Reading Long Term Plan – 2022/23

	Advent 1	End Points	Advent 2	End Points	Lent 1	End Points	Lent 2	End Points	Pentecost 1	End Points	Pentecost 2	End Points
EYFS	**KTC Phase 1 and 2** Daily phonics and supporting follow up activities.	Phase 1 and 2 Read words consistent with their phonic knowledge by sound-blending. •	**KTC Phase 1 and 2** Daily phonics and supporting follow up activities.	Phase 1 and 2 Read words consistent with their phonic knowledge by sound-blending.	**KTC Phase 3** Daily phonics and supporting follow up activities.	Phase 3 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 common exception words	**KTC Phase 3** Daily phonics and supporting follow up activities.	Phase 3 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 common exception words	**KTC Phase 3** Daily phonics and supporting follow up activities. **Guided Read**	Phase 3 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 common exception words	**KTC Phase 4** Daily phonics and supporting follow up activities **Guided Read**	Phase4 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 common exception words
Year 1	**KTC Phase 4** Daily phonics and supporting follow up activities.	Phase 4	**KTC Phase 5** Daily phonics and supporting follow up activities.	Phase 5	**KTC Phase 5** Daily phonics and supporting follow up activities.	Phase 5	**KTC Phase 5** Daily phonics and supporting follow up activities.	Phase 5	**KTC Phase 5** Daily phonics and supporting follow up activities.	Phase 5	**KTC Phase 5 and 6** Daily phonics and supporting follow up activities.	Phase 5 Phase 6

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Guided Read (differentiated) Individual reading	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. *I like the Little Red Hen because she…*	Guided Read (differentiated) Individual reading	Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	Guided Read (differentiated) Individual reading	Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make predictions based on what has been read so far.	Guided Read (differentiated) Individual reading	Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*	Guided Read (differentiated) Individual reading	Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy*. Make basic inferences about what is being said and done.	Guided Read (differentiated) Individual reading	Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. *what do you know about minibeasts?*

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	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.
		Relate texts to own experiences.		Relate texts to own experiences		Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.		Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.*		Make personal reading choices and explain reasons for choices.		Enjoy and recite rhymes and poems by heart.

Year 2	**Guided read(differentiated) and individual reading**	Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.	**Guided read(differentiated) and individual reading**	Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?*	**Guided read(differentiated) and individual reading**	Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions.	**Guided read(differentiated) and individual reading**	explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because...*	**Guided read(differentiated) and individual reading**	Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* Make predictions based on what has been read so far.	**Guided read(differentiated) and individual reading**	Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* Make predictions based on what has been read so far.
	CGP/ Year 2 level written comprehension lessons	Answer questions about what they have read	**CGP/ Year 2 level written comprehension lessons**	Answer questions about what they have read Make some inferences	**CGP/ Year 2 level written comprehension lessons**	Answer questions about what they have read	**CGP/ Year 2 level written comprehension lessons**	Answer questions about what they have read	**CGP/ Year 2 level written comprehension lesson**	Answer questions about what they have read Make	**CGP/ Year 2 level written comprehension lessons**	Answer questions about what they have read

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				Make some inferences		Make some inferences
Whole class reading (example texts linked to writing.)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories	**Whole class reading** (example texts linked to writing.)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Sequence and discuss the main events in stories and recounts. . Locate information from non-fiction texts using the contents page, index, labelled	**Whole class reading** (example texts linked to writing.)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Read a range of non-fiction texts which are structured	**Whole class reading** (example texts linked to writing.)

(continued columns)

	Make some inferences		some inferences		Make some inferences
	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Make personal	**Whole class reading** (example texts linked to writing.)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Recognise the use of repetitive language within a	**Whole class reading** (example texts linked to writing.)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Learn and

				diagrams and charts.		in different ways, including information, explanations, instructions, recounts, reports		reading choices and explain reasons for choices.		text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away...*).		recite a range of poems using appropriate intonation. Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.*

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Y e a r 3	**Guided reading and individual reading** **George's Marvellous Medicine**	Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context.	**Guided reading and individual reading George's Marvellous Medicine**	Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Use dictionaries to check meanings of words they have read.	**Guided reading and individual reading** **The Firework Maker's Daughter**	Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated.	**Guided reading and individual reading** **The Firework Maker's Daughter**	Justify responses to the text using the PE prompt (**P**oint + **E**vidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph.	**Guided reading and individual reading The Miraculous Journey of Edward Tulane**	Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read.	**Guided reading and individual reading The Miraculous Journey of Edward Tulane**	Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text.

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Comprehension CGP Comprehension	Checks the text makes sense to them Able to find evidence from the text to help them to show their understanding	**Comprehension** CGP Comprehension	Checks the text makes sense to them Able to find evidence from the text to help them to show their understanding	**Comprehension** CGP Comprehension	Able to find evidence from the text to help them to show their understanding	**Comprehension** CGP Comprehension	Able to find evidence from the text to help them to show their understanding	**Comprehension** CGP Comprehension	Finds and records information from non-fiction texts	**Comprehension** CGP Comprehension	Able to explain the meaning of words in context
Whole class reading (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry, plays and non-fiction,. Read a	**Whole class reading** (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry, plays and non-fiction,. Read a range of non-fiction	**Whole class reading** (example texts linked to writing.)	Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and	**Whole class reading** (example texts linked to writing.)	Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*	**Whole class reading** (example texts linked to writing.)	Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* Sequence and discuss	**Whole class reading** (example texts linked to writing.)	Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* Prepare poems and play

	range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*.			texts, e.g. *information, discussion, explanation, biography* and *persuasion*.		folk tales e.g. *Grimm's Fairy Tales.*		Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*		the main events in stories.		scripts to read aloud, showing understanding through intonation, tone, volume and action.
Year 4	**Guided reading and individual reading** **James and the Giant Peach**	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* Explain	**Guided reading and individual reading** **James and the Giant Peach**	Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on	**Guided reading and individual reading** **The Lion, The Witch and the Wardrobe**	Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying	**Guided reading and individual reading** **The Lion, The Witch and the Wardrobe**	Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* Draw inferences around	**Guided reading and individual reading** **Varjak Paw**	Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because…1/ 2/3 reasons. Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons*	**Guided reading and individual reading** **Varjak Paw**	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and

| | the meaning of key vocabulary within the context of the text. | | information stated and implied.

Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. | | questions, constructing images.

Justify responses to the text using the PE prompt (**P**oint + **E**vidence). | | characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. | | across a text. | | analyse different forms of poetry e.g. *haiku, limericks, kennings.* |
|---|---|---|---|---|---|---|---|---|---|---|
| **Comprehension**

CGP Comprehension | Checks the text makes sense to them

Able to make inferences such as inferring characters' feelings, thoughts and motives from their actions | **Comprehension**

CGP Comprehension | Checks the text makes sense to them

Able to make inferences such as inferring characters' feelings, thoughts and motives from their actions | **Comprehension**

CGP Comprehension | Checks the text makes sense to them

Able to find evidence from the text to help them to support inferences | **Comprehension**

CGP Comprehension | Checks the text makes sense to them

Able to find evidence from the text to help them to support inferences | **Comprehension**

CGP Comprehension | Checks the text makes sense to them

Able to find and record information from non-fiction texts | **Comprehension**

CGP Comprehension | Checks the text makes sense to them

Able to find and record information from non-fiction texts |

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Whole class reading (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Regularly listen to whole novels read aloud by the teacher. Prepare for research by identifying what is already known about the subject and key questions to structure the task.	**Whole class reading** (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <u>Scan for dates, numbers and names.</u>	**Whole class reading** (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Record information from a range of non-fiction texts.	**Whole class reading** (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Orally retell a range of stories, including less familiar fairy stories, myths and legends.

Whole class reading (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*	**Whole class reading** (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Learn a range of poems by heart and rehearse for performance Explain how paragraphs are used to order or build up ideas, and how they are linked.

Y e a r 5	**Guided reading and individual reading** To Be a Cat	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. .	**Guided reading and individual reading** To Be a Cat	Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make comparisons within a text e.g. characters' viewpoints of same events. Explore themes within and across texts e.g. *loss, heroism, friendship.*	**Guided reading and individual reading** Floodland **C**	Read books and texts that are structured in different ways for a range of purposes. Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.*	**Guided reading and individual reading** Floodland	Recommend books to their peers with reasons for choices. Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts* Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	**Guided reading and individual reading** War Horse	Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding.	**Guided reading and individual reading** War Horse	Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation.

Comprehension	Checks the text makes sense to them	**Comprehension**	Checks the text makes sense to them	**omprehension**	Checks the text makes sense to them	**Comprehension**	Checks the text makes sense to them	**Comprehension**	Checks the text makes sense to them	**Comprehension**	Checks the text makes sense to them
CGP Comprehension	Able to explain what they have read in their own words including what they have inferred	CGP Comprehension	Able to explain what they have read in their own words including what they have inferred	CGP Comprehension	Able to explain what they have read in their own words including what they have inferred	CGP Comprehension	Able to explain what they have read in their own words including what they have inferred	CGP Comprehension	Able to explain what they have read in their own words including what they have inferred	CGP Comprehension	Able to explain what they have read in their own words including what they have inferred
Whole class reading (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselve	**Whole class reading** (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Identify how language, structure and presentation	**Whole class reading** (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Distinguish	**Whole class reading** (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read	**Whole class reading** (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Explain the effect on	**Whole class reading** (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose

		s. Read books and texts that are structured in different ways for a range of purposes. Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*.		contribute to meaning e.g. *formal letter, informal diary, persuasive speech*.			between statements of fact or opinion within a text.		themselves. <u>Explore, recognise and use the terms metaphor, simile, imagery</u>		the reader of the authors' choice of language.		to read themselves. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

| Year 6 | **Guided reading and individual reading**

Viking Boy | Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.

Independently read longer texts with sustained stamina and interest.

Predict what might happen from information stated and implied.

Compare | **Guided reading and individual reading**

Viking Boy | Explain the meaning of new vocabulary within the context of the text.

Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*

Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence +**E**xplanation.

Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence | **Guided reading and individual reading**

Trash | Use a reading journal to record on-going reflections and responses to personal reading.

Explore texts in groups and deepen comprehension through discussion.

Provide reasoned justifications for their views.

Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence | **Guided reading and individual reading**

Trash | Recommend books to their peers with detailed reasons for their opinions.

Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures

Participate in discussions about books, building on their | **Guided reading and individual reading**

Tales from the Arabian Nights (Words worth) | Compare texts written in different periods

Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting*

Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. | **Guided reading and individual reading**

Tales from the Arabian Nights (Words worth) | Explore, recognise and use the terms personification, analogy, style and effect.

Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

Make comparisons within and |

	characters within and across texts		+**E**xplanation.		from the text. .		own and others' ideas and challenging views courteously.				across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.
Compre hension CGP Compreh ension	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	**Compre hension** CGP Compreh ension	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	**Compreh ension** CGP Compreh nsion	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	**Compreh ension** CGP Comprehe nsion	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	**Compr ehensi on** CGP Compr ehensio n	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	**Compr ehensi on** CGP Compr ehensio n	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred

	Whole class reading (example texts linked to writing.)	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.	Whole class reading (example texts linked to writing.)	Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.	Whole class reading (example texts linked to writing.)	Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*	Whole class reading (example texts linked to writing.)	Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Skim for gist.	Whole class reading (example texts linked to writing.)	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*	Whole class reading (example texts linked to writing.)	Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*

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