Highfield Primary School KS2 Reading Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Novel Study** The Lion, The Witch and The Wardrobe	**Novel Study** The Lion, The Witch and The Wardrobe	**Novel Study** The Firework Maker's Daughter	**Novel Study/Playscripts** James and the Giant Peach	**Novel Study** The Boy Who Grew Dragons	**Novel Study** The Boy Who Grew Dragons
	Reading For Pleasure Street Child **(cross curricular)**		**Reading For Pleasure** Secrets of a Sun King **(cross curricular)**			

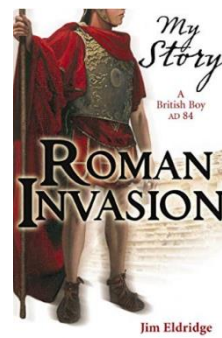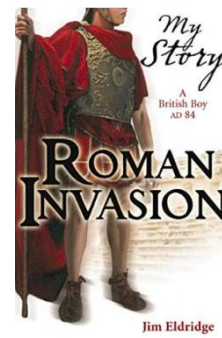|						
		STREET CHILD BERLIE DOHERTY				
4	**Class Novel Study** The Girl Who Stole an Elephant	**Class Novel Study** The Girl Who Stole an Elephant**Text-** Coming Home- Michael Murpurgo Guided Reading	**Class Novel Study** Roman Invasion **(cross curricular)**	**Class Novel Study** Roman Invasion **(cross curricular)**	**Class Novel Study** Charlotte's Webb **Non-Fiction Study Text** Explorer Travel Guides Rainforests **(cross curricular)**	**Class Novel Study** Charlotte's Webb
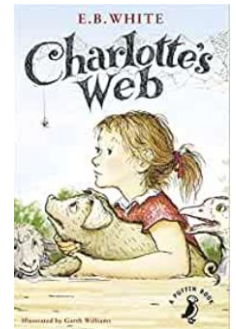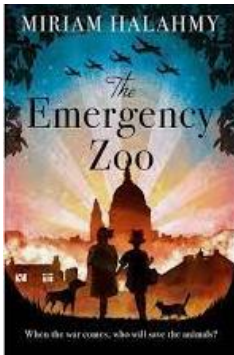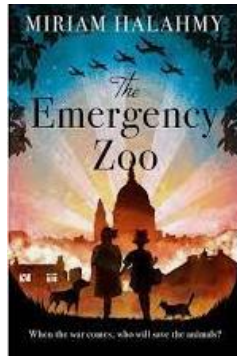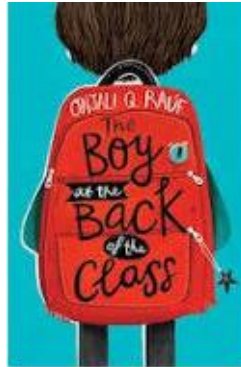
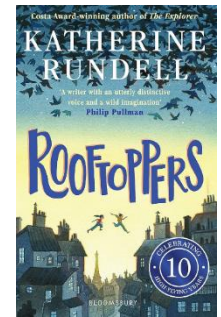| 5	**Class Novel Study** The Emergency Zoo **(cross curricular)**	**Class Novel Study** The Emergency Zoo **(cross curricular)**	**Class Novel Study** The Boy at the Back of the Class	**Class Novel Study** The Boy at the Back of the Class	**Non-Fiction** Usborne Encyclopaedia of Space **(cross curricular)**	**Class Novel Study** Rooftoppers
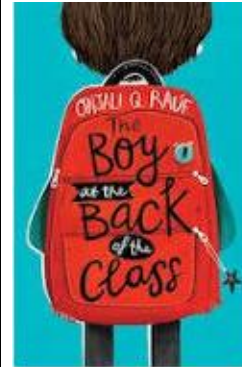
Class Novel Study Rooftoppers

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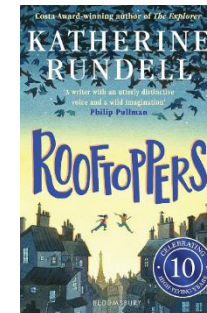
6	**Class Novel Study** Diver's Daughter **(cross curricular)** There's a Boy in the Girls Bathroom	**Whole Class Read** There's a Boy in the Girls' Bathroom On Dangerous Ground A Christmas Carol	**Class Novel Study** Skellig Biography of Barbra Hepworth	**Class Novel Study** Skellig SAT'S prep Studying previous papers-exam technique	**Whole Class Read** The Highwayman SAT'S prep Studying previous papers-exam technique	**Whole Class Read** The Iron Man
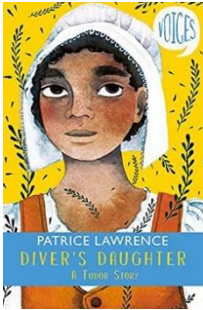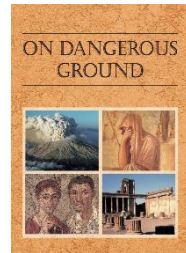
From the Policy:

Reading

We aim to promote and encourage a love of reading for all children throughout the school. There is strong evidence linking reading for pleasure and educational outcomes. We know that academi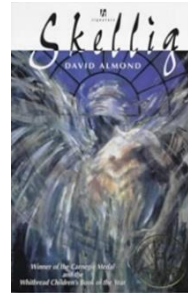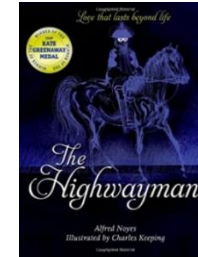c attainment is of vital importance, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.

Key Stage Two

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For Novel Study, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan bespoke questions, activities, differentiated as appropriate, around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment, using the Blooms Taxonomy of Questions. We aim to have regular reading sessions outside of English lessons – a minimum of four times weekly. Alongside using novels and non-fiction texts, teachers are confident in using picture books and film clips to further support and develop children's abilities to infer, deduce and make explanations.

Independent Reading-Whole School

Children are heard reading independently by an adult on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary). Pupils accessing phonics will always have a reading book matched to their phonic knowledge and current phonics teaching.

In Key Stage Two, each classroom has a range of books for children to use for independent reading. Every class aims to have a range of books including:

- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Books from a range of cultures and covering a range of themes are interwoven through all collections

There is an expectation that every child reads at home for at least 15/20 minutes a day, initially with an adult but increasingly independently in Upper Key Stage Two, as they move off the school reading scheme and become free readers.

Blooms Taxonomy of Questions

We use Blooms' Taxonomy of Questions in order to help us write bespoke questions for each text, as well as looking at past SAT papers for multiple choice style questions, chronological order questions and question style.

Rawia Inaim / Kwantlen Polytechnic University
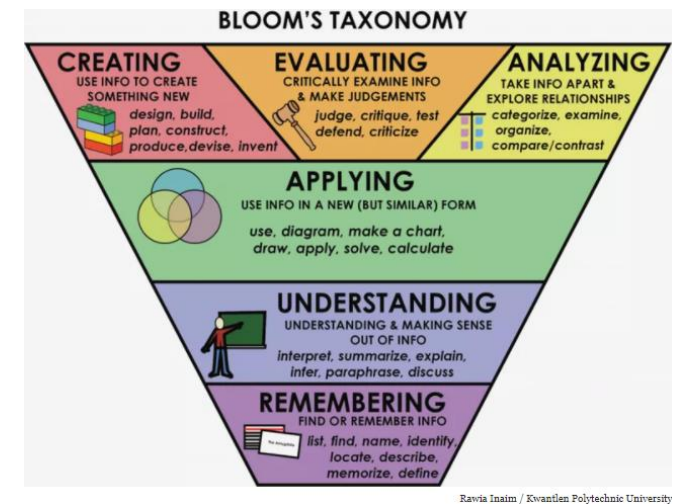
OLEVI: The International Centre for Leadership in Teaching & Learning
Using Blooms' Taxonomy:

	Clarification / Key Questions
1. Knowledge	**Exhibits previously learned material by recalling facts, terms, basic concepts and answers** What is . . . ? How is . . . ? Where is . . . ? When did _____ happen? How did _____ happen? How would you explain . . . ? Why did . . . ? How would you describe . . . ? When did . . . ? Can you recall . . . ? How would you show . . . ? Can you select . . . ? Who were the main . . . ? Can you list three . . . ? Which one . . . ? Who was . . . ?
2. Comprehension	**Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.** How would you classify the type of . . . ? How would you compare . . . ? contrast . . . ? Will you state or interpret in your own words . . . ? How would you rephrase the meaning . . . ? What facts or ideas show . . . ? What is the main idea of . . . ? Which statements support . . . ? Can you explain what is happening . . . what is meant . . .? What can you say about . . . ? Which is the best answer . . . ? How would you summarise . . . ?

3. Application	**Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.** How would you use . . . ? What examples can you find to . . . ? How would you solve _____ using what you have learned . . . ? How would you organize _____ to show . . . ? How would you show your understanding of . . . ? What approach would you use to . . . ? How would you apply what you learned to develop . . . ? What other way would you plan to . . . ? What would result if . . . ? Can you make use of the facts to . . . ? What elements would you choose to change . . . ? What facts would you select to show . . . ? What questions would you ask in an interview with . . . ?
4. Analysis	**Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.** What are the parts or features of . . . ? How is _____ related to . . . ? Why do you think . . . ? What is the theme . . . ? What motive is there . . . ? Can you list the parts . . . ? What inference can you make . . . ? What conclusions can you draw . . . ? How would you classify . . . ? How would you categorize . . . ? Can you identify the difference parts . . . ? What evidence can you find . . . ? What is the relationship between . . . ? Can you make a distinction between . . . ? What is the function of . . . ? What ideas justify . . . ?
5. Synthesis	**Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.** What changes would you make to solve . . . ? How would you improve . . . ? What would happen if . . . ? Can you elaborate on the reason . . . ? Can you propose an alternative . . . ? Can you invent . . . ? How would you adapt _____ to create a different . . . ? How could you change (modify) the plot (plan) . . . ? What could be done to minimize (maximize) . . . ? What way would you design . . . ? What could be combined to improve (change) . . . ? Suppose you could _____ what would you do . . . ? How would you test . . . ? Can you formulate a theory for . . . ? Can you predict the outcome if . . . ? How would you estimate the results for . . . ? What facts can you compile . . . ? Can you construct a model that would change . . . ? Can you think of an original way for the . . . ?
6. Evaluation	**Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.** Do you agree with the actions . . . ? with the outcomes . . . ? What is your opinion of . . . ? How would you prove . . . ? disprove . . . ? Can you assess the value or importance of . . . ? Would it be better if . . . ? Why did they (the character) choose . . . ? What would you recommend . . . ? How would you rate the . . . ? What would you cite to defend the actions . . . ? How would you evaluate . . . ? How could you determine . . . ? What choice would you have made . . . ? What would you select . . . ? How would you prioritize . . . ? What judgment would you make about . . . ? Based on what you know, how would you explain . . . ? What information would you use to support the view . . . ? How would you justify . . . ? What data was used to make the conclusion . . . ? Why was it better that . . . ? How would you prioritise the facts . . . ? How would you compare the ideas . . . ? people . . . ?