Whinfield Primary School – Long Term Plan for Reading

Intent:	The Reading curriculum has been planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The curriculum has been reviewed in light of the context of the children at Whinfield Primary School. The content taught has been identified as the most useful and addresses the gaps in knowledge and skills that have been identified across the whole school community. Staff have been consulted with in regard to the adaptations needed post COVID. All staff are aware of how the curriculum in Reading is sequenced. Staff knowledge of Reading is kept up to date through quality CPD and regular monitoring of staff views ensures all CPD is tailored appropriately. Disadvantaged and SEND pupils have equality of access and opportunity.
Implementation:	Reading is taught every day through phonics teaching (Reception- Year 3) and whole class reading (Year 2-6). We use reading as a vehicle in other subjects so that reading is at the heart of the curriculum. Teachers ensure that each reading session starts with a recap of knowledge and skills in order to use what the children already know as a basis on which to build new knowledge and skills. There is a clear focus on key vocabulary. Misconceptions are addressed as teachers check prior knowledge and help children to embed what they know. The application of knowledge and skills is integrated into the Reading curriculum and being able to connect key learning in other subjects is always encouraged when the opportunity arises. Effective use of assessment ensures that next steps are accurately planned for. Teachers are consulted as to the order of teaching and adaptations are made to the Reading curriculum as and when appropriate based on teacher feedback.
Impact:	The Reading curriculum is well constructed. Children are taught Reading in a planned and regular way ensuring they learn all that they need to know in Reading. Pupils are seen to be knowing more and remembering more so that knowledge is committed to long term memory. Application of skills has improved. Pupils are ready to move onto their next stage of education. Leaders at all levels check how well pupils are doing through lesson visits, work scrutinies and talking to both staff and pupils to ensure pupils are benefitting from the way Reading is taught in school. Disadvantaged and SEND pupils acquire the knowledge they need in order to move onto the next stage.

	Autumn	Spring	Summer
Reception	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where

	during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

- Name recognition

- Writing letter sounds that are familiar to them ie. Those in their name.

- Read individual letters by saying the sounds for them.
- Forming letters in own name correctly.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
-
- Read words consistent with their phonic knowledge by sound-blending.
-
- Understand the use of finger spaces and when to use them.
-
- Read simple phrases made up of words with known letter–sound correspondences.
-
- Read Phase 2 Tricky Words.
-
- Write recognisable letters, most of which are correctly formed.

Provision

events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

- Read and write a range of phase 3 sounds.

- Read words consistent with their phonic knowledge by sound-blending.

- Read simple phrases made up of words with known letter–sound correspondences.

- Begin to read aloud simple sentences and books that are consistent with their phonic knowledge.

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write simple phrases that can be read by others.
- Writing of Phase 2 Tricky Words

appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Form lower-case and capital letters correctly and on the line.
- Begin to write short sentences with words with known sound-letter correspondences with a capital letter and a full stop.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.
- Reading and Writing of Phase 2 and Phase 3 Tricky Words
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

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All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading.
Reading and Writing enhancements added across the term linked to phonics phase.
Sounds and words clearly displayed around room.
Displays to showcase and celebrate reading and writing during provision.

Specific areas of provision linked to Literacy:
Reading Area- cosy area with books relating to topics as well as some well known stories that children may be familiar with from home.
Writing Area- paper, coloured paper, pencils with grips, coloured pencils, think pens, thick crayons
Phonics Area- changed weekly to relate to phonics teaching.

Practitioner role
Teaching of Literacy Skills and Phonics.
Promoting a love of stories and reading!
Encouraging children to label everything with their name.
Model writing using our Whinfield preferred handwriting style. Model writing on lines.
Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with their name.)

Intervention sessions for those who require additional support include:
Name writing
Pencil grip support

- Reading of Phase 3 Tricky Words.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge.
- Form lower-case and capital letters correctly and on the line.
- Write simple phrases and captions that can be read by others.
- Reading and Writing of Phase 2 and Phase 3 Tricky Words.

Provision
All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. All areas of provision have non-fiction books within them as well as signs and labels.
Reading and Writing enhancements added across the term linked to phonics phase.
Sounds and words clearly displayed around room.
Sound and tricky word mats in all areas to promote independence.
Displays to showcase and celebrate reading and writing during provision.

- Form lower-case and capital letters correctly and on the line.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.
- Reading of Phase 4 Tricky Words.

Provision
All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. All areas of provision have non-fiction books within them as well as signs and labels.
Reading and Writing enhancements added across the term linked to phonics phase.
Sounds and words clearly displayed around room.
Sound and tricky word mats in all areas to promote independence.
Displays to showcase and celebrate reading and writing during provision.

Specific areas of provision linked to Literacy:
Reading Area- cosy area with books relating to topics as well as some well known stories that have been shared across the year. Story sacks and story props introduced within this area.
Reading scheme books labelled with

	Fine/gross motor **Targeted support during provision**	Specific areas of provision linked to Literacy: Reading Area- cosy area with books relating to topics as well as some well known stories that children may be familiar with from home. Story sacks and story props introduced within this area. Writing Area- paper, coloured paper, pencils with grips, coloured pencils, pens, crayons, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes. Phonics Area- changed weekly to relate to phonics teaching. Introduction of Ron the Reading Rat who loves to read! **Practitioner role** Teaching of Literacy Skills and Phonics. Promoting a love of stories and reading! Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines. Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with a word or caption). **Interventions for those who require addition support include:** **Targeted support during provision.**	children colour group to match ability for independent reading. Writing Area- paper, coloured paper, pencils with grips, coloured pencils, pens, gel pens, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes. Post it notes, rulers etc. Phonics Area- changed weekly to relate to phonics teaching. **Practitioner role** Teaching of Literacy Skills and Phonics. Promoting a love of stories and reading! Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines. Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with a sentence). Introduction of voting system for story time **interventions for those who require addition support include:** **Targeted support during provision.** **Name writing, pencil grip, fine/gross motor, Launchpad to Literacy. Extra 1:1 reading.**

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		Name writing, pencil grip, fine/gross motor, Launchpad to Literacy. Extra 1:1 reading.	
Key Vocabulary	Home vocabulary (house, garden, roof, chimney etc.) Family names School vocabulary (cloakroom, toilet, classroom, aprons etc.) Town vocabulary (street, roads, busy, traffic etc. Autumn (leaves, tree, hibernation, season, Harvest, senses etc.) Anti-Bullying- Kindness, friendship, bully etc. Diwali- Celebration, diwa lamp, festival etc. Fireworks, sparkler, safety etc. Winter- seasons, frost, freezing/melting etc. Christmas vocabulary- Jesus, Mary, carpenter, angel, frankincense, gold, myrrh, manger etc.	Emergency Help Uniform Job Vocabulary linked to each profession. Building on town, street and intro of city, society etc. Spring – season, grow, changing, senses Grow, plant, roots, leaves, life-cycle, soil, vegetables, caterpillar, egg, chrysalis, cocoon, butterfly, antenna, nectar pollen, honey, hive, colonies Farm vocab – animals and their babies, tractor, sow, field, crops, animals, supermarket	Imagination, story, fiction, non-fiction, traditional, tale, information, Once upon a time, Happily ever after, setting, characters, title. Blurb, Author, illustrator Summer- temperature, sun hat, cream, sunbathe, burn etc. Planet, earth country, city, town, travel, climate, culture, habitats, animals Plastic, recycle, ocean, sea, impact, climate change, sea creatures.
Year 1	Pass the Jam Jim Marmaduke Duck and the Marmalade Jam A Squash and Squeeze – Julia Donaldson Three Billy Goats Gruff The Christmas Story Jolly Christmas Postman Phonic strategies used to decode unfamiliar words.	Dinosaurs – Non-Fiction Book Tanasouraus Drip – Julia Donadlson The Dirty Great Dinosaur – Martin Waddell The Super-Swooper Dinosaur – Martin Waddell Mary Anning – Non-Fiction Dear Dinosaur – Chae Strathie Class Three all at Sea – Julia Jarman Pirates Love underpants – Claire Freedman Space and Mae Jemison – Non-Fiction	Wales – non-fiction (visual adverts) George and the Dragon – Chris Wormell Barnaby Bear visits Endingburgh Story of the Giants causeway – Finn MacCool Silly Billy – Anthony Browne Book reviews Geogia O'Keefe - Non-fiction famous person When I grow up To know where to find the title of a book.

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	Some awareness of punctuation marks, *e.g. pausing at full stops.* At least half of the first 100 high frequency and familiar words read on sight. Read aloud accurately books that are consistent with developing phonic knowledge and do not require other strategies to work out words. Respond speedily with the correct sounds to graphemes (letters or groups of letters) for all 40+ phonemes.(PH 2/3/4 end of autumn term, PH 5 end of spring term) Some pages/sections of interest located, *e.g. favourite characters/events/information/pictures* Able to answer simple retrieval questions Explain clearly understanding of what is read. Can answer simple true or false statements about the text Discuss and clarify word meanings. Recognising and joining in with predictable phrases. *e.g Once upon a time, They all lived happily…* Recognising simple recurring literacy language *e.g. I'll huff and I'll puff, This house is a squash and squeeze*	Read compound words e.g. farmyard, football, playground. Recognise, where applicable, alternative sounds for graphemes. (Spring 1 and 2 ongoing) Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.(Spring 1 and 2 ongoing) Make simple inferences relying heavily on pictorial clues. Begin to draw inferences from the text. Make inferences about what is being said and done. Can find and copy a word that means the same as…	Simple features e.g. beginning, end and title of a story. Be able to use contents page to locate information. Distinguish between non-fiction and fiction texts. Discuss the sequence of events in stories/books. Be able to order events. Make predictions from the pictures in the book. Make predictions based on events in the book.
Key vocabulary	See phonics key words Plus… Decode, compound word, contraction, phrase, characters, events, information, retrieval, true statements, false statements, text story	See phonics key words Plus… Inference, title, contents page, fiction, non-fiction, sequence, prediction	Consolidation of Autumn and spring term
Prior learning	**Demonstrate understanding of what has been read to them by retelling stories and narratives using their**	**Demonstrate understanding of what has been read to them by retelling stories**	**Demonstrate understanding of what has been read to them by retelling**

	own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Year 2	**Quick Reads –** How the Kangaroos Got Their Tails The Great White Shark Nocturnal Trick or Treat **Non-fiction:** Healthy Recipes Snowy Day Reindeer The Tunnel **Domain focus:** Discuss and clarify word meanings. Can find and copy a word that means the same as… Can match the underlined word in a sentence to the correct definition. Gaining more confidence identifying literacy features e.g. synonyms and adjectives. Discuss favourite words and phrases with some explanation. Able to answer simple retrieval questions	**Quick Reads -** What is Pink? The Bear who came to Babysit Adorable Hamster Pirates Enough for Two Giant's Accidents The Tortoise and the Hare **Non-Fiction** Story of Milk Pirates **Domain focus:** Begin to draw inferences from the text more independently. Make inferences about what is being said and done.	**Comprehension:** Monster and Frog at Sea Riding on a Giant Gingerbread Recipe Little Cousin Clare Magic Paintbrush Bella Goes to Sea Octopus Under my Bed The Lost Laugh George's Marvellous Medicine Living in a Castle Buried Treasure Liam the Park Keeper **Domain focus:** Discuss the sequence of events in stories/books. Be able to order events. Be able to use a contents page and index page to locate information. To use subheadings to locate key information.

	Start to answer questions about what has been read. Can answer simple true or false statements about the text		Make links between the book they are reading and other books they have read. Can explain what the topic of the paragraph is about. Explain what has happened so far in what they have read, Make predictions from the pictures/details in the book.
Key vocabulary	See phonics key words Plus... Decode, common exception words, suffix, definition, synonyms, adjectives, retrieval, true statement, false statement, inference	See phonics key words Plus... Inference, sequence, contents, index, subheadings, Paragraphs, predictions	Consolidation of autumn and spring term
Prior learning	Autumn term • Phonic strategies used to decode unfamiliar words. • Some awareness of punctuation marks, *e.g. pausing at full stops.* • At least half of the first 100 high frequency and familiar words read on sight. • Read aloud accurately books that are consistent with developing phonic knowledge and do not require other strategies to work out words. • Respond speedily with the correct sounds to graphemes (letters or groups of letters) for all 40+ phonemes.(PH 2/3/4 end of autumn term, PH 5 end of spring term) • Read compound words e.g. farmyard, football, playground. • Recognise, where applicable, alternative sounds for graphemes. (Spring 1 and 2 ongoing) • Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.(Spring 1 and 2 ongoing)	Autumn plus.... • Make simple inferences relying heavily on pictorial clues. • Begin to draw inferences from the text. • Make inferences about what is being said and done.	Autumn and Spring plus.... • **To know where to find the title of a book.** • **Simple features e.g. beginning, end and title of a story.** • **Be able to use contents page to locate information.** • **Distinguish between non-fiction and fiction texts.** • **Discuss the sequence of events in stories/books. Be able to order events.** • Make predictions from the pictures in the book. • Make predictions based on events in the book.

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	• Can find and copy a word that means the same as… • Discuss and clarify word meanings. • Recognising and joining in with predictable phrases. *e.g Once upon a time, They all lived happily…* • Recognising simple recurring literacy language *e.g. I'll huff and I'll puff, This house is a squash and squeeze* • Some pages/sections of interest located, *e.g. favourite characters/events/information/pictures* • Able to answer simple retrieval questions • Explain clearly understanding of what is read. • Can answer simple true or false statements about the text		
Year 3	Reading domains Can find and copy a word that means the same as… Can match the underlined word in a sentence to the correct definition Can use a dictionary to look up the meaning of a word Can answer true or false statements about the text Can locate information by skimming (for a general impression) and scanning (to locate specific information) Can use text marking to retrieve information or ideas from texts (e.g. highlighting, notes in the margin). Can quote from the text to answer a retrieval question Can explain how and why main characters act in certain ways in a story or why events happen (How do you know, what evidence is there to suggest…) Uses quotes from the text to explain their inferences	Reading domains Can explain how and why main characters act in certain ways in a story or why events happen (How do you know, what evidence is there to suggest…) Uses quotes from the text to explain their inferences Can explore potential meanings of ambitious vocabulary, read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context. Identifies how an author builds suspense	Reading domains Can comment on why a title is large- to grab your attention, why something may be in bold (glossary, draw reader's attention to it), in fiction can say how the beginning and ending of the story are similar or linked and why paragraphs are used. Can label different parts of texts studied- sub headings, title, headline, diagram etc. Matches quotes to correct part of story (setting, action etc.) Identifies themes and conventions in texts and makes comparisons between texts (difference between fiction text types. How are non-fiction texts presented) Can explain what the topic of the paragraph is about Can order events in a text referring back to the text to support this

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			Can make plausible predictions based on knowledge from text
Key vocabulary	Decode, find and copy, definition, dictionary, true and false statements, information, scanning, retrieval, highlighting, characters, story, event inference	Inference, ambitious vocab, etymology, morphology, prefix, suffix, suspense, title, glossary, paragraphs, subheading, title, headline, diagram, setting, fiction, Non-fiction, predictions	Consolidation of autumn and spring term
Prior learning	Autumn term • First 100 key words read on sight plus at least half of next 200 key words read on sight. • Respond speedily with the correct sounds to graphemes (letters or groups of letters) for all 40+ phonemes. • Unfamiliar words decoded using appropriate strategies, e.g. blending sounds. • Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Recognise alternative sounds for graphemes. • Able to read all common exception words. • Read accurately most words of 2 or more syllables. • Read most words containing common suffixes. • Check it makes sense to them checking any inaccurate reading. • Discuss and clarify word meanings. • Can find and copy a word that means the same as... • Can match the underlined word in a sentence to the correct definition.	Autumn plus.... • Begin to draw inferences from the text more independently. • Make inferences about what is being said and done.	Autumn and Spring plus... • Discuss the sequence of events in stories/books. Be able to order events. • Be able to use a contents page and index page to locate information. • To use subheadings to locate key information. • Make links between the book they are reading and other books they have read. • Can explain what the topic of the paragraph is about. • Explain what has happened so far in what they have read, • Make predictions from the pictures/details in the book.

		• Gaining more confidence identifying literacy features e.g. synonyms and adjectives. • Discuss favourite words and phrases with some explanation. • Able to answer simple retrieval questions • Start to answer questions about what has been read. • Can answer simple true or false statements about the text		
	Year 4	Friend or Foe by Michael Morpurgo, Free choice of non fiction and fiction texts, Extracts to improve retrieval from texts like Roman Invasion by Jim Eldridge, The Hodgeheg, Danny's Secret Fox, The Diary of a Killer Cat **Domain Focus** Can find and copy a word that means the same as... Can match the underlined word in a sentence to the correct definition Can use a dictionary to look up the meaning of a word and a thesaurus if they are stuck Can quote from the text to answer a retrieval question Can identify and explain the difference between fact and opinion. Can answer true or false statements about the text Ask questions to improve understanding of the text.	Roman Rescue, Escape from Pompeii Extracts to improve inference from texts like: Ivan the Terrible, One Dog and his boy, The Fox and The Ghost king **Domain Focus** Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act Can understand and explain different characters' points of view. (What evidence is there to suggest..) Can explore potential meanings of ambitious vocabulary, read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context. Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs) and in non-fiction textsCan identify the point of view from which	Roman Rescue Extracts to improve inference from texts like: Cool, Ten in a Bed, The Anglo-Saxons, Alfred The Great **Domain Focus** Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction). Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.Identifies themes and conventions in texts and makes comparisons between texts Can explain what the topic of the paragraph is about Can order events in a text referring back to the text to support this Can make plausible predictions based on knowledge from text can back up their predictions with a quote from the text.

		a story is told and how this affects the reader's response Can discuss how an author builds a character through dialogue, action and description.	
Key vocabulary	Decode, word class, fluency, expression, punctuation, find and copy, definition, dictionary, thesaurus, retrieval, fact, opinion, true and false statements, text, dialogue, description, character	Inference, ambitious vocabulary, etymology, morphology, prefix, suffix, atmosphere, adjectives, adverbs, headings, subheading, sequence, resolution, paragraphs, predictions.	Consolidation of autumn and spring term.
Prior learning	**Autumn tern** • All KS1 high frequency words read on sight • Uses a range of strategies to decode words- visual, structural and meaning prompts to cross check whilst reading independently • Takes note of punctuation in longer sentences to help keep track. Uses expression and intonation when reading. Recognises the need to change tone for inverted commas (" ") in dialogue • Self-checks- repeats phrases for clarity, tries different sounds, listens to themselves when reading and realises when something doesn't make sense • Can find and copy a word that means the same as... • Can match the underlined word in a sentence to the correct definition • Can use a dictionary to look up the meaning of a word • Can answer true or false statements about the text • Can locate information by skimming *(for a general impression)* and scanning *(to locate specific information)*	**Autumn plus...** • Can explain how and why main characters act in certain ways in a story or why events happen (How do you know, what evidence is there to suggest…) • Uses quotes from the text to explain their inferences • Can explore potential meanings of ambitious vocabulary, read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context. • Identifies how an author builds suspense	**Autumn/Spring plus...** • Can comment on why a title is large- to grab your attention, why something may be in bold (glossary, draw reader's attention to it), in fiction can say how the beginning and ending of the story are similar or linked and why paragraphs are used. • Can label different parts of texts studied- sub headings, title, headline, diagram etc. Matches quotes to correct part of story (setting, action etc.) • Identifies themes and conventions in texts and makes comparisons between texts (difference between fiction text types. How are none fiction texts presented) • Can explain what the topic of the paragraph is about • Can order events in a text referring back to the text to support this

	• Can use text marking to retrieve information or ideas from texts (e.g. highlighting, notes in the margin). • Can quote from the text to answer a retrieval question		• Can make plausible predictions based on knowledge from text
Year 5	Focus on the following strands: • Can find and copy a word or a group of words that means the same as….Can match the underlined word in a sentence to the correct definition • Using strategies to find the meaning of words in certain sentences (words with more than one meaning) • Can quote from the text to answer a retrieval question with more than one answer. • Can identify and explain the difference between fact and opinion. • Can answer true or false statements about the text • Ask questions to improve understanding of the text.	Focus on the following strands: • Infers straight forward answers by ticking correct meaning (As the sun rose- ticks morning) • Can refer to the text to support inferences about characters/setting/action (how can you tell that). Can refer to the text to support predictions and opinions (What evidence is there to suggest?) • Can answer 'according to the text questions' using (PE model) • Can discuss the difference between literal and figurative language and the effects of imagery- what impressions do you get of.. • Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. • Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). • Can say what impressions they get from the words used to describe settings/characters	Focus on the following strands: • Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity). • Can confidently identify the point of view of some texts and how this impacts on the reader. • Can comment on the success of texts in provoking particular responses (e.g. anger, sadness). • Can summarise what paragraphs are about and how they are linked • Can order events in a text referring back to the text to support this • Can back up their predictions with a quote from the text using (PE model point-evidence)

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Key vocabulary	Punctuation, skim, scan, fiction, text, find and copy, definition, retrieval, fact, opinion, true statement, false statement, inference, characters, setting, action, predictions	Inference, literal, figurative language, imagery, impressions, evaluation, irony, sarcasm, mockery, paragraphs, summarise	Consolidation of autumn and spring term
Prior learning	Autumn term • Decodes using all strategies, relates to prior knowledge of word classes or structure, breaks longer words down into smaller chunks and uses has an attempt at unfamiliar words • Can read a range of standard appropriate texts fluently and accurately. • Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. • Can find and copy a word that means the same as... • Can match the underlined word in a sentence to the correct definition • Can use a dictionary to look up the meaning of a word and a thesaurus if they are stuck • Can quote from the text to answer a retrieval question • Can identify and explain the difference between fact and opinion. • Can answer true or false statements about the text • Ask questions to improve understanding of the text.	Autumn plus..... • Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act • Can understand and explain different characters' points of view. (What evidence is there to suggest..) • Can explore potential meanings of ambitious vocabulary, read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context. • Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs) and in non-fiction texts • Can identify the point of view from which a story is told and how this affects the reader's response • Can discuss how an author builds a character through dialogue, action and description.	Autumn and Spring plus..... • Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction). • Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. • Identifies themes and conventions in texts and makes comparisons between texts • Can explain what the topic of the paragraph is about • Can order events in a text referring back to the text to support this • Can make plausible predictions based on knowledge from text can back up their predictions with a quote from the text.
Year 6	WCR: Why the Whales Came	WCR: Why the Whales Came/Tom's Midnight Garden	WCR: Tom's Midnight Garden Reading lessons:

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	Reading lessons: Skimming and scanning, find and copy, order events, true or false, fact or opinion, impressions and word meaning (2/3 mark questions). Give 2 examples, multiple choice questions In addition, reading lessons associated with Roald Dahl and National Poetry Day. READING DOMAINS Give and explain meanings of words Retrieve and record information Use of writer's language	Reading lessons: Evolution, Origins of Football, Sleeping Cutie, Joe White, All Change, Sauces, Skellig, Birdboy, Life Saving Elephants, Drive in, Baking Battle, Wizard of Menlo Park, An Underground City, Dare to Dance, READING DOMAINS Inference and deduction Text structure and organisation/ Meaning as a whole/comparisons Predictions/summarise of text	Kensuke's Kingdom extract, the Trial, the Plague, the Graveyard Book, You gotta earn a crust, We are Rich, to diaries Poetry focus – Lost dog, Kite Fight, A Night With a Wolf, Out in the Snow READING DOMAINS All the domains
Key Vocabulary	Fluency, intonation, skim, scan, fiction, non-fiction, find and copy, retrieval, inference, characters, setting, action, opinions, predictions,	Inference, figurative language, imagery, irony, sarcasm, mockery, paragraphs, summarise	Consolidation of autumn and spring term.
Prior learning	Autumn term - Can work out the meaning of unknown words from the way they are used in context. - Can understand and explain the function of sophisticated punctuation (… ; : - () and ' for contraction and possession and " " for direct speech). - Can skim and scan non-fiction and fiction texts at speed for research/ to answer questions - Can find and copy a word or a group of words that means the same as….Can match the underlined word in a sentence to the correct definition - Using strategies to find the meaning of words in certain sentences (words with more than one meaning) - Can quote from the text to answer a retrieval question with more than one answer. - Can identify and explain the difference between fact and opinion. - Can answer true or false statements about the text	Autumn term plus… - Infers straight forward answers by ticking correct meaning (As the sun rose- ticks morning) - Can refer to the text to support inferences about characters/setting/action (how can you tell that). Can refer to the text to support predictions and opinions (What evidence is there to suggest?) - Can answer 'according to the text questions' using (PE model) - Can discuss the difference between literal and figurative language and the effects of imagery- what impressions do you get of.. - Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.	Autumn and spring term plus… - Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity). - Can confidently identify the point of view of some texts and how this impacts on the reader. - Can comment on the success of texts in provoking particular responses (e.g. anger, sadness). - Can summarise what paragraphs are about and how they are linked - Can order events in a text referring back to the text to support this - Can back up their predictions with a quote from the text using (PE model point-evidence)

	• Ask questions to improve understanding of the text.	• Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). • Can say what impressions they get from the words used to describe settings/characters	