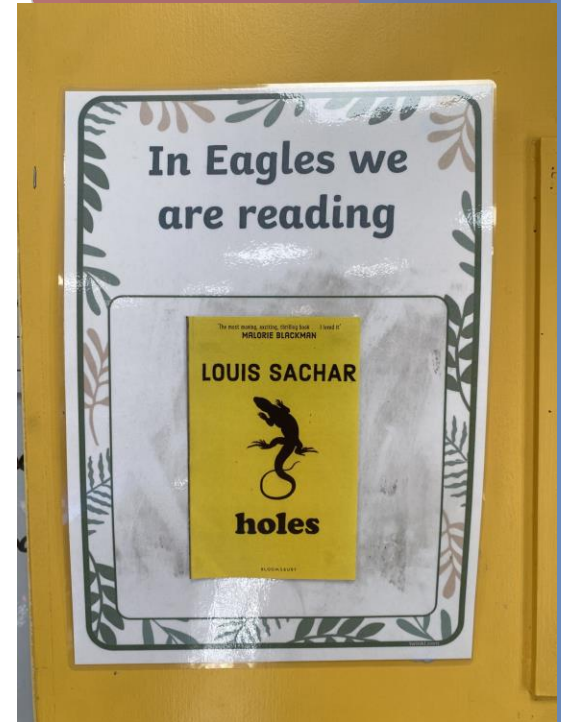
How do we keep children engaged so they become readers for life?

- Promoting reading for pleasure.
- Engaging hooks into whole class texts.
- Class libraries.
- Whole school library - weekly visits.
- Wide range of texts - award winning, current, high-quality texts.
- Variety of fiction/non-fiction/diverse/varying levels of challenge.
- Throughout the year, some of our children work with our Therapy dog - Rosie - from Read2dogs.

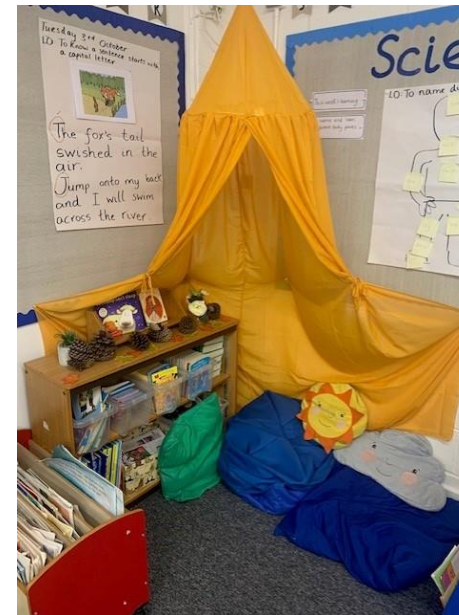
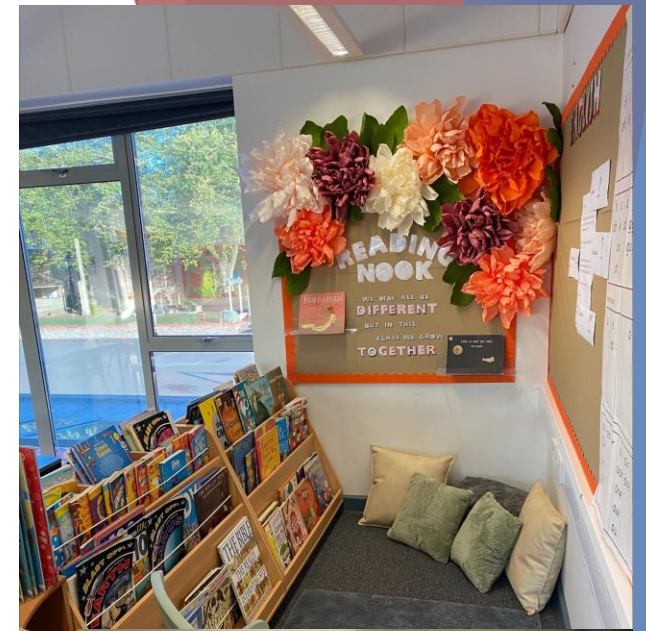


Reading for pleasure

- Paired reading
- Phase reading
- Book swap
- World Book Week
- 'What we are reading' posters
- Author visits
- Range of texts available
- Library visits
- Clubs
- Engaging book corners
- Opportunities to read aloud
- Story time/listening to stories



Book Corners



How we teach reading in KS2 (in a nutshell)...

- Master Reader Programme.
- Begins in Year 2 and continues through to Year 6.
- Every day - 30-minute session.
- Teaching a variety of comprehension skills and domains.
- Opportunities to discuss as a class.
- Reading aloud to practice fluency.
- Teachers model reading aloud.
- Repetitive structure - children know what to expect.
- Exposure to more sophisticated vocabulary and language.
- Explicit teaching of vocabulary.



Master Reader

- ▶ **Monday** - reading aloud, explicit teaching of vocabulary and discussion of text
- ▶ **Tuesday** - Book Club - focus on key comprehension skill/domain
- ▶ **Wednesday** - guided/modelled practice of how to answer questions about the text
- ▶ **Thursday** - independent practice
- ▶ **Friday** - addressing misconceptions and reviewing key vocabulary from the week's learning.

How do we support those who find reading challenging?

- Literacy pre-teaching.
- Nessy - reading and spelling.
- Literacy for All.
- Read, Write, Inc.
- Therapy dog.
- Provide a wide range of texts for children to choose from.
- Celebrate achievements.
- Encourage and empower.



Read Write Inc.
Phonics



What can you do to help? 10 top tips...

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.



2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Visit them when you're able to and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow.

See [Libraries Connected](#) for more digital library services and resources.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

9. Make reading active




Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

What is the impact?

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Gray and Ferraro, 1992.)

WANT TO BE A BETTER READER? SIMPLY READ.



How is reading assessed at the end of Key Stage 2?

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Year 6 SATS Reading Comprehension paper



How we teach writing in KS2

- Units of work linked to whole class core texts.
- A range of writing genres.
- A range of purposes - **to inform, to entertain, to persuade.**
- Narratives, newspaper articles, poems, letters, diary entries, recounts, setting descriptions, speeches.

	Monday	Tuesday	Wednesday	Thursday	Friday
Teaching focus	Stimulate	Investigate	Investigate	Innovate	Generate
Example	<ul style="list-style-type: none"> • Hook and immersion in the text • Visiting speakers, props, trips, video, drama • Cross curricular links 	<ul style="list-style-type: none"> • Grammar, Models, shared and guided examples • Strategies for developing vocab 	<ul style="list-style-type: none"> • Grammar • Exploring examples in rich texts • Examples of genre and form • Exploration, annotation and analysis of language and structure for effect • Drama activities 	<ul style="list-style-type: none"> • Perfect a paragraph • Application in a smaller, concentrated context to secure learning to this point. • Orally rehearsing writing • Experimentation through apprentice application 	<ul style="list-style-type: none"> • Success criteria should be the focus – e.g. box success criteria. Children have opportunity to focus on and discuss purpose, audience, form... • Giving them a picture/drawing a picture of their vision • Vocab bank • Experience • Oracy • Collaborate
	Monday	Tuesday	Wednesday	Thursday	Friday
Teaching focus	Initiate	Create and evaluate cycle			Circulate
Example	<ul style="list-style-type: none"> • Planning • Story mountain • Flow chart • Chunking 	<ul style="list-style-type: none"> • Writing broken down into parts • Modelling initially under visualiser • Resources to improve technical accuracy and editing • Time and space for reflection and sharing work aloud • Peer and self-evaluation against success criteria 			<ul style="list-style-type: none"> • Publish for a real purpose • Use of library publish wall • Portfolios • sharing with the wider community (between year groups or with actual people)



How is writing assessed at the end of Key Stage 2?

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



Teacher assessment and external moderation

How is writing assessed at the end of Key Stage 2?

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Teacher assessment and external moderation

