



Our Approach to Teaching Reading – Years 2–6

At Northowram Primary School, we want every child to become a **confident, fluent and enthusiastic reader** who can understand, discuss and enjoy a wide range of texts.

From Years 2–6, our reading lessons are informed by the evidence-based work of **Christopher Such**. Rather than teaching comprehension as a series of isolated skills, our approach recognises that successful reading develops through a combination of **accurate word reading, fluency, vocabulary, background knowledge and rich discussion about texts**.

Our reading curriculum uses three complementary lesson structures: **Fluency Reading, Extended Reading and Close Reading**. Together, these provide pupils with regular opportunities to practise reading fluently, experience a broad range of high-quality texts and explore language and meaning in greater depth.

Fluency Reading

Fluency lessons help children develop the accuracy, **automaticity and expression** needed to read successfully. Fluent reading is important because, when children can recognise words accurately and with increasing ease, they can devote more of their attention to understanding what they are reading.

During these lessons, teachers model fluent and expressive reading before pupils have opportunities to rehearse a short text several times, often with a partner. Key vocabulary is explored and pupils discuss their understanding of the text. Through repeated reading, modelling and supported practice, children develop confidence, appropriate expression and phrasing, as well as greater understanding of what they read.

Extended Reading

Extended Reading is designed to give children **breadth of reading experience** and, importantly, time to simply read and enjoy substantial amounts of high-quality text.

Teachers read aloud while pupils follow the text, with brief pauses where explanation or discussion will support understanding. As pupils become increasingly confident and independent readers, they are also given opportunities to read sections for themselves.

These lessons deliberately protect the momentum of reading rather than interrupting the text too frequently with questions or written activities. Over time, this helps pupils encounter more language and vocabulary, experience complete books and longer texts, and **build the reading stamina** they need as they progress through school.

Our **Extended Reading Spines**, shown below, identify the carefully selected books that pupils will experience through this part of our reading curriculum in each year group.

Close Reading

Close Reading gives pupils the opportunity to **slow down and explore a shorter section of text in much greater depth**. Lessons focus on developing vocabulary and understanding, exploring the author's language choices and intentions, considering important themes and making connections and comparisons with other texts.

Teachers use carefully chosen questions to encourage children to think deeply, share their own interpretations and respond to the ideas of others. Discussion is central to these lessons, helping pupils recognise that texts can sometimes be interpreted in different ways and encouraging them to explain and develop their thinking. Written responses are used purposefully where they help children to consolidate this deeper understanding.

Building Readers for Life

The balance of these lesson types develops as children progress through Years 2–6. Younger pupils receive a greater emphasis on developing fluency, while older pupils increasingly spend time reading independently and engaging in deeper analysis and discussion of texts.

Alongside our wider English curriculum, class reading and opportunities to read for pleasure, this approach ensures that pupils experience **lots of high-quality text, explicit teaching where it is needed and meaningful opportunities to talk and think about what they read**.

Ultimately, our aim is not simply for children to answer questions about a text, but for them to become increasingly **fluent, knowledgeable and thoughtful readers who understand, appreciate and enjoy the books they encounter**.