



# READING PLAN

# EARLY YEARS FOUNDATION STAGE

VERSION 05/10/2022

PHONICS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Phonics Phase</p> <p>(Assessment/Review is carried out in Week 5 of every term)</p> <p>Fluency: Twice a week, children listen to a short text being read aloud with appropriate intonation and tone and then the children read the same text 3 times over to practice and develop their fluency.</p>	<p><b>Phase 2:</b></p> <p>/s/ &lt;s&gt; /a/ &lt;a&gt; /t/ &lt;t&gt; /p/ &lt;p&gt; /i/ &lt;i&gt; /n/ &lt;n&gt; /m/ &lt;m&gt; /d/ &lt;d&gt; /g/ &lt;g&gt; /o/ &lt;o&gt; /c/ &lt;c&gt; &lt;k&gt; /k/ &lt;ck&gt; /e/ &lt;e&gt; /u/ &lt;u&gt; /r/ &lt;r&gt; /s/ &lt;ss&gt; /h/ &lt;h&gt; /b/ &lt;b&gt; /f/ &lt;f&gt; &lt;ff&gt; /l/ &lt;l&gt; &lt;ll&gt; <b>20 SOUNDS</b></p> <p><u>Common exception words:</u> I, the, no, put, of, is, to, go, into, pull, as, he</p>	<p><b>Phase 3:</b></p> <p>/j/ &lt;j&gt; /v/ &lt;v&gt; /w/ &lt;w&gt; /ks/ &lt;x&gt; /y/ &lt;y&gt; /z/ &lt;z&gt; &lt;zz&gt; /kw/ &lt;qu&gt; /ch/ &lt;ch&gt; /sh/ &lt;sh&gt; /th/ &lt;th&gt; /ng/ &lt;ng&gt; /nk/ &lt;nk&gt; /ai/ &lt;ai&gt; /ee/ &lt;ee&gt; /igh/ &lt;igh&gt; /oa/ &lt;oa&gt; -es (where there is no change to the root word) <b>+17 NEW SOUNDS =37</b></p> <p><u>Common exception words:</u> he, she, buses, we, me, be, push, was, her, my, you</p>	<p><b>Phase 3 – 4*:</b></p> <p>/oo/ &lt;oo&gt; (book) /ar/ &lt;ar&gt; /ur/ &lt;ur&gt; /oo/ &lt;oo&gt; (food) /or/ &lt;or&gt; /ow/ &lt;ow&gt; /oi/ &lt;oi&gt; /ear/ &lt;ear&gt; /air/ &lt;air&gt; /ure/ &lt;ure&gt; /er/ &lt;er&gt; /oa/ &lt;ow&gt; <b>+12 NEW SOUNDS =49</b> *We introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.</p> <p><u>Common exception words:</u> they, all, are, ball, tall, when, what</p>	<p><b>Phase 3 – 4:</b></p> <p>Review all of the GPCs taught so far.</p> <p><u>Common exception words:</u> said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p><b>Phase 4:</b></p> <p>Phase 4:1 CVCC -ed /ed/ Phase 4:2 CCVC -ed /t/ Phase 4:3 CCVCC -ed /d/ Phase 4:4 CCCVC Phase 4:5CCCVCC -er -est</p> <p><u>Common exception words:</u> Revise common exception words taught so far</p>	<p><b>Phase 5 Intro:</b></p> <p>/ai/ &lt;ay&gt; /ow/ &lt;ou&gt; /igh/ &lt;ie&gt; /ee/ &lt;ea&gt; -le /oi/ &lt;oy&gt; /ur/ &lt;ir&gt; /(y)oo/ &lt;ue&gt; /or/ &lt;aw&gt; /w/ &lt;wh&gt; /f/ &lt;ph&gt; /(y)oo/ &lt;ew&gt; /oa/ &lt;oe&gt; /or/ &lt;au&gt; /ee/ &lt;ey&gt; /ai/ &lt;a-e&gt; /ee/ &lt;e-e&gt; /igh/ &lt;i-e&gt; /oa/ &lt;o-e&gt; /(y)oo/ &lt;u-e&gt; /s/ &lt;c&gt; <u>Common exception words:</u> oh, their, people, Mr Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>
READING SPINE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CYCLE A & B High Quality Texts including Poetry	<b>Autumn – All About Me</b> Super, Duper You Can I build Another Me? Funny Bones The Growing Story Hair Love Let’s Make Faces All Kinds of People On the Way Home A Great Big Cuddle	<b>Let’s Celebrate!</b> Celebration – Anabel Kindersley Dear Father Christmas – Alan Durant Lots of Lights - Kavita Kipper’s Christmas Eve The Nativity Play – Nick Butterworth Thread Bear -Nick Inkpen	<b>Spring – Day and Knight</b> Dragon Dance – Joan Holub The Queen’s Knickers You Choose Fairy Tale Look Inside a Castel – Conrad Mason Jack and the Beanstalk Old Mac Donald	<b>On the Farm</b> The Gruffalo Rosie’s Walk Six Dinner Sid Farmer Duck	<b>Dear Earth</b> The Ugly Five Octopus Shocktopus Handa’s Surprise Meet the Oceans	<b>On The Move</b> Dinosaur’s Day Out Astro Girl Mr Grumpy’s Outing Mrs Armitage on Wheels Whatever Next Good Night Moon We Catch the Bus
