

## Lower Key Stage 2 Reading Curriculum

Year 3	<b>For children who still have not passed phonics screening in Year 2 detailed discussion for each individual child to assess impact on reading to decide appropriate support</b> <ul style="list-style-type: none"> <li>Build on knowledge from KS1</li> </ul>				
Skills	<b>Comprehension</b> Retrieval, inference deduction predicting, summarising <ul style="list-style-type: none"> <li>Class read (short novel teacher's choice from recommended GTPS list)</li> <li>1 to 1 reading personalised discussion and questioning with a trained adult at least once a fortnight. Adults ensure range of texts at correct level</li> <li>Introduce guided reading once a week with in-class follow up task. Main text specified with supplementary poetry and non-fiction planned into each unit. Children in groups of 8 maximum</li> <li>Comprehension activities across the curriculum</li> </ul>	<b>Scanning</b> Scanning is reading rapidly in order to find specific facts. <ul style="list-style-type: none"> <li>With more complex and subject specific texts children build fluency and confidence to master skills from Year 2</li> </ul>	<b>Fluency</b> <i>Fluency is the ability to read with speed, accuracy, and proper expression</i> <i>Taught mostly through reading aloud</i> <ul style="list-style-type: none"> <li>As KS1 but with age appropriate texts</li> <li>Provide 1 to 1 opportunities as often as possible</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Key vocabulary for topics provided to children and discussed</li> <li>Pre teaching of topic words taught for all children and specific input as necessary</li> <li>Context used to explore meaning</li> <li>Related word families and root words</li> <li>Antonyms/synonyms/ definition and sentence webs used</li> <li>Thesaurus skills taught</li> </ul>	<b>Reading for Pleasure</b> <ul style="list-style-type: none"> <li>Quiet reading with specific guidelines/ expectations</li> <li>Class novels</li> <li>Book corners with recommendations and good range</li> <li>Free choice of RfP book inc all genre</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Build on knowledge from previous years</li> </ul>				
Skills	<b>Comprehension</b> Retrieval, inference deduction predicting, summarising <ul style="list-style-type: none"> <li>Class read (short novel teacher's choice from recommended GTPS list)</li> <li>1 to 1 reading personalised discussion and questioning with a trained adult at least once a fortnight. Adults ensure range of texts at correct level</li> <li>Guided reading once a week with in class follow up task. Main text specified with supplementary poetry and non-fiction planned into each unit. Children in groups of 8 maximum.</li> <li>Comprehension activities across the curriculum</li> </ul>	<b>Scanning &amp; Skimming</b> <i>Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.</i> <ul style="list-style-type: none"> <li>Introduce children to difference between skimming and scanning and reasons why each would be used</li> <li>Skimming - With simple texts practice summarising overall content by reading introduction, headings, opening sentences and conclusion – teach as a discrete skill possibly in context of a particular subject or guided reading</li> <li>Scanning as Y3 plus teach how to skip over text that doesn't contain key information (especially as texts will become more complex)</li> </ul>			

## Upper Key Stage 2 Reading Curriculum

Year 5	<ul style="list-style-type: none"> <li>Build on knowledge from previous years</li> </ul>				
Skills	<p><b>Comprehension</b> Retrieval, inference deduction predicting, summarising</p> <ul style="list-style-type: none"> <li>Class read (short novel teacher's choice from recommended GTPS list)</li> <li>1 to 1 reading personalised discussion and questioning with a trained adult. Adults ensure range of texts at correct level and breadth of genre</li> <li>Guided reading once a week with increasingly complex text and a range across the year. Main text specified with supplementary poetry and non-fiction planned into each unit. Focus on developing written responses including homework tasks</li> <li>Comprehension activities across the curriculum</li> </ul>	<p><b>Scanning &amp; Skimming</b> <i>Skimming and Scanning. Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.</i></p> <p><b>Connected to developing good fluency and pace</b></p> <ul style="list-style-type: none"> <li>Skimming - With increasingly more complex texts (fiction and non-fiction) provide both discrete and specific opportunities for children to develop confidence when skimming</li> <li>Skimming –children can verbally summarise a text</li> <li>Children taught to order events</li> <li>Scanning as Year 4 plus teach technique of scanning from bottom to top to look for information missed</li> </ul>	<p><b>Fluency</b> <i>Mastery = 100-150 words per minute</i> <i>Fluency is the ability to read with speed, accuracy, and proper expression</i> <i>Taught mostly through reading aloud</i></p> <ul style="list-style-type: none"> <li>Modelled reading</li> <li>Echo / choral</li> <li>5 minute timed reading slots to build stamina and speed</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Key vocabulary for topics provided to children and discussed</li> <li>Pre teaching of topic words taught for all children and specific input as necessary</li> <li>Context used to explore meaning</li> <li>Related word families and root words</li> <li>Antonyms/synonyms/ definition and sentence webs used</li> <li>Thesaurus skills taught</li> </ul>	<p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>Quiet reading with specific guidelines/ expectations</li> <li>Class novels</li> <li>Book corners with recommendations and good range</li> <li>Free choice of RfP book inc all genre</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Build on knowledge from previous years</li> </ul>				
Skills	<p><b>Comprehension</b> Retrieval, inference deduction predicting, summarising</p> <ul style="list-style-type: none"> <li>Class read (short novel teacher's choice from recommended GTPS list)</li> <li>1 to 1 reading personalised discussion and questioning with a trained adult. Adults ensure range of texts at correct level and breadth of genre</li> <li>Guided reading once a week with increasingly complex text and a range across the year. Main text specified with supplementary poetry and non-fiction planned into each unit. Focus on refining written responses including homework tasks</li> <li>Comprehension activities across the curriculum</li> </ul>	<p><b>Scanning &amp; Skimming</b> <i>Skimming and Scanning. Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts</i></p> <ul style="list-style-type: none"> <li>Skimming and scanning as Year 5 with ever increasing confidence and fluency</li> <li>Particular emphasis on practice of scanning from bottom to the top</li> </ul>			