

English Reading: Long Term Plan

Year 1 – 3

Daily Guided Reading 3 times a week, following the Little Wandle Structure:

- Decoding
- Prosody
- Comprehension

Differentiated texts and activities are completed with an adult for all three sessions.

Pupils take home a phonetically decoded book, with prompt question, weekly. They also take some a reading for pleasure book to share with an adult.

Reading records to be completed weekly and checked by the class teacher

Year 4 – 6

Daily Whole Class Reading

Year 4	Text(s)	VIPERS	Reading Domains	Word Reading (NC)	Reading Comprehension (NC - for more detail)
Autumn 1		Retrieve Predict Summarise	2b, 2e, 2c	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffices, both to read aloud and to understand the meaning of new words	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read
Autumn 2	Roman Diary – The Journey of Iliona, Richard Platt	Vocabulary Explain Infer	2a, 2f, 2g, 2h, 2d		
Spring 1	Fatal Fire, Terry Deary	Infer Retrieval Vocabulary			

Spring 2	David Baddiel – year group to choose	All skills		read further exception words, noting he unusual correspondences between spelling and sound, and where these occur in the word.	Understand what they read, in book they can read independently Retrieve and record information from non-fiction Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Summer 1	Kensuke’s Kingdon, Michael Morpurgo	All skills			
Summer 2	The Hidden Curse – a Viking Tale, Marie-Louise Jensen (fiction express)	All skills			

Year 5	Text(s)	VIPERS	Reading Domains	Word Reading (NC)	Reading Comprehension (NC - for more detail)
Autumn 1	The Boy at the Back of the Class, Onjali Q Rauf	Retrieve Predict Summarise	2b, 2e, 2c	Pupils should be taught to apply their growing knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words that they meet.	Pupils should be taught to: Maintain positive attitudes to reading and understanding of what they read Understand what they read Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion
Autumn 2	The Explorer, Katherine Rundell	Vocabulary Explain Infer	2a, 2f, 2g, 2h, 2d		
Spring 1	The Explorer, Katherine Rundell	Infer Retrieve Vocabulary			
Spring 2	Street Child, Berlie Doherty	All skills			
Summer 1	Stormbreaker, Anthony Horowitz	All skills			
Summer 2	Last Days of Pompeii