COMPREHENSION	RECEPTION					
<b>V</b>	Vocabulary	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of fiction and non-fiction books.				
		Uses subject specific vocabulary as indicated in our approach to our curriculum				
		Know that books can help us find out what words mean.				
		Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Continues a rhyming string				
<b>I</b>	Inference	Talk about characters when sharing narratives.				
		Share ideas about characters using pictures				
<b>P</b>	Prediction	Beginning to be aware of the way stories are structured. Suggests how the story might end.				
<b>E</b>	Explanation	<i>Demonstrate understanding when talking with others about what they have read (ELG)</i>				
<b>R</b>	Retrieval	Listens to stories with increasing attention and recall.				
		Use the front cover, back cover, title and pictures to talk about the book.				
		Knows that information can be retrieved from books and computers.				
<b>S</b>	Summarising	Talk about key information in non- fiction				
		Describes main story settings, events and principal characters.				
		Talk about familiar stories.				
Talk about stories that have been read to them.						
WORD READING	RECEPTION					
Applying phonics (all children)	Recognises familiar words and signs such as own name and advertising logos					
	Knows information can be relayed in the form of print.					
	Knows that print carries meaning and, in English, is read from left to right and top to bottom.					
	Applying Phase 2 – 4					
	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.					
	Children read and understand simple sentences.					
Links sounds to letters, naming and sounding the letters of the alphabet.						
<i>They use phonic knowledge to decode regular words and read them aloud accurately.</i>						
READING ALOUD	RECEPTION					
All children	Knows some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in missing words or phrases					
	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.					
	Enjoys rhyming and rhythmic activities.					
	Shows awareness of rhyme and alliteration.					
	Recognises rhythm in spoken words.					
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.					
	Continues a rhyming string.					
	Listens to and joins in with stories and poems, enjoying and copying some of the expression used by the reader.					
Knows some favourite stories, rhymes, songs, poems or jingles.						
Repeats words or phrases from familiar stories.						
Fills in missing words or phrases						
ADDITIONAL SUPPORT	RECEPTION					
Essential Letters and Sounds – As required. Targeted Readers (frequency)						
Adaptive Teaching –						
1) Different modelling or scaffolding 2) Additional Practice 3) Smaller Steps 4) Teacher-selected groups 5) Well-chosen resources 6) Acting on FORMATIVE assessment within the lesson 7) Might need a different diet if the schema (curriculum) is completely different. (See EEF “Teaching Differently”)						



# READING PLAN

# KEY STAGE ONE

VERSION 05/10/2022

PHONICS		AUTUMN		SPRING		SUMMER	
<p>(Assessment/Review is carried out in Week 5 of every term)</p> <p>Fluency: Twice a week, children listen to a short text being read aloud with appropriate intonation and tone and then the children read the same text 3 times over to practice and develop their fluency.</p>	<p><u>Phase 5</u> <u>Revise:</u> /ai/ &lt;ay&gt; /ow/ &lt;ou&gt; /igh/ &lt;ie&gt; /ee/ &lt;ea&gt; /oi/ &lt;oy&gt; /ur/ &lt;ir&gt; /(y)oo/ &lt;ue&gt; /or/ &lt;aw&gt; /w/ &lt;wh&gt; /f/ &lt;ph&gt; /(y)oo/ &lt;ew&gt; /oa/ &lt;oe&gt;</p> <p><u>Common exception words:</u> Revise Y1 common exception words taught in Reception</p>	<p><u>Phase 5</u> <u>Revise:</u> /or/ &lt;au&gt; /ee/ &lt;ey&gt; /ai/ &lt;a-e&gt; /ee/ &lt;e-e&gt; /igh/ &lt;i-e&gt; /oa/ &lt;o-e&gt; /(y)oo/ &lt;u-e&gt; /s/ &lt;c&gt;</p> <p><u>Teach:</u> /ee/ &lt;y&gt; /or/ &lt;al&gt; (walk)</p> <p><u>Common exception words:</u> please, once, many, again, who, whole, where, two</p>	<p><u>Phase 5 +</u> <u>Teach:</u> /ai/ &lt;a&gt; (acorn) /ai/ &lt;ey&gt; (they) /ai/ &lt;ea&gt; (great) /ai/ &lt;eigh&gt; (weight) /ar/ &lt;a&gt; (father) /ee/ &lt;e&gt; (he) /igh/ &lt;i&gt; (find) /igh/ &lt;y&gt; (by) /oa/ &lt;o&gt; (go) /o/ &lt;a&gt; (was) /oo/ &lt;u&gt; (push) /y/+/oo/ &lt;u&gt; (music) /c/ &lt;ch&gt; (school) /sh/ &lt;ch&gt; (chef) /e/ &lt;ea&gt; (head) /ur/ &lt;or&gt; (world) /ur/ &lt;ear&gt; (learn) /oo/ &lt;ou&gt; (soup) /oa/ &lt;oul&gt; (shoulder) /ee/ &lt;ie&gt; (brief) /v/ &lt;ve&gt; (have) /i/ &lt;y&gt; (gym) /air/ &lt;are&gt; (care) /air/ &lt;ere&gt; (there) /air/ &lt;ear&gt; (pear) /ch/ &lt;tch&gt; (catch)</p> <p><u>Common exception words:</u> here, sugar, friend, because</p>	<p><u>Phase 5 +</u> <u>Teach:</u> /u/ &lt;o&gt; (brother) /j/ &lt;g&gt; (gem) /j/ &lt;f&gt; (fringe) /j/ &lt;dge&gt; (bridge) /s/ &lt;st&gt; (listen) /s/ &lt;ce&gt; (fence) /s/ &lt;se&gt; (house) /n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt; (knee) /r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb) /z/ &lt;se&gt; (cheese) /z/ &lt;ze&gt; (freeze) /ear/ &lt;eer&gt; (cheer) /ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt; (patient) /sh/ &lt;ti&gt; -tion (station) /ar/ &lt;al&gt; (half) /or/ &lt;augh&gt; (caught) /sh/ &lt;ssi&gt; (session) /zh/ &lt;si&gt; (vision) /sh/ &lt;ti&gt; -tious (scrumptious) /sh/ &lt;ci&gt; (delicious) -ous, -ion, -ian</p> <p><u>Common exception words:</u> Revise Y1 common exception words</p>	<p>Review all previously taught GPCs for reading and spelling in preparation for Phonics Screening Check.</p> <p><u>Common exception words:</u> Revise all Y1 common exception words</p>	<p>Teach further rarely-used GPCs: /s/ &lt;sc&gt; science /t/ &lt;bt&gt; doubt /i/ &lt;u&gt; busy /n/ &lt;ne&gt; gone /m/ &lt;mn&gt; column /g/ &lt;gh&gt; ghastly /g/ &lt;gu&gt; guard /o/ &lt;ou&gt; cough /u/ &lt;ou&gt; tough /u/ &lt;oo&gt; flood /h/ &lt;wh&gt; whole /f/ &lt;gh&gt; rough /w/ &lt;u&gt; penguin /ai/ &lt;aigh&gt; straight /ee/ &lt;ei&gt; ceiling &lt;i&gt; police /igh/ &lt;eye&gt; eyelash &lt;is&gt; island &lt;uy&gt; buy /oa/ &lt;ough&gt; dough &lt;eau&gt; plateau /ar/ &lt;ear&gt; heart /ur/ &lt;our&gt; colour &lt;re&gt; centre /oo/ &lt;o&gt; move /oo/ &lt;ui&gt; juice &lt;oe&gt; shoe /yoo/ &lt;eau&gt; beautiful /or/ &lt;ar&gt; warm &lt;oar&gt; roar &lt;oor&gt; floor &lt;ore&gt; more /ow/ &lt;ough&gt; plough</p>	
	<b>READING SPINE</b>		<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>
<p>CYCLE A High Quality Texts  Poetry</p>		<p><b>Narrative</b> – Traction Man is Here <b>Instructions</b> – How to make a puppet <b>Narrative</b> – We completely must go to London</p> <p><b>Poetry</b> – Christmas Acrostics</p>		<p><b>Narrative</b> – Little Red &amp; the Hungry Lion <b>Narrative</b> – The Tin Forest <b>Instructions</b> – How to grow sunflowers</p> <p><b>Poetry</b> – Moon (Night-time around the world)</p>		<p><b>Narrative</b> – The Three Little Pigs <b>Recount</b> – Great Fire of London <b>Narrative</b> – Something Fishy (Animation) <b>Non-chronological report</b> - Animals</p>	
<b>READING SPINE</b>		<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<p>CYCLE B High Quality Texts  Poetry</p>		<p><b>Narrative</b> – How to hide a lion <b>Instructions</b> – How to hide a _____? <b>Posters</b> – Christmas adverts/animations</p> <p><b>Poetry</b> – Bonfire Night (shape poems)</p>		<p><b>Narrative</b> – Lila and the secret of rain <b>Narrative</b> – The Bear and The Piano <b>Instructions</b> – Making pitta pizzas</p> <p><b>Poetry</b> – Tree (Seasons Come, Seasons Go)</p>		<p><b>Narrative</b> – The Twits <b>Non-chronological report</b> - Brunel <b>Narrative</b> – The Last Wolf <b>Non-chronological report</b> - Animals</p>	
<b>COMPREHENSION</b>		<b>YEAR 1</b>				<b>YEAR 2</b>	
<b>V</b>	Vocabulary	Discuss the meaning of new words in fiction and non-fiction texts by linking to vocabulary they know.				Clarify and discuss the meanings of new words in fiction and non-fiction texts, by linking to vocabulary they know	
		Use age appropriate dictionaries to check the meanings of words				Use age appropriate dictionaries to check the meanings of words	
		Discuss favourite words and phrases				Discuss favourite words and phrases	
<b>I</b>	Inference	Make simple inferences about characters and setting.				Make inferences on the basis of what is said and done	
		Talk about inferences using words and pictures in a shared text				Discuss inferences using words and pictures from the book	
<b>P</b>	Prediction	Make simple predictions based on their own experiences				Predict what may happen on the basis of what has been read so far	
<b>E</b>	Explanation	Express their understanding of a story and non-fiction.				Express a single point of view about a text.	
<b>R</b>	Retrieval	Talk about and find simple pieces of information in response to questions from the teacher.				Use scanning to locate a single piece of information, in response to questions from the teacher.	
		Identify the significance of the title and events in stories.				Use titles, headings, pictures and blurbs to locate relevant information.	
		Understand that non-fiction texts provide information				Recognise and understand the structure of the non-fiction texts	
		Consider the key characteristics of texts.				Identify the key characteristics of non-fiction	
<b>S</b>	Summarising	List key information orally.				List key information orally or through text marking (highlighting/underlining) in response to teachers' questions.	
		Identify the sequence of events in fiction.				Identify sequence of events in fiction & non-fiction (where appropriate).	
		Talk about stories using their own experiences.				Talk about what they understand from a text using own experiences.	
		Share their understanding of texts that have been read to them.				Share their understanding of both texts they have read independently and those read to them.	

<b>WORD READING</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
Applying phonics (all children)	Link what they read or hear to their own experiences	Progression then moves into inference
	Applying Phase 4 and 5 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) Accurately blend sounds in unfamiliar words* that <u>contain the GPCs</u> <i>*vocabulary linked to the school's own tiered vocabulary, word lists, words from curriculum subjects and words spelling rules taught at each year group.</i>	Applying Phase 5+ Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families)  <i>*vocabulary linked to the school's own tiered vocabulary, word lists, words from curriculum subjects and words spelling rules taught at each year group.</i>
	Know all letters of the alphabet and their corresponding sounds.	For children who didn't make the required phonic standard by Y2, Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>
	Read words with contractions Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est	Read accurately words of two or more syllables  Read words containing common suffixes
	Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words	Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Reading fluently and confidently in line with the Y2 range
	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading
<b>READING ALOUD</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
All children	Orally retell known stories, linked to the Y1 range	Orally retell known stories, linked to the Y2 range
	Recognise and use predictable phrases in known <b>stories</b> linked to age-appropriate texts and texts children read independently	Recognise simple, recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently
	Recite some simple poems by heart with some expression	Recite poems by heart, using expression and intonation to make the meaning clear
	Read aloud, with some expression, books <u>matched to Y1 phonic* knowledge - independently and in groups</u>	Read aloud, with expression, books <u>matched to Y2 age-related expectation* knowledge</u>
<b>ADDITIONAL SUPPORT</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
(Interventions)	Essential Letters and Sounds – As required. Targeted Readers (frequency) Adaptive Teaching – 1) Different modelling or scaffolding 2) Additional Practice 3) Smaller Steps 4) Teacher-selected groups 5) Well-chosen resources 6) Acting on FORMATIVE assessment within the lesson 7) Might need a different diet if the schema (curriculum) is completely different. (See EEF “Teaching Differently”)	



# READING PLAN

# LOWER KEY STAGE TWO

VERSION 05/10/2022

READING SPINE		AUTUMN	SPRING	SUMMER
CYCLE A	High Quality Texts	Egyptian Creation Story Voices in the Park (picture book) Diary of a Killer Cat	The Wolves in the Walls (picture) Hiccup, The Viking Who Was Seasick (picture) How To Train Your Dragon	The Iron Man The Invisible (picture book) Morgana Mage in the Robotic Age
	Poetry	'Twas the night before Christmas	Little Red Riding Hood and The Wolf	Gran, can you rap?
READING SPINE		AUTUMN	SPRING	SUMMER
CYCLE B	High Quality Texts	Aesop's Fables including: The Hare and The Tortoise / Town Mouse and Country Mouse Guess Who's Coming For Dinner? (picture book) Me and my fear (picture book)	Escape from Pompeii My Naughty Little Sister	George's Marvellous Medicine The Animals of Farthing Wood Tadpole's Promise (picture book)
	Poetry	Peeking Past The Curtains	Please Mrs Butler	Haikus (A-Z of British Wildlife Haikus) <a href="http://www.wildsouthlondon.wordpress.com">A-Z of British Wildlife in Haiku – Wild South London (wordpress.com)</a>
COMPREHENSION		YEAR 3		YEAR 4
<b>V</b>	Vocabulary	Identify and discuss the meaning of words in a fiction and non-fiction context		Explain the meaning of new words in in a fiction and non-fiction context
		Use age appropriate dictionaries and thesauri to check the meanings of words		Use age appropriate dictionaries and thesauri to check the meanings of words
		Identify words and phrases that contribute to the meaning of the text		Explain how words and phrases contribute to the meaning of the text
<b>I</b>	Inference	Draw inferences about characters' thoughts and actions		Draw inferences about characters' feelings and motives
		Justify inferences with a single piece of evidence from the text to support one specific point		Justify inferences within several pieces of evidence from the text to support one specific point
		Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate		Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate
<b>P</b>	Prediction	Predict what may happen based on both what has been stated (obvious) and implied		Predict what may happen based on both what has been implied
<b>E</b>	Explanation	Express views and listen to the views of others based on a text.		Explain views, listen to the views of others and respond, based on a text.
<b>R</b>	Retrieval	Use skimming to locate main ideas in the text.		Use skimming to locate main ideas in the text
		Use scanning to locate pieces of information.		Use scanning to locate pieces of information.
		Use contents and sub-headings to locate relevant information.		Use contents, indexes, glossaries and sub-headings to locate relevant information
		Identify the structural conventions of non-fiction in relation to the text		Identify the structural conventions of non-fiction in relation to the text type
		Identify the language conventions of non-fiction in relation to the text type		Identify the language conventions of non-fiction in relation to the text type
		Make notes from one source to capture key information about a topic		Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping
<b>S</b>	Summarising	Summarise the main idea/s <b>within a paragraph</b> or section (fiction and non-fiction)		Summarise ideas from <b>across several paragraphs</b> or sections (fiction and non-fiction)
		Identify the over-arching theme of a text		Identify the author's message about the theme of a text
		Discuss their understanding of both texts they have read independently and those read to them.		Discuss their understanding of both texts they have read independently and those read to them
WORD READING		YEAR 3		YEAR 4
Applying phonics (all children)	Applying phonics (all children) Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to school's own tiered vocabulary, word lists, words from curriculum subjects and words spelling rules taught at each year group.</i>		Applying phonics (all children) Use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to school's own tiered vocabulary, word lists, words from curriculum subjects and words spelling rules taught at each year group.</i>	
	For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>		Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	
	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*		Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word List) words	
	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word list) words		Check that the text makes sense to them as they read and correct inaccurate reading	
	Check that the text makes sense to them as they read and correct inaccurate reading		For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>	
READING ALOUD		YEAR 3		YEAR 4
All children	Orally retell whole stories/sections of stories linked to the <b>Y3 range</b>		Orally retell whole stories/sections of stories linked to the <b>Y4 range</b>	
	Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently		Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently	
	Recite poems by heart, using intonation, tone and volume to gain the interest of the listener		Recite poems by heart, using intonation, tone and volume to gain the interest of the listener	
	Read aloud and perform texts, <b>gaining the audience's interest</b> in the characters and plot		Read aloud and perform texts, <b>maintaining the audience's interest</b> in the characters and plot	
	Orally retell whole stories/sections of stories linked to the <b>Y3 range</b>		Orally retell whole stories/sections of stories linked to the <b>Y4 range</b>	
ADDITIONAL SUPPORT		YEAR 3		YEAR 4
Interventions Programmes	Dancing Bears (Year 3) Priority Readers		Toe by Toe (Year 4) Priority Readers	
Other	Essential Letters and Sounds – As required. Targeted Readers (frequency) Reading Incentive Scheme Adaptive Teaching – 1) Different modelling or scaffolding 2) Additional Practice 3) Smaller Steps 4) Teacher-selected groups 5) Well-chosen resources 6) Acting on FORMATIVE assessment within the lesson 7) Might need a different diet if the schema (curriculum) is completely different. (See EEF "Teaching Differently")			





# READING PLAN

# UPPER KEY STAGE TWO

VERSION 05/10/2022

READING SPINE		AUTUMN	SPRING	SUMMER
CYCLE A High Quality Texts		Film Unit – BBC Rio Olympic Trailer Journey to The River Sea <i>or</i> The Explorer (F) The Great Kapok Tree (Picture Book) Time Trails: Rainforests v The Rainforest Book Adventures of Odysseus (Fiction)	Letters From The Lighthouse (Fiction) Anne Frank’s Diary (Non-Fiction) The Barnabus Project (Picture Book)	Titanic – Letters/Diary accounts/Newspaper reports The Mousehole Cat (Picture Book) The Marie Celeste: An Unsolved Mystery from History (Non-Fiction) Floodlands (Fiction)
	Poetry	The Rainforest – Judith Wright The Tyger – William Blake	Daffodils – William Wordsworth The Raven – Edgar Allen Poe	The Sea – James Reeves If – Rudyard Kipling
READING SPINE		AUTUMN	SPRING	SUMMER
CYCLE B High Quality Texts		How to Live Forever (Picture Book) Darwin’s Dragons (Fiction) On the Origin of The Species (Pic /Non-Fiction) The Wild Way Home (Fiction) Film Unit – The Ridge	Cosmic (Fiction) Hidden Voices (Picture Book/Non-Fiction) Curiosity: The Story of a Mars Rover (PB/NF) Rain Player (Picture Book) Curse of the Maya (Fiction)	Holes (Fiction) The Nowhere Emporium (Fiction)
	Poetry	Television – Roald Dahl The Christmas Truce – Carol Ann Duffy	All the World’s A Stage <i>or</i> Prelude to Romeo and Juliet <i>or</i> The Witches / Macbeth – Shakespeare Chocolate Cake – Michael Rosen	Refugees – Brian Bilston? What if - Shel Silverstein
COMPREHENSION		YEAR 5		YEAR 6
<b>V</b>	Vocabulary	Explore the meaning of words in a given context within fiction and non-fiction		Explore the meaning of words in different contexts within fiction and non-fiction
		Use age appropriate dictionaries and thesauri to check the meanings of words <i>Explain how words and phrases contribute to the meaning of the text</i>		Use age appropriate dictionaries and thesauri to check the meanings of words Evaluate how and why authors use words to develop, shades of meaning.
<b>I</b>	Inference	Draw inferences from within the text about themes and characters’ and authors’ viewpoints		Draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes
		Justify inferences and views with a variety of references from across the text		Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information
		Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate		Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate
<b>P</b>	Prediction	Predict what may happen based on their understanding of the content and the themes within the text		Predict what may happen based on their wider understanding of content and themes
<b>E</b>	Explanation	Explain and develop their own views, and build effectively on the views of others, based on a text.		Explain and extend their own views and challenge the views of others, based on a text.
		Distinguish between fact and opinion		Distinguish between fact, opinion and bias Explain their thinking through referring to key details and comparisons
<b>R</b>	Retrieval	Use skimming and scanning to locate information efficiently across a range of sources		Use skimming and scanning to locate information selectively and precisely across a range of sources.
		Use contents, indexes, glossaries and sub-headings to locate relevant information		Use contents, indexes, glossaries and sub-headings to locate relevant information
		Identify the structural conventions of non-fiction in relation to the text type		Identify the structural conventions of non-fiction in relation to the text type
		Identify the language conventions of non-fiction in relation to the text type		Identify the language conventions of non-fiction in relation to the text type
		Make notes from several sources to gather information		Make notes from several sources to gather information.
		Refine notes by disregarding irrelevant information		Make choices about the most efficient techniques to make notes
<b>S</b>	Summarising	Summarise ideas, events and information from the <b>text as a whole</b> .		Summarise ideas, events & information throughout a text & across texts.
		Identify an author’s treatment of the same theme across one or several of their books/poems.		Identify how the same theme is represented across texts.
		Discuss their understanding of both texts they have read independently and those read to them		Discuss their understanding of both texts they have read independently and those read to them
WORD READING		YEAR 5		YEAR 6
Applying phonics (all children)		Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to the school’s own tiered vocabulary, word lists, words from curriculum subjects and words spelling rules taught at each year group.</i>		Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to the school’s tiered vocabulary, word lists, words from curriculum subjects and words spelling rules taught at each year group.</i>
READING ALOUD		YEAR 5		YEAR 6
All children		Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently		Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently
		Recite poems by heart, using intonation, tone and volume to <b>monitor the interest of the listener and adapt their recital</b>		Recite poems by heart, using intonation, tone and volume to <b>emphasise key elements of the poem and provoke a response</b> in the listener
		Read aloud and perform texts, <b>monitoring the audience’s interest and changing the performance</b> accordingly		Read aloud and perform texts, <b>refining</b> their performance to illustrate subtleties
ADDITIONAL SUPPORT		YEAR 5		YEAR 6
Interventions Programmes		Toe by Toe		
Other		Essential Letters and Sounds – As required. Targeted Readers (frequency) Reading Incentive Scheme Adaptive Teaching – 1) Different modelling or scaffolding 2) Additional Practice 3) Smaller Steps 4) Teacher-selected groups 5) Well-chosen resources 6) Acting on FORMATIVE assessment within the lesson 7) Might need a different diet if the schema (curriculum) is completely different. (See EEF “Teaching Differently”)		