

### **In Lower Key Stage 2**

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading. Children should apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

Pupils should be taught to:

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- use dictionaries to check the meaning of words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarising
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

- participate in discussion about both books that are read to them and those they can read for themselves.

### **In Upper Key Stage 2**

In addition to the above statements, by the end of Key Stage 2 pupils should be able to:

- recommend books that they have read to their peers, giving reasons for their choices
- make comparisons within and across books learning a wider range of poetry by heart
- discuss and evaluate how authors use language, including figurative language, consider the impact on the reader
- distinguish between statements of fact and opinion
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary to provide reasoned justifications for their views.

### **End of Key Stage 2 Assessments**

At the end of Key Stage 2 (Year 6), pupils are required to participate in SATS tests during a specified week in May, which include: A reading answer booklet and a separate reading booklet.

(Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace.)



**PARKFIELD SCHOOL**  
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# A Guide to Reading



## Introduction

At Parkfield Primary School all pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum.

We believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is therefore our aim to enable children to become confident, successful readers and to gain love and enjoyment from a wide range of literature.

The purpose of this leaflet is to show you how we teach reading in school, from the Early Years Foundation Stage upwards, and to explain how you can help and encourage your child with reading at home.

## How does reading look at Parkfield?

As children progress through the school they are encouraged to read independently and for pleasure and enjoyment, as well as for research. Children develop reading skills through daily reading practice-ERIC TIME (Everyone reading in class).

The teachers at Parkfield have developed a Parkfield Literary Heritage booklist. Each term, every year group has a set of books/authors that they focus on. They read regularly to the children so that they get to know and love all sorts of stories and tales, poetry and information books. This helps to extend children's vocabulary and comprehension, and provides access to books that may prove challenging to some.

Throughout the week, every child will take part in a small guided reading session and will work on the objectives listed. Teachers strive to interlink topics within their guided reading session, to enhance the pupils' knowledge and understanding of the particular topic they're learning.

Reading at home is strongly encouraged, and every child takes a reading book home every night.

On occasion, the school engages in paired reading, where older children read with younger children, simply for the pleasure of sharing books.

## How do we teach reading in school?

### EYFS

When children enter the Early Years Foundation Stage they experience a wide variety of stories and different text types. Books are readily available for children to look at and share with adults. They are taught how to handle books and learn that all print carries meaning. Children are encouraged to understand elements of a story and discuss what they know about the

characters. They also listen to and participate with nursery rhymes and traditional tales, and books are read frequently to children throughout the day. Reading is also taught through phonic activities, using the Letters and Sounds scheme. As their sound knowledge develops, children take home a reading book to practise at home.

### EYFS Assessments

The Early Years Foundation Stage (EYFS) profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Teachers' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners note the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.

On-going assessment is an integral part of the learning and development process. It involves teachers observing children to understand their level of attainment, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

When compiling the profile, teachers must review the evidence gathered in order to make a judgement for each child and for each ELG. The judgement must say whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS ('expected')
- not yet at the level of development expected at the end of the EYFS ('emerging')
- beyond the level of development expected at the end of the EYFS ('exceeding')

### The Early Learning Goal for reading in EYFS is:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

### KS1 and KS2

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

## In Key Stage 1

In addition to phonics, by the end of Key Stage 1, pupils should be taught to:

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related
- retell a wider range of stories, fairy stories and traditional tales
- understand that non-fiction books are structured in different ways
- recognise simple recurring language in stories and poetry
- discuss and clarify the meaning of words
- discuss their favourite words and phrases
- continue to learn by heart poems
- understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correct inaccurate reading
- make inferences on the basis of what is being said and done
- answer and ask questions
- predict what might happen on the basis of what has been read so far
- participate in discussion and explain their understanding of books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

## End of Key Stage 1 Assessments

Throughout the month of May, Year 2 pupils are required to participate in the KS1 reading tests, which consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet.