Haseltine's KS2 Whole Class Reading Curriculum

2026/2027

Whole Class Reading in KS2 involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading.

Children deepen their understanding of the texts, develop oracy around reading and increase breadth of reading. We do this using a three part lesson (outlined below) and independent or shared reading with a teacher.

Haseltine's KS2 Whole Class Reading Curriculum also helps to build a culture of reading for pleasure and purpose and this structure creates a consistent whole-class approach across KS2, while ensuring vocabulary development is explicitly taught and revisited in every reading lesson.

Core Principles

One high-quality class text studied together.

Explicit vocabulary teaching before every lesson.

Reading skills (bulleted below) taught progressively:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Summarising
- Explanation
- Author's choice
- Comparison

Mix of fiction, non-fiction and poetry.

Fluency reading in small group.

Daily reading lessons (30–45 minutes).

Timetabling

Day 1	Day 2	Day 3	Day 4	Day 5
Class text used and a whole class, skills based lesson taught (as outlined below)	Class text used and a whole class, skills based lesson taught (as outlined below)	Independent reading and LWLS fluency groups	Independent reading and LWLS fluency groups	Seen (based on class text) or unseen written comprehension
Perhaps also: Paired reading Written plenary	Perhaps also: Paired reading Written plenary	Children read their own ability matched book, or read in a group with an adult using LWLS fluency texts	Children read their own ability matched book, or read in a group with an adult using LWLS fluency texts	

Please refer to the *Whole Class Texts* document saved in the Reading folder to know which texts to use and when.

Outline of a skills based, whole class reading lesson for Day 1 and Day 2

Focus	Routine	Example
Part 1: Vocabulary Focus (10 minutes) Purpose: Remove barriers to comprehension before reading.	Select 3–5 words from the text. **Introduce words using:** Definition Context sentence Visual/image where appropriate Synonyms and antonyms **Pupils discuss:** What might this word mean? Where have we heard it before? **Quick application activity:** Complete a sentence Choose the correct meaning Turn and talk	**Word**: *Reluctant* • Definition: Not wanting to do something. • Synonym: Hesitant • Antonym: Eager **Sentence:** The reluctant traveller stepped onto the boat. **Question**: Why might someone be reluctant to travel?
Part 2: Shared Reading and Comprehension (20 minutes)	**Teacher Modelling** • Read aloud fluently. • Model thinking aloud. • Stop at key points for discussion. **Guided Questions** Focus on one reading skill (as above) per lesson (unless teaching a less usual mixed skills lesson). **Use talk structures and sentence stems:** • Think-Pair-Share • Partner talk • Cold calling	**Retrieval** • What did the character find? **Inference** • How do we know the character feels worried? **Author's Choice** • Why has the author used the word "staggered"? **Prediction**

	• Evidence-based responses • "I know this because..." • "The text suggests..." • "The author implies..."	• What do you think will happen next?
Part 3: Written comprehension (5-10 mins)	**Pupils complete 4–8 questions that include a balance of the reading skills.** **Children should be encouraged to:** • Re-read relevant sections of the text to locate evidence. • Underline or highlight key words and phrases that support their answers. • Write responses in full sentences where appropriate. • Use quotations or specific references from the text to justify their thinking. • Explain their reasoning using sentence stems such as I know this because..., The evidence suggests..., or This shows that....	**Vocabulary –** explaining the meaning of words and phrases in context. **Retrieval –** finding and recording explicit information from the text. **Inference –** using evidence from the text to explain characters' feelings, thoughts or motives. **Prediction –** using clues from the text to suggest what might happen next. **Summarising –** identifying the main events or key ideas. **Explanation –** justifying opinions and explaining ideas using evidence from the text. **Author's choice –** commenting on how language or structural choices create an effect. **Comparison –** comparing characters, settings, themes or texts where appropriate.