

Key Stage 2:

In KS2, children are expected to be reading independently. In addition to this, all classes do have a 'class story' which is read by the teacher daily. Teachers recommend books to specific children based on their interests.

- Children have a taught reading session twice a week, which focusses on an element of **comprehension**, building on the strategies from KS1 and extending into thinking about themes and conventions, authorial intent, skimming and scanning and summarising.
- During these sessions, children complete activities for their reading journals and teachers work alongside children discussing the texts with them, with a focus on key skills.
- **Conventions** are elements that are common across similar texts -for example a similar genre, similar theme or by the same author. Spotting conventions gives children clues about what the text may be about, its purpose and audience.
- All stories have a **theme**. This is the general topic/message that the whole story is about, for example belonging, justice, equality, acceptance.
- **Authorial intent** relates to why the author has used certain words or phrases, and we remind children that authors think very carefully about what they write and the effect that their words will have on the reader. This links well to **inference** as often the author will 'show not tell' the reader through their choice of language.
- **Skimming and scanning** are skills taught to aid **retrieval** and to help children tackle longer texts, particularly non-fiction where they may be looking for a specific piece of information. We relate this to 'speed reading' and spotting key words or synonyms which may direct children to the information they need.
- Once children have read a book or section of a text, we ask them to **summarise** this and teach them how to do this by picking out the key events and recounting what happened in only a few sentences. This also reinforces **sequencing**.

Reading Comprehension at Hamble Primary



Hamble Primary School

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Information for Parents

By working together we help our
children to succeed.

Reading is a vitally important part of a child's development and is a key life skill. At Hamble Primary School, we believe that every child can learn to read with the right help and support, and we endeavour to instil a love of reading within all children. We place reading and books at the centre of our English curriculum as well as using books as a stimulus and to support learning across the wider curriculum.

All children have time within every school day to read or be read to; for most classes this is directly after lunchtime. All classes also have one timetabled session where they visit the school Library and can spend time there reading, as well as choosing a book to take home for the week. We actively encourage parents to share books at home with their children and have provided prompt questions which parents may like to use whilst reading with their child.

Reading can be split into two areas: decoding and comprehension.

Decoding refers to the actual reading of the words, which we teach in our phonics sessions (see 'Phonics and Word Reading at Hamble Primary' information leaflet). **Comprehension** refers to a child's understanding of what they have read.

We have designed a reading curriculum for KS1 and KS2 which incorporates decoding and comprehension, providing children with the skills needed to understand new texts, so that they can get full enjoyment of what they are reading and be able to share and discuss this with others.

EYFS:

The main focus in EYFS is to build children's love of books through sharing stories and exposing them to books and other texts.

- There is daily 'storytime' where the teacher will read to the class and they can discuss what is happening.
- A wide range of books are constantly available for the children to access during 'Busy Bee' time and these books are changed regularly in response to children's own interests.
- Non-fiction books, leaflets, instructions and notes are built into the continuous provision so that children are exposed to different text types and how they can be used in real-life situations.
- We encourage children to make up their own stories - with puppets, in role play or when they are looking at a book. This reinforces the language of story-telling and how events are sequenced.

Key Stage 1:

In KS1, children become more independent readers and we teach them about sequencing events, inference and making predictions and links in what they have read. This can be about a book that the teacher has read aloud to the class or a book that the child has accessed independently.

- Children have a taught reading session twice a week, which focusses on an element on **comprehension**.
- During these sessions, children complete activities for their reading journals and teachers work alongside children discussing the texts with them, with a focus on the skills of retrieval, inference, prediction and making links.
- **Retrieval** is where children find an answer to a specific question in the text - retrieving the information they have read.
- Authors use **inference** to 'show not tell' the reader information, a bit like a clue rather than stating something explicitly, for example what a character is like.
- Children are asked to **make predictions** about what they think could happen, and these should have solid reasons based on what they already know from the text.
- **Making links** helps children comprehend by drawing on their existing knowledge which may give them more information about what they are reading. This could be links to their own experiences, something they have heard about or seen on TV, or another book/story they know.
- Children experience a range of text types during these sessions and their English lessons so that they can see how different texts are presented and how the type of language used varies depending on the purpose and audience.