

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
E Y F S	<p>Little Wandle To be able to recognise and write the phonemes s,a,t,p,i,m,n,d,g,o,c,k,ck,e,u,r,h,b,f,l</p> <p>To be able to read and spell the tricky words: is, I, the</p>	<p>GPCs read without hesitation: s a t p i n m d Blend these words: sat man Phase 2 set 1</p> <p>GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blend these words: sat man hug red Phase 2 set 2</p> <p>GPCs read without hesitation: s a t p i n</p>	<p>Little Wandle To be able to recognise and write the phonemes: ff,ll,ss,j,v,w,x,y,z,zz,qu, words with -s added to the end, ch,sh, th, ng, nk</p> <p>To be able to read and spell the tricky words; put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>GPCs read without hesitation: a e i o u g d b ff ll ss ck Sound out and blend at least five words.</p> <p>Phase 2 set 4</p> <p>GPCs read without hesitation: j v w x y z zz qu ch sh th ng nk Sound out and blend at least seven words.</p> <p>Phase 2 set 5</p>	<p>Little Wandle To be able to recognise and write the phonemes: ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er, words with double letters in: dd,mm,tt,b b,rr,gg,pp</p> <p>To be able to read and spell the tricky words: was, you, they, my, by, all, are, pure, sure</p>	<p>GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er Sound out and blend 12 words</p> <p>Phase 3 set 1</p>	<p>Little Wandle To be able to recognise and write the phonemes: ai,ee,igh,o a,oo,oo,ar, or,ur,ow,o i,ear,air,er, words with double letters in: dd,mm,tt, bb,rr,gg,pp</p> <p>Review all tricky words taught so far</p>	<p>All GPCs read without hesitation.</p> <p>Sound out and blend 12 words.</p> <p>Phase 3 set 2</p>	<p>Little Wandle To be able to read words that contain: Short vowel cvcc, ccvc, ccvcc, cccvc, cccvcc Longer words/compound words Root words ending in: ing, ed</p> <p>To be able to read and spell the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one,</p>	<p>Sound out and blend: seven+ words. Read five words automatically. A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p> <p>Phase 4 set 1</p>	<p>Little Wandle To be able to read words that contain: Long vowel cvcc, ccvc, cccvc, ccv, ccvcc Phase 4 words with -s and es at the end Root words ending in: ing, ed, er, est</p> <p>Review all tricky words taught so far.</p>	<p>Sound out and blend: seven+ words. Read five words automatically. A total of at least 12 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>

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		m d g o c k c k e u r h b f l Blend these words: sat man hug red peck Phase 2 set 3							out, today			Phase 4 set 2
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Y e a r 1	<p><u>Little Wandle</u> To be able to recognise and write all Phase 3 phonemes and Phase 4 words.</p> <p>To be able to recognise and write: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>To be able to read and spell: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out</p>	<p>All GPCs read without hesitation. Sound out and blend eight+ words. Read five words automatically. A total of at least 13 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books. Phase 4 set 2 Phase 5</p>	<p><u>Little Wandle</u> To be able to recognise and write: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>To be able to read and spell: their people oh your Mr</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend seven+ words. Read seven words automatically. A total of at least 13 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books. Set 1 GPC's /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Set 2 GPC's</p>	<p><u>Little Wandle</u> To be able to recognise and write: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>To be able to read and spell: any many again who whole where two school call different</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend seven+ words. Read seven words automatically. A total of at least 13 words must be read correctly.</p> <p style="text-align: center;">Set 3 GPC's Set 3 GPCs /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph</p>	<p><u>Little Wandle</u> To be able to recognise and write: /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend nine+ words. Read eight words automatically. A total of at least 17 words must be read correctly.</p> <p style="text-align: center;">Set 4 GPC's /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch</p>	<p><u>Little Wandle</u> No new phonemes or tricky words taught. Revision for PSC</p>	<p>This assessment is used to check progress for the Phonics screening check. continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.</p>	<p><u>Little Wandle</u> To be able to recognise and write: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend seven+ words. Read seven words automatically. A total of at least 13 words must be read correctly. /ai/ eigh aigh ey ea eight straight grey break /n/</p>
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	<p>what says here today</p>	<p>set 1</p>	<p>Mrs Ms ask* could would should our house mouse water want</p>	<p>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Phase 5 set 1</p>	<p>thought through friend work</p>	<p>phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Phase 5 set 3</p>	<p>freeze schwa at the end of words: actor To be able to read and spell: once laugh because eye</p>	<p>ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze Phase 5 set 4</p>			<p>pour oar more To be able to read and spell: busy beautiful pretty hour move improve parents shoe</p>	<p>kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mansion delicious /or/ augh our oar ore daughter pour oar more Phase 5 set 5</p>
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Y e a r 2	<u>Literacy Leaves Guided read(differentiated) and individual reading</u>	Identify, discuss and collect favourite words and phrases.	<u>Literacy Leaves Guided read(differentiated) and individual reading</u>	Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i>	<u>Literacy Leaves Guided read(differentiated) and individual reading</u>	Check that texts make sense while reading and self-correct.	<u>Literacy Leaves Guided read(differentiated) and individual reading</u>	explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>	<u>Literacy Leaves Guided read(differentiated) and individual reading</u>	Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>	<u>Literacy Leaves Guided read(differentiated) and individual reading</u>	Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>	
		Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.		Uses tone and intonation when reading aloud.		Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.		Answer questions about what they have read		Make predictions based on what has been read so far.		Make predictions based on what has been read so far.	
		Answer questions about what they have read		Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>				Answer questions about what they have read					Answer questions about what they have read
		<u>CGP/ Year 2 level written comprehension lessons</u>		<u>CGP/ Year 2 level written comprehension lessons</u>	Answer questions about what they have read	<u>CGP/ Year 2 level written comprehension lessons</u>	Answer questions about what they have read	<u>CGP/ Year 2 level written comprehension lessons</u>	Answer questions about what they have read	<u>CGP/ Year 2 level written comprehension lessons</u>	Answer questions about what they have read	<u>CGP/ Year 2 level written comprehension lessons</u>	Answer questions about what they have read

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	<p><u>Whole class reading</u> (example texts linked to writing/Literacy curriculum)</p>	<p>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.</p> <p>Orally retell a wider range of stories</p>	<p><u>Whole class reading</u> example texts linked to writing/Literacy curriculum)</p>	<p>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.</p> <p><u>Sequence and discuss the main events in stories and recounts.</u></p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p><u>Whole class reading</u> example texts linked to writing/Literacy curriculum)</p>	<p>Make some inferences</p> <p>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.</p> <p>Read a range of non-fiction texts which are structured in different</p>	<p><u>Whole class reading</u> (example texts linked to writing/Literacy curriculum)</p>	<p>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.</p> <p>Make personal reading choices and explain reasons for choices.</p>	<p><u>Whole class reading</u> (example texts linked to writing/Literacy curriculum)</p>	<p>have read</p> <p>Make some inferences</p> <p>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.</p>	<p><u>Whole class reading</u> (example texts linked to writing/Literacy curriculum)</p>	<p>Make some inferences</p> <p>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.</p> <p>Learn and recite a range of</p>
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						ways, including information, explanations, instructions, recounts, reports				Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).		poems using appropriate intonation. Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i>
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	<p><u>Comprehension</u> CGP Comprehension</p>	<p>Checks the text makes sense to them</p> <p>Able to find evidence from the text to help them to show their understanding</p> <p>Listen to and discuss a range of fiction, poetry, plays and non-fiction,.</p> <p>Read a range of non-fiction</p>	<p><u>Comprehension</u> CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Checks the text makes sense to them</p> <p>Able to find evidence from the text to help them to show their understanding</p> <p>Listen to and discuss a range of fiction, poetry, plays and non-fiction,.</p> <p>Read a range of non-fiction texts, e.g. <i>information, discussion,</i></p>	<p><u>Comprehension</u> CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>evidence from the text to help them to show their understanding</p> <p>Sequence and discuss the main events in stories.</p> <p><u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's</u></p>	<p><u>Comprehension</u> CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>them to show their understanding</p> <p>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i></p> <p>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical</i></p>	<p><u>Comprehension</u> CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Finds and records information from non-fiction texts</p> <p>Read books and texts for a range of purposes e.g.</p>	<p><u>Comprehension</u> CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Able to explain the meaning of words in context</p> <p>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i></p> <p>Prepare poems and play scripts to</p>
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		texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i>		<i>explanation, biography and persuasion.</i>		<i>Fairy Tales.</i>		<i>sentence repeated several times</i>		<i>enjoyment, research, skills development, reference.</i>		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. <i>metaphors, similes.</i> <u>Explain the</u>	Guided reading and individual reading James and the Giant Peach	Use dictionaries to check meanings of words in the texts that they read. <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> Make predictions based on information	Guided reading and individual reading The Lion, The Witch and the Wardrobe	Make predictions based on information stated and implied. <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions,</u>	Guided reading and individual reading The Lion, The Witch and the Wardrobe	Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> <u>Draw inferences around characters' thoughts, feelings, actions and</u>	Guided reading and individual reading Varjak Paw	<u>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</u>	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 analyse

		<p><u>meaning of key vocabulary within the context of the text.</u></p>		<p>stated and implied.</p> <p><u>Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</u></p>		<p><u>constructing images.</u></p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p>		<p><u>motives, and justify with evidence from the text using point and evidence.</u></p> <p>Checks the text makes sense to them</p> <p>Able to find evidence from the text to help them to support inferences</p> <p>Listen to, read and discuss a range of</p>		<p><u>visit because 1/2/3 reasons across a text.</u></p> <p>Checks the text makes sense to them</p>		<p>different forms of poetry e.g. haiku, limericks, kennings.</p> <p>Checks the text makes sense to them</p> <p>Able to find and record information from non-fiction texts</p>	
	<p><u>Comprehension</u></p> <p>CGP Comprehension</p>	<p>Checks the text makes sense to them</p> <p>Able to make inferences such as inferring characters' feelings, thoughts and motives from their actions</p>		<p><u>Comprehension</u></p> <p>CGP Comprehension</p>		<p><u>Comprehension</u></p> <p>CGP Comprehension</p>		<p><u>Comprehension</u></p> <p>CGP Comprehension</p>		<p><u>Comprehension</u></p> <p>CGP Comprehension</p>		<p><u>Comprehension</u></p> <p>CGP Comprehension</p>	

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	<p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p>	<p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p><u>Scan for dates, numbers and names.</u></p>	<p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p> <p>Record information from a range of non-fiction texts.</p>	<p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>fiction, poetry, plays and non-fiction in different forms</p> <p>Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p>	<p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>from non-fiction texts</p> <p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms</p> <p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points,</i></p>	<p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms</p> <p>Learn a range of poems by heart and rehearse for performance</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>
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									<i>glossary, diagrams.</i>			
Y e a r 5	<u>Guided reading and individual reading</u> 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.	<u>Guided reading and individual reading</u> 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. <i>loss, heroism, friendship.</i>	<u>Guided reading and individual reading</u> Floodland	Read books and texts that are structured in different ways for a range of purposes. <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u>	<u>Guided reading and individual reading</u> Floodland	Recommend books to their peers with reasons for choices. <u>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts</u> <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u>	<u>Guided reading and individual reading</u> 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. <u>Through close reading of the text, re-read and read ahead to locate clues to support</u>	<u>Guided reading and individual reading</u> War Horse	Summarise main ideas drawn from more than one paragraph and identify key details which support this. <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence ± Explanation.</u>

	<p><u>Compre</u> <u>hension</u></p> <p>CGP Comprehension</p>	<p>Checks the text makes sense to them</p> <p>Able to explain what they have read in their own words including what they have inferred</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not</p>	<p><u>Compre</u> <u>hension</u></p> <p>CGP Comprehension</p>	<p>Checks the text makes sense to them</p> <p>Able to explain what they have read in their own words including what they have inferred</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Identify how</p>	<p><u>C</u></p> <p><u>omprehe</u> <u>nsion</u></p> <p>CGP Comprehension</p>	<p>Checks the text makes sense to them</p> <p>Able to explain what they have read in their own words including what they have inferred</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read</p>	<p><u>Compre</u> <u>hension</u></p> <p>CGP Comprehension</p>	<p>Checks the text makes sense to them</p> <p>Able to explain what they have read in their own words including what they have inferred</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p>	<p><u>Compre</u> <u>hension</u></p> <p>CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to writing.)</p>	<p><u>understanding.</u></p> <p>Checks the text makes sense to them</p> <p>Able to explain what they have read in their own words including what they have inferred</p> <p>Listen to and discuss a range of</p>	<p><u>Compr</u> <u>ehensi</u> <u>on</u></p> <p>CGP Comprehension</p> <p><u>Whole class reading</u> (example texts linked to</p>	<p>Checks the text makes sense to them</p> <p>Able to explain what they have read in their own words including what they have inferred</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they</p>
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		<p>choose to read themselves.</p> <p>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. <i>use of first person in autobiographies and diaries.</i></p>		<p>language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i></p>		<p>themselves.</p> <p>Distinguish between statements of fact or opinion within a text.</p>	<p>writing.)</p>	<p><u>Explore, recognise and use the terms metaphor, simile, imagery</u></p>		<p>fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Explain the effect on the reader of the authors' choice of language.</p>	<p>writing.)</p>	<p>might not choose to read themselves.</p> <p>Learn a wider range of poems by heart.</p> <p>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.</p>
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Y e a r 6	Guided reading and individual reading	Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.	Guided reading and individual reading	<p><u>Explain the meaning of new vocabulary within the context of the text.</u></p> <p><u>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</u></p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence +Explanation.</p> <p>Infer characters' feelings, thoughts and motives from their actions,</p>	Guided reading and individual reading	<p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p><u>Provide reasoned justifications for their views.</u></p> <p><u>Through close reading, re-read and read ahead to locate clues to support</u></p>	Guided reading and individual reading	<p>Recommended books to their peers with detailed reasons for their opinions.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures</p> <p>Participate in discussions about books, building on their own</p>	Guided reading and individual reading	<p>Compare texts written in different periods</p> <p><u>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</u></p> <p>Make comparisons within and across</p>	Guided reading and individual reading	<p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p><u>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.</u></p> <p>Make</p>
	Wonder	Independently read longer texts with sustained stamina and interest.	Wonder		Trash	Trash	Tales from the Arabian Nights (Wordsworth)	Tales from the Arabian Nights (Wordsworth)				

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										different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i>		<i>e leaflet, balanced argument</i>
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