

Helping your child with their reading journey in Key Stage 2



At Timbertree, we recognise that competence in speaking, listening, reading and writing underpin the whole curriculum. Therefore, a quality English curriculum should develop our pupils' love of reading, writing and discussion. Our aim is to enable our pupils to become confident and able writers, who make conscious links to reading.

We aim for our children to write as a readers and read as writers.



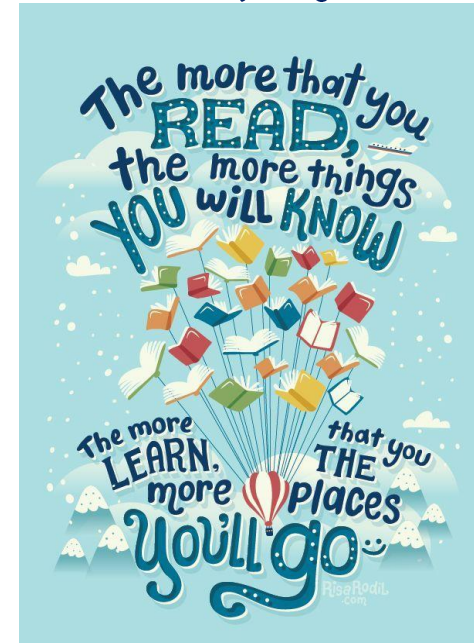
Reading at Timbertree in Key Stage Two:

At Key Stage Two, all children access whole class reading (WCR) and a separate writing session daily. Reading enables children access to expert writers and will be taught comprehension skills to secure their understanding.

Throughout their time at Timbertree, children will follow our core Literature Spine, which has been carefully planned to include:

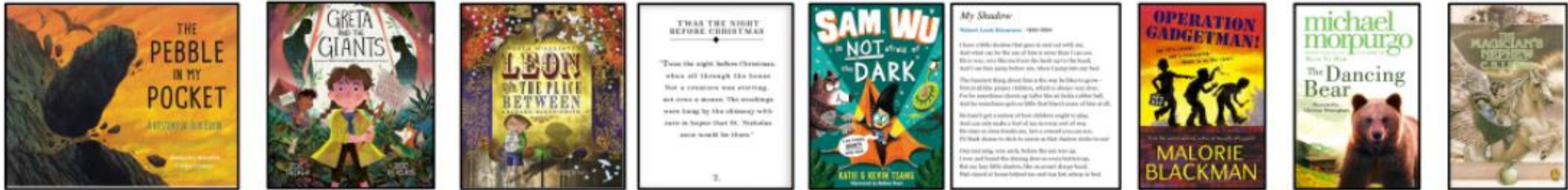
- Texts that explore specific social, ethical and moral issues
- Texts that are considered to be classics or “the Greats”
- Texts that have strong female role models
- Texts with familiar/well-known authors and those with upcoming, diverse authors
- Texts that explore British and world heritage

We want our children to know that ***“THERE IS A BOOK FOR EVERYONE!”***



Literature Spine

Year 3 Literature Spine

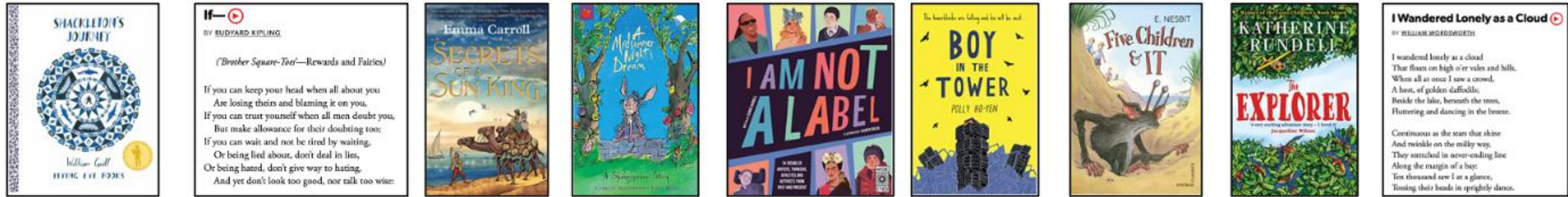


Year 4 Literature Spine



Literature Spine

Year 5 Literature Spine



Year 6 Literature Spine



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Literature Spine – Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greta and the Giant Contemporary narrative picture book with additional non-narrative section Themes of peaceful protest, climate change and children finding their voice	Leon and the Place Between Contemporary narrative picture book Themes of magic, adventure, friendship and the unknown	Sam Wu is Not Afraid of the Dark Contemporary narrative chapter book Part of a series Humorous adventure story that focuses on conquering fears A good bridge to longer narratives	Operation Gadgetman Contemporary narrative chapter book Black female protagonist and author Crime adventure story Includes themes of gentle humour, friendship, family and tenacity	The Dancing Bear Contemporary narrative chapter book Deeply moving story of a bear who is adopted by an orphan girl. Rich language, with a sad ending Themes of friendship, kindness, dilemmas, bravery, loneliness, animal cruelty and community	The Magician's Nephew Heritage narrative chapter book The first book in the classic Narnia series Essential cultural reference A story of adventure, friendship and bravery Some religious references and representation of an ill parent. Opportunities to explore archaic language
Pebble in my Pocket Contemporary non-narrative picture book Female historian author Narrates the history of the Earth High volume Tier 3 Science vocabulary	'Twas the Night before Christmas Seminal heritage poem Essential cultural reference Some archaic references Themes of Christmas traditions and modern representation of St Nicholas Entertaining and light	My Shadow Robert Louis Stephenson Classic heritage children's poem Told in the first person Some archaic references Entertaining and light			

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

Literature Spine – Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Queen's Nose Classic short novel. Notable British author A story of magic, adventure and wishes Entertaining, light humour and a strong female protagonist who challenges stereotypes	Young, Gifted and Black A beautifully illustrated anthology celebrating the achievements of black icons from history and the present day Often detailing hardship, challenges and prejudice, the book offers an opportunity to explore a relevant social issue	The Girl who Stole an Elephant Female Sri Lankan protagonist and author Thrilling adventure story set in Sri Lanka Themes of social equality, justice, morality, friendship, political power and loyalty	The Boy at the Back of the Class Contemporary narrative telling the story of a Syrian refugee arriving in the UK The story highlights the importance of kindness and friendship Themes of bravery, sensitivity, community and a relevant social issue Written by a female author specialising in interfaith projects	Varjak Paw Contemporary narrative chapter book Full of mystery and suspense The story of a cat who must learn the ways of his ancestors to survive Themes of tenacity, bravery, self-belief and adventure. Touches on themes around urban living	The Wind in the Willows Heritage narrative text Essential cultural reference Full of rich, dense and challenging language to explore A classic adventure story about friendship featuring anthropomorphism
Young, Gifted and Black A beautifully illustrated anthology celebrating the achievements of black icons from history and the present day Often detailing hardship, challenges and prejudice, the book offers an opportunity to explore a relevant social issue	The Girl who Stole an Elephant Female Sri Lankan protagonist and author Thrilling adventure story set in Sri Lanka Themes of social equality, justice, morality, friendship, political power and loyalty	The Boy at the Back of the Class Contemporary narrative telling the story of a Syrian refugee arriving in the UK The story highlights the importance of kindness and friendship Themes of bravery, sensitivity, community and a relevant social issue Written by a female author specialising in interfaith projects	Varjak Paw Contemporary narrative chapter book Full of mystery and suspense The story of a cat who must learn the ways of his ancestors to survive Themes of tenacity, bravery, self-belief and adventure. Touches on themes around urban living	The Wind in the Willows Heritage narrative text Essential cultural reference Full of rich, dense and challenging language to explore A classic adventure story about friendship featuring anthropomorphism	The Raven Edgar Allen Poe Heritage poem and seminal poet Archaic and challenging language to explore Implicit reference to mental health A depth study of poetry and seminal poets

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

Literature Spine – Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shackleton's Journey Contemporary non-narrative picture book Narrates the history of the Antarctic explorations of Shackleton and his crew Beautifully illustrated, this book draws on learning from across the curriculum	Secrets of a Sun King Contemporary historical narrative with both female author and protagonist A glorious tale of mystery, intrigue and adventure with great historical references throughout Drawing on learning from Ancient Egypt and Tutankhamun Themes of friendship, family, feminism and tenacity	A Midsummer Night's Dream Heritage classic – an introduction to the work of Shakespeare A magical and simple retelling of the classic story including some simple plot analysis and information about Shakespeare and the Globe Theatre	The Boy in the Tower Contemporary science-fiction narrative telling the story of monster plants consuming buildings in the city Themes of mental health, young carers, friendship, trust, resilience and anxiety Narrating some of the joys and challenges of living in an urban community Moving, thought-provoking and challenging in equal measure	The Explorer Contemporary narrative An adventure story in which four children learn to survive in the Amazon rainforest Exploring the ethics behind human exploration and environmental responsibility. Themes of friendship, adventure and the natural world	Five Children and It Heritage fantasy narrative by seminal author and poet E. Nesbit Five children find a sand fairy who grants them wishes with humorous consequences Full of rich, archaic and challenging language to explore Historical references throughout with the opportunity to explore historical attitudes to gender, race and social discrimination
	If Rudyard Kipling An inspirational heritage poem by a seminal British poet and author A 'guide for life' which explores the idea of coming of age Beautifully written and still relevant to modern living Challenging and archaic language throughout A depth study of the poem and poet	I Am Not a Label A beautifully illustrated anthology celebrating the achievements of modern and historical role models who have overcome disability, mental health issues or wider life challenges A book that challenges stereotypes and assumptions	Daffodils William Wordsworth Heritage poem by a seminal British poet. Challenging and archaic language throughout		

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

Literature Spine – Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rooftoppers Contemporary narrative set in Victorian times written by acclaimed author Katherine Rundell A beautiful adventure story narrating the quest to find the birth mother of feisty orphan Sophie Themes of friendship, determination, love, ingenuity and those living on the fringes of society</p>	<p>Pig Heart Boy A second contemporary narrative by Malorie Blackman The story of a boy whose only hope of survival is to have a transplant using a pig's heart Ethical issues include animal rights and the quest to extend life through science Themes of illness, friendship, loyalty, family and determination</p>	<p>All Aboard the Empire Windrush Contemporary non-narrative to complement the CUSP Windrush unit Told from the perspective of a young traveller Narrates the history of the Windrush generation and their contribution to British life Themes of change, prejudice, national identity and social history</p>	<p>Skellig Contemporary narrative by acclaimed author David Almond Narrates the story of two friends who find a strange creature who needs their help to survive Representation of an ill sibling. Themes of change, friendship, family, death, fear and adventure Some mild swearing used to convey character</p>	<p>An Introduction to Dickens (including Oliver Twist) This unit is designed to give pupils an understanding of Dickens and the context of his work, including a grounding in understanding archaic language. Some extracts are used from Oliver Twist to exemplify this but the unit also addresses significant themes such as life in Victorian times, social and historical contexts and the impact of seminal authors on modern British culture.</p>	<p>Dare to be You A non-narrative book of empowerment for young people preparing for transition to high school Exemplified through a vast range of role models, this book will help pupils celebrate difference, develop inner confidence and independence. Themes of difference, inspiration and kindness.</p>
<p>The Listeners Walter de la Mare A heritage poem full of rich and archaic language This poem tells the story of an unnamed traveller exploring an abandoned house inhabited by ghosts. Themes of the supernatural, fantasy and mortality</p>	<p>How to Live Forever Contemporary narrative picture book, beautifully illustrated Building on the study of Pig Heart Boy, the story explores the ethics and implications of immortality</p>	<p>The Island Contemporary narrative picture book A powerful story of a man who washes up on the beach of an island. Narrative parallels to the themes addressed in the Windrush CUSP unit Themes of refugees, xenophobia, social politics and human rights Haunting but beautiful illustrations</p>		<p>Continuity of author Heritage text BAME author or protagonist Strong female role model Specific social, ethical, moral issue</p>	

Assessment

Children's Reading fluency and comprehension skills are assessed in a number of ways:

- Teacher assessment during lessons – including the daily WCR lesson (formative assessment).
- Termly PIRA Reading test (summative assessment that is shared with parents).
- Reading fluency – termly assessment using the Fisher Family Trust assessment tool.

*I do believe
something magical
can happen when
you read a book.*

J.K. Rowling

KS2 Reading lessons are built around teaching pupils 8 reading skills

- Give/explain the meaning of words in context. (VOCABULARY)
- Retrieve and record information/identify key details from fiction and non-fiction. (RETRIEVE)
- Summarise main ideas from more than one paragraph (SUMMARISE)
- Make inferences from the text/explain and justify inferences with evidence from the text. (INFER)

These are the 3 main areas of focus.



KS2 Reading lessons are built around teaching pupils 8 reading skills

- Predict what might happen from details stated and implied (PREDICT)
- Explain how meaning is enhanced through the choice of words or phrases (AUTHOR'S INTENT)
- Identify/explain how narrative content is related and contributes to meaning as a whole (EXPLAIN)
- Make comparisons within the text (COMPARE)



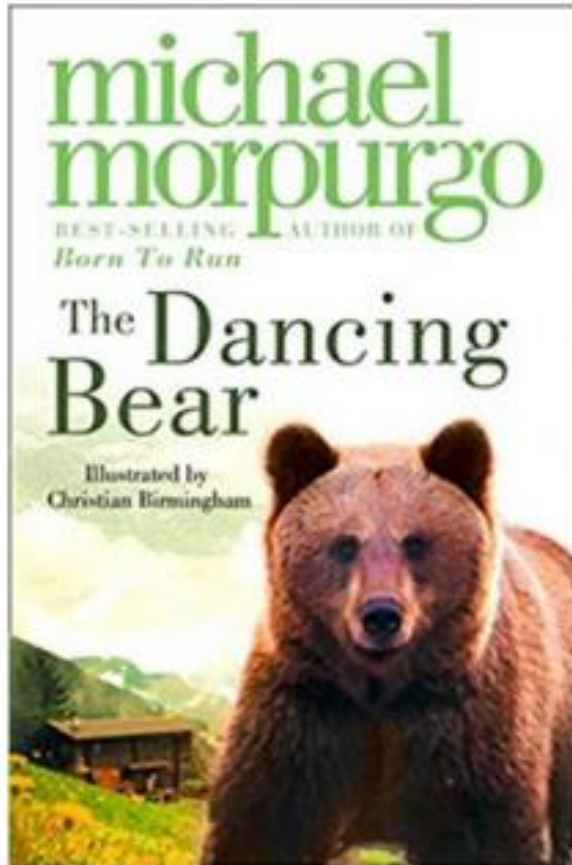
Our 2 Week Cycle

- Extract texts link to the class reader text

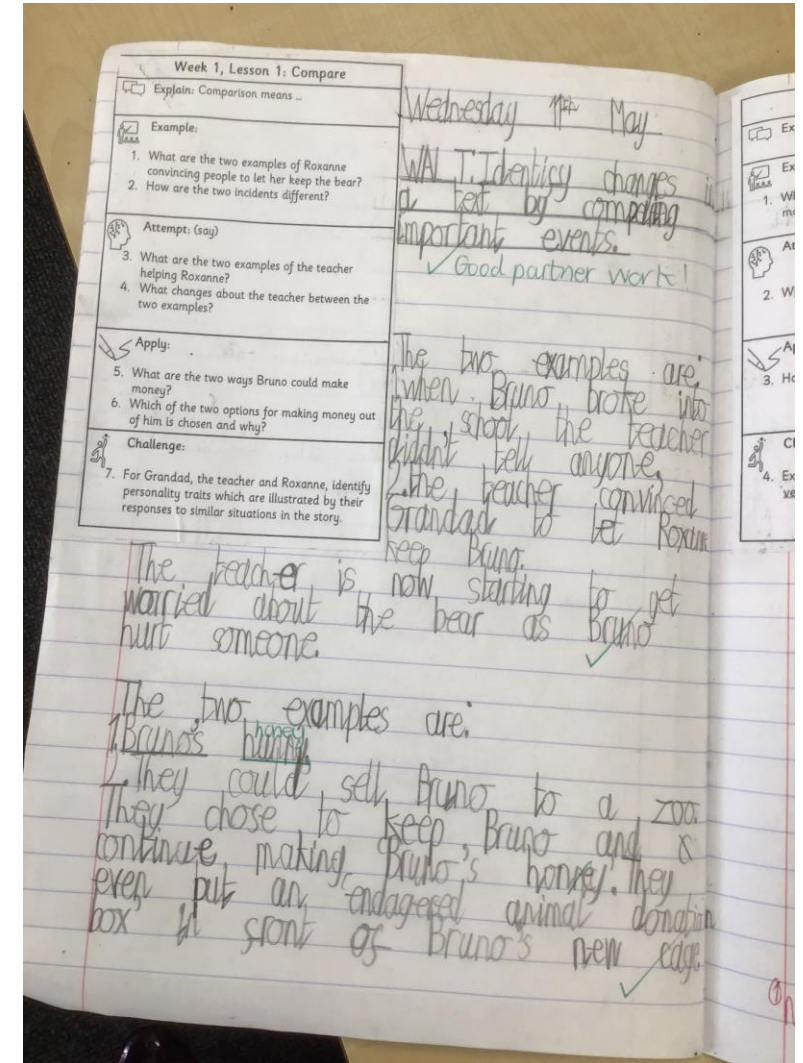
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Retrieval skills 	Extract based teaching <ul style="list-style-type: none"> • Timed practice • Explicit vocabulary instruction • Retrieval skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> • Explicit vocabulary instruction • Retrieval skills 	Class reader <ul style="list-style-type: none"> • Understanding themes • Authorial intent • Personal response
Week 2	Class reader <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Inference skills 	Extract based teaching <ul style="list-style-type: none"> • Timed practice • Explicit vocabulary instruction • Inference skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> • Explicit vocabulary instruction • Inference skills 	Class reader <ul style="list-style-type: none"> • Understanding themes • Authorial intent • Personal response

What a WCR lesson looks like:

Example Year 3:

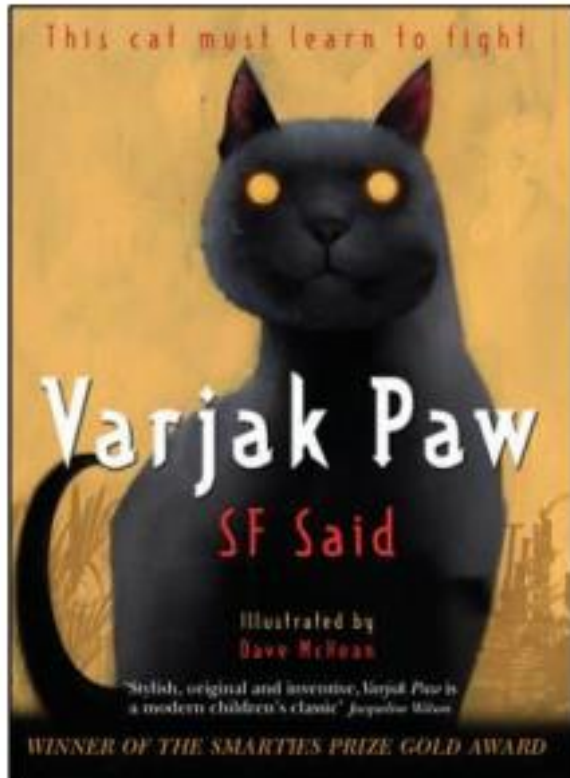


Week 1, Lesson 1: Predict	
	Explain: Prediction means ...
	Example: <ol style="list-style-type: none">1. What is the usual way of life in the village where the story is set?
	Attempt: (say) <ol style="list-style-type: none">2. What makes us feel like something unusual is about to happen?
	Apply: <ol style="list-style-type: none">3. Based on what you have read, what does the last paragraph suggest might happen next?
	Challenge: <ol style="list-style-type: none">4. Use evidence from the text to support an alternative, less obvious, prediction.



What a WCR lesson looks like:

Example Year 4:



Week 2, Lesson 2: Infer	
	Explain: Context means ...
	<p>Example:</p> <p>Washing lines strung between the houses were festooned with sheets billowing in the breeze ...</p> <p>1. Circle the most likely meaning of the word festooned</p> <p>suspended hung adorned</p>
	<p>Attempt:</p> <p>Market stalls covered with awnings of every hue lined the streets ...</p> <p>2. Circle the most likely meaning of the word hue.</p> <p>shape shade material</p>
	<p>Apply:</p> <p>3. Plaza, boulevard, dome and pavilion are all structures mentioned in paragraph 5. Using the context, work out which of these is most likely a street.</p> <p>Can you work out what the other structures are?</p>
	<p>Challenge: (say)</p> <p>How has the author influenced your view of the city through the choice of words that they used?</p>

Tuesday 17th May 2022

Varjak Paw

Reading Skill: Infer

Week 2, Lesson 2: Infer	
	Explain: An intention is ...
	<p>Example: (say)</p> <p>1. Using just the stage directions as evidence, is it likely that Astrid and Noel are friends?</p>
	<p>Attempt:</p> <p>2. What are Astrid's intentions by asking Noel these questions?</p> <p>3. Do you think Noel deliberately misspelt accompany? Why?</p>
	<p>Apply:</p> <p>4. What was the significance of Noel asking Astrid to spell desperate?</p> <p>5. Can both Astrid's and Noel's intentions be described as dishonest?</p>
	<p>Challenge: (say)</p> <p>Was Noel's reaction justified? Suggest an alternative reaction to Astrid's actions.</p>

Having a plan and following through with it. This can be good intentions, bad intentions or no intentions. ✓

1. They are not friends because it says "Astrid sidles up to him with a sickly, sweet smile. That means a fake smile." ✓

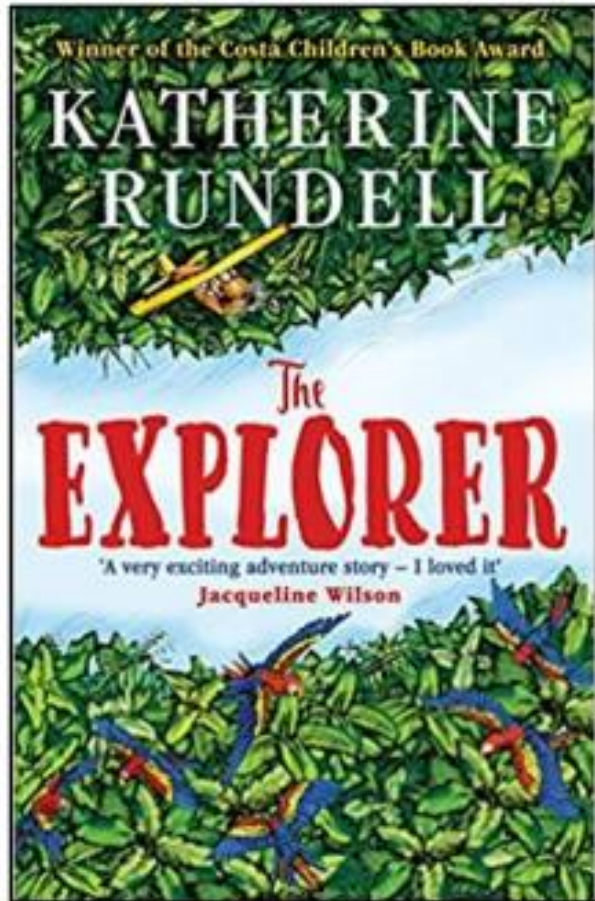
2. Astrid's intentions are to get Noel in the club and see how smart he is. ✓

I think Noel deliberately misspelt accompany because Noel doesn't want to be on the team. ✓

4. The significance is that how desperate Astrid Noel will have to be to join the team. ✓

What a WCR lesson looks like:

Example Year 5:



Week 2, Lesson 2: Inference	
Explain: Explicit means ... Implicit means ...	
Example: ...the inhabitants of North, South and Central America had very few contagious diseases to worry about. The use of the words few and worry suggests that ... Tick one:	
1. The humans that lived there had little experience of disease.	<input type="checkbox"/>
2. The humans that lived there were lucky and carefree.	<input type="checkbox"/>
Attempt: ... when the invaders arrived, the consequences were devastating. The use of the words consequences and devastating suggests that ... Tick one:	
3. The invaders regretted going to the New World.	<input type="checkbox"/>
4. The invaders were to blame for many of the lives lost of the indigenous people.	<input type="checkbox"/>
Apply: Create a table with two columns. In one, write indigenous people, in the other European explorers. Write the emotions that both would have felt when the Europeans first arrived in their countries.	
Challenge: Look at the final paragraph. As a reader, what is the message that is being suggested to us?	

Monday 9th May 2017

Predictions

The Explorer

Week 1, Lesson 1: Prediction

Explain: Consider a book that you have read where the main character has gone through a significant change.

Example:
"I do want to leave! I hate it here!" she spat.
The exclamation marks and how she spat the words show that Con is angry. I think that she will become a calmer character when / if the children return to safety.

Attempt:
"You don't understand. It's easier for you because you're used to it! You're from here."
The ... show that ...
think that ...

Apply:
"So I was sent to live with my great-aunt." Con gave a carefully nonchalant shrug.
The ... show that ...
think that ...

Challenge:
Fred never hugged anybody. His father didn't believe in hugging; he said it was presumptuous and unhygienic.
Do you think that Fred's father will always consider hugging as presumptuous and unhygienic?

Challenge:
Using Extract 1, create a list of bullet points on facts about sloths.

A significant change is an event that changes a character's personality.

This makes me think Con feels alone in the situation as no one understands her. I think that Con will feel less alone if she starts talking to the other children and realizes everyone wants to get home as she needs to work together.


The word nonchalant shows that she doesn't care or not bothered.

I think that Con does ^{care} and she just isn't comfortable sharing her feelings. I also predict at the end she will reunite with her family.

How do we support all of the children in the WCR lessons?

Securing

Week 1, Lesson 4: Retrieve

 **Explain:** Locate means ...
Hint: the word *lose* is an antonym of *locate*.



Example:

1. **Circle** the correct answer.
When were people from Britain first able to travel to Australia for £10?
1973 1945



Attempt:

2. Look at p8 – 9 in *All Aboard the Empire Windrush*. What was **Aneurin Bevan's** job at the time?

Hint: don't forget to scan the picture captions.



Apply:

Using Extract 2, create **two questions** for a partner that involve finding key names or dates.

Include a multiple-choice question.

For example:
By how much did the cost of emigrating to Australia increase in 1973?
a) £75
b) £10
c) £65




Challenge: (say)

Identify one similarity between the *Ten Pound Pom* scheme and people from the West Indies coming to Britain.

Advancing

Week 1, Lesson 4: Retrieve

 **Explain:** Locate means ...



Example:

1. **Circle** the correct answer. People from Britain were first able to travel to Australia for £10 in:
1973 1975 1945



Attempt:

2. Look at p8 – 9 in *All Aboard the Empire Windrush*. What was Aneurin Bevan's job at the time?



Apply:

Using p4 – 9 of *All Aboard the Empire Windrush* and Extract 2, create **four questions (two from each text)** for a partner that involve finding key names or dates. Include an example of a multiple choice question.



Challenge: (say)

What were the main similarities and differences between the *Ten Pound Pom* scheme and encouraging people from the West Indies to travel to Britain?

Our adapted knowledge notes allow the children to access the same text. However, there are subtle differences for example:

- Dual coded with images
- Less options to choose from
- Wording of the questions
- Key information in bold font
- Multiple choice answers

Reading for Pleasure

In addition to the teaching of Reading, children are also encouraged to read for pleasure at home and in school.

In school, we select books from the school and class libraries.

In KS2, we 'Drop Everything and Read' two mornings a week.

We also listen to a story (mostly a chapter book) at the end of each day.

*I do believe
something magical
can happen when
you read a book.*

J.K. Rowling

Reading tips for home

- At home make time to listen to your child read and for you to read to your child daily.
- Find a quiet, comfortable spot
- Explore the cover and the blurb on the back before you begin. Have they read books by this author before? Does it remind them of other books they've read?
- When your child reads, encourage them to follow the text with their finger.
- Encourage them to decode (read) words. Give them time and support them to make corrections if they make mistakes.
- When you read, read with expression: emphasise words in bold or italic font, change your voice for different characters or parts of the story; use punctuation to add meaning e.g. pausing for commas and full stops, exclaiming, asking questions.
- After reading you can ask your child some questions — who, what, where, when how? What did they like or dislike? How did it make them feel? Why?

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)**



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2 Ask your child lots of questions**



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3 Ask your child to make predictions about what they have read**



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4 Ask your child to summarise what they have read**



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

Reading tips

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)

Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.

Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019).

Improving Literacy in Secondary Schools. Education Endowment Foundation: London.

Available online: eef.org.uk/literacy-ks3-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).

Literacy Development: Evidence Review. Education Endowment Foundation: London.

Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf



What should they be reading at home?

Mainly a wide variety of fiction texts of different genres from a range of authors.

A range of other text-types.

For example, non-fiction texts, magazines, newspapers, e-books and poetry.

Some of their reading is likely to involve websites, blogs and other technology.

Some of your child's reading may involve re-reading favourite texts.



How you can help your child's reading at KS2...

Top tips

1. Read for short bursts if they are reluctant readers and take breaks while reading
2. Build reading time into daily routines
3. Follow their interests
4. Use technology together
5. Encourage child to be the author
6. Simply chat about books
7. Share word puzzles and games (wordsearches, crosswords...)
8. Read to them (whatever age they are!)



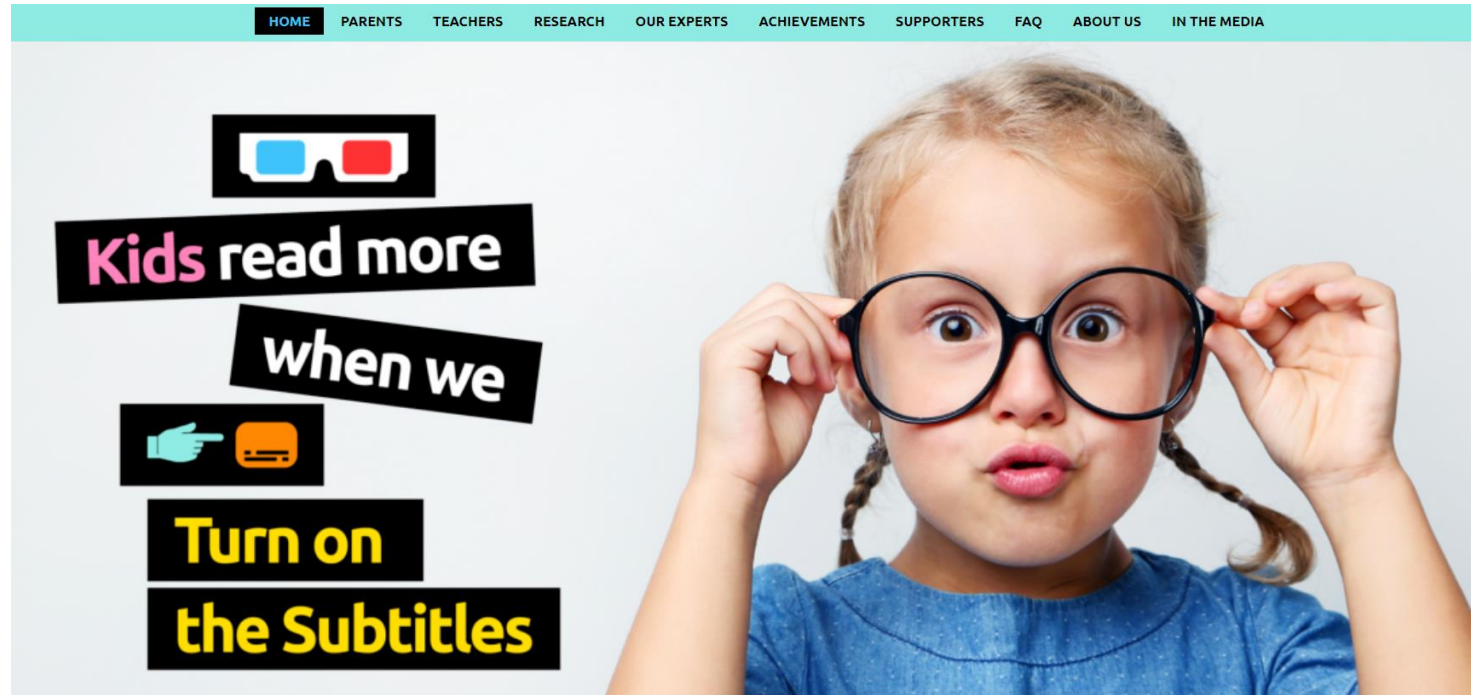
Which books will the children bring home?

- All children will have a book which is appropriate for their reading age.
- Any children who are on the phonics programme will have a Story book which relates to the phonic sound they have been learning that week and a Book Bag Book.
- All children will have a book they have chosen themselves from the school library. This can be a book to read themselves or one to share with an adult at home.
- Year 3 book change day is Wednesday and their library book change day is Thursday
- Year 4 book change day is Thursday and their library book change day is Tuesday.
- Year 5 book change day is Friday and their library book change day is Wednesday.
- Year 6 book change day is Friday and their library book change day is Monday.

Turn the subtitles on

Turning on the subtitles while children are watching television can double the chances of a child becoming good at reading†. It's so brilliantly simple and can help children's literacy so much that we want to shout it from the rooftops!

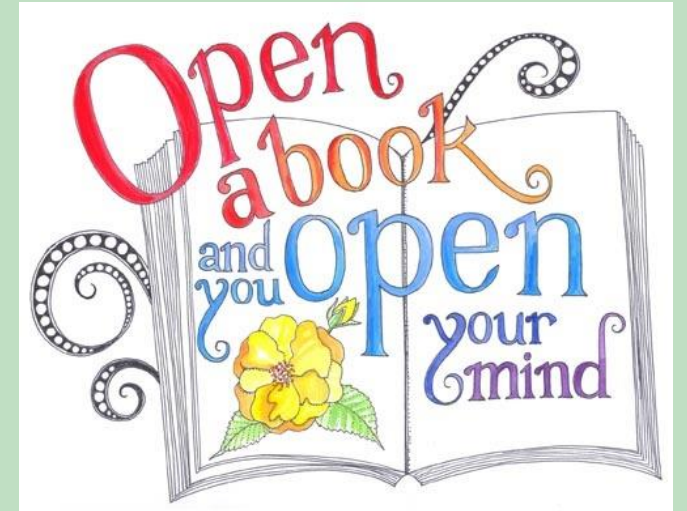
†Based on an academic study of 2,350 children, 34% became good readers with schooling alone. But when exposed to 30 minutes a week of subtitled film songs, that proportion more than doubled to 70%. There are lots of studies about the benefits of subtitles. This is just one! Check out our [research page](#) to find out more.



Timbertree Reading Challenge – 40 books!

We would like you all to complete a **Reading Challenge** that is going to begin from today and last until 12th July...

- YOUR CHALLENGE is to read at least **40 books!**
- The book title and author must be recorded on the challenge card.
- It can include books your family read to you at home.
- It can include: your home-school reading books; your own books from home; books from the local library; books from the school library and the class reading area.
- You will be asked questions to check you have read any books you write on your list.
- All children who complete the challenge will be entered into a prize draw for their year group to win book vouchers.



Thank you for attending our Reading Workshop

