

Reading in Key Stage 2: Guide for Parents

Year 3 marks the start of your child's journey in Key Stage 2. I would like to take this opportunity to explain our approach to reading for our Key Stage 2 pupils.

We aim to encourage a life-long love of reading, with readers demonstrating fluency and a high level of understanding/comprehension.

Our principles for teaching reading remain the same and will build on and extend the firm foundations established in Key Stage 1.

The following principles are at the forefront of our approach to reading.

- **Reading is inspirational and enjoyable.** We ensure children are enthused and stimulated by what they read and use the ideas and techniques that they have experienced when reading, to inform their own written work. We encourage a lifelong love of reading.
- **Reading is varied** We recognise that reading comes in many forms and is essential to everyday life. We use a variety of texts that inspire and enthuse children. We also use texts with themes that help widen our children's horizons as well as ensuring their personal, social, spiritual and emotional needs are met.
- **Reading is challenging** We develop the children's understanding and command of the English language through experience of and exposure to challenging and high quality texts to ensure all children reach their full potential.
- **Reading is explored** We use 'close reading' to interrogate texts through rigorous study.

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best possible life chances. We ensure that all our pupils are provided with a rich and varied learning experience that aims to develop them as lifelong readers. Cultivating readers with a passion for a wide range of genres will ensure that children's love of reading extends far beyond the classroom and allows them to build on their skills independently through a real curiosity for literature and thirst for knowledge.

The Core Reading Skills

At Maids Moreton, we aim to develop children's word recognition **and** reading comprehension skills in tandem through the explicit teaching of reading skills.

Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a **well-rounded reader**. These skills are called **reading with DERIC**.

DERIC stands for:

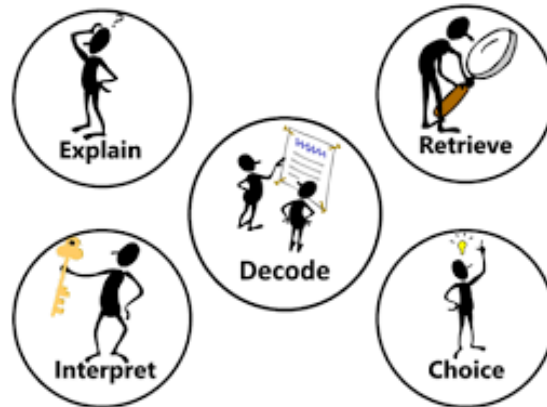
Decode (word reading)

Explain (explaining unfamiliar words and developing vocabulary)

Retrieve (finding information in the text)

Interpret (inference skills/reading "between the lines")

Choice (the choices made by the author, e.g. use of language)



At the early stages of reading, in EYFS and Key Stage 1, the main priority is on decoding- using phonic knowledge to read words. It is vital that children first develop the phonic knowledge to access texts.

As children move up the school and develop reading fluency, the focus shifts to higher order reading comprehension. The children are required to become more analytical readers who can demonstrate a thorough understanding of what they read. As we move into Key Stage 2, we therefore lose the “D” and focus on ERIC.

Whole Class Guided Reading

In Key Stage 2, group guided reading sessions are replaced by whole class guided reading lessons for the vast majority of pupils. This enables teachers to explicitly teach higher order reading comprehension skills and pupils to closely analyse texts for meaning, using their ERIC skills. Lessons focus on examining chapters and passages from class texts as well as shorter excerpts from a range of genres.

Individual Reading

By the start of Key Stage 2, most children will have acquired the fluency and reading comprehension skills to access a wider variety of reading material.

However, we have taken a school decision to continue with scheme books up to Year 6 alongside real “free choice” books. As you will see below there are 5 colour bands for Key Stage 2. Children are encouraged to read widely within each band.

The chart below shows the typical progression through the colour bands.

Colour band	Year group
Lilac	Reception
Pink	Reception
Red	Reception
Yellow	Reception/Year 1
Blue	Year 1
Green	Year 1
Orange	Year 1
Turquoise	Year 1/Year 2
Purple	Year 2
Gold	Year 2
White	Year 2
Lime	Year 2/Year 3
Key Stage 1 "free reader" real books	Year 2/3
Brown	Year 3
Grey	Year 4
Dark Blue	Year 5
Dark Red	Year 6
Dark black	Exceptional Year 6 readers

- Children who enter Year 3 on gold level or below will continue to access 3 books per week from the colour banded reading scheme.
- Once children have reached white level and beyond, they will have the opportunity to take home a colour banded "reading choice" book from the school library as well as a "reading skills" book from our reading scheme. Both books will come from the same colour band. Our new library is well stocked with a varied range of high quality fiction from renowned children's authors as well as non-fiction texts.

Children are expected to read widely within each band from brown level and above and demonstrate a firm understanding of what they read. Progress through the bands will therefore be less rapid than in Key Stage 1. The books tend to have chapters and are longer reads, so may be changed less frequently.

A child who is a good decoder, with a large sight vocabulary is not necessarily a good well rounded reader. It is vital that teachers and parents engage in discussion with their children to ensure they have a true understanding of the text. This is best done after reading smaller passages from the book rather than the whole text or chapter. [\[See reading prompt information sheet for parents for ideas of the type of questions to ask\]](#)

Exceptional readers [in terms of fluency **and** mature reading comprehension skills] *may* progress to the coloured band the year group above their own during the Spring or Summer term [e.g. a year 3 who starts the year on brown books, may be able to choose from the grey book selection in the latter part of the school year]. This will be the class teacher's decision. Please bear in mind, that the books within dark red and dark black, are only suitable for children in Years 5 and 6. The literature has been banded to reflect the complexity of the text and the maturity required from the reader.

Many children in Key Stage 2 will be able to read independently. However they are still encouraged to read regularly to staff in school and adults at home. This reading continues to be recorded in the child's reading diary. Children are also invited to record in their own reading diaries.

Children requiring additional support

Children in Key Stage 2, still requiring support with decoding and reading fluency, will receive additional 1:1 and small group work to develop these vital skills. These children will continue to receive phonics teaching and may receive small group guided reading with pupils of similar ability, rather than attending the whole class guided reading sessions.

How can I support at home?

Dos:

- Encourage your child to read a wide range of literature from a variety of authors, appropriate to their maturity, age and level of understanding. Encourage them to read a range of genres, including fiction, non fiction, poetry and plays.
- Encourage your child to read real books as well as scheme books.
- Read with your child and question their comprehension at regular intervals whilst reading, e.g. eliciting the meaning of new vocabulary in the context, summarising what has happened so far, retrieving information, inferring. [\[See reading prompt information sheet for parents for ideas of the type of questions to ask\]](#)
- Read to your child as well as listening to them read so you can discuss and appreciate stories together.
- Foster and widen their interests so they develop a love of reading.

Don't:

- Read a book once in one sitting without taking time to discuss it. Take time to enjoy it and read for meaning.
- Compare your child to others and become unduly anxious. Children can pick up on this and become disheartened.
- Read books at home that are too complicated for your child's maturity, age and level of understanding. They may be able to read the words, but their enjoyment will be hampered by a lack of understanding of the meaning.

Throughout the school, reading is embedded across the curriculum and children are given the opportunity to read widely across different subjects. We also make opportunities to read to the children so they can appreciate and enjoy literature together.

I hope you will find this guide useful in explaining our approach to reading in Key Stage 2.

Keira Ainsworth

Head Teacher