



Reading at Ainslie Wood

Our Key Stage 2 approach - Years 3 to 6

Reading in Key Stage 2 is about much more than answering comprehension questions. Across Years 3 to 6, children read and discuss shared texts, explore them through practical activities, and learn to explain their thinking using evidence from what they have read.

Our aim: confident, thoughtful readers who understand and enjoy books.



A week in reading

Read & discuss

1

Children build a secure understanding of what they are reading - including characters, plot, setting and structure. Teachers model thinking, expression and enthusiasm, and children rehearse ideas aloud.

Explore & immerse

2

Children deepen understanding through activities such as hot-seating, role play, freeze frames, storyboards, emotion work and vocabulary exploration.

Think deeply

3

Children tackle purposeful comprehension questions that draw on a range of Reading Gems and different reading skills.

Explain & evidence

4

Children give structured answers in full sentences, drawing on the question and relevant evidence from the text to explain their thinking clearly.

Reading for the love of reading

Class books continue in end-of-day 'Read to Class' sessions, helping children enjoy the whole story - especially longer chapter books.



The skills children develop

Our Reading Gems provide a shared language for the different skills readers use. Children learn not only how to answer a question, but how to recognise the type of thinking it requires.

Vocabulary & word meaning

Explaining words and phrases in context, and thinking about why an author chose them.

Retrieval

Locating relevant information and selecting evidence accurately.

Sequencing & summary

Identifying key events and ideas, ordering information and summarising what matters most.

Inference

Reading between the lines and using clues from the text to explain ideas, feelings and motives.

Prediction

Using what has already been read to suggest what may happen next and justify the prediction.

Author's choices

Thinking about language, structure, atmosphere and the effect a writer creates for the reader.

Comparison

Noticing similarities and differences between characters, settings, themes, events and texts.

Reading response

Explaining opinions and ideas clearly, with reasons and evidence from the text.

Active reading - not just worksheets

One lesson each week is designed for immersion and deeper understanding rather than a set of comprehension questions. Children may act, visualise, explore vocabulary or work from a character's point of view so that the text becomes something they can discuss and investigate.

Act it

Hot-seating, role play, reenactments, freeze frames and mock casting.

Visualise it

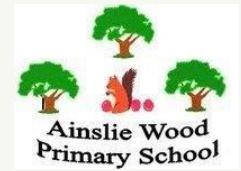
Comic strips, storyboards, sketches and poster designs.

Feel it

Emotion graphs and character-focused activities that develop empathy.

Explore words

Collecting powerful vocabulary, investigating meaning and noticing useful phrases.



From talk to strong written answers

Discussion and oral modelling are an important part of our approach. Children first hear and practise how a thoughtful reader explains an idea, then apply that thinking independently in structured written responses.

1 Locate

Find the relevant part of the text.

2 Think

Work out what the question is asking and which reading skill is needed.

3 Explain

Answer in a full sentence and support the idea with evidence from the text.

What a strong response can look like

Illustrative example

Question: Why do you think the character changed their mind?

I think the character changed their mind because they realised their first choice had upset someone else. This is supported by the way they stop, look back and hesitate before making a different decision.

answers the question

explains the thinking

uses evidence

Support and challenge for every reader

Teachers can adapt the difficulty or number of questions where needed, while keeping expectations high for clear thinking and well-structured responses. Questions also direct children to relevant pages or paragraphs so they learn to locate evidence efficiently and independently.

The reading experience we want for every child

Books should be something children understand, question, talk about and enjoy. Our approach combines discussion, active exploration, explicit reading skills and evidence-based responses so that children become increasingly thoughtful and independent readers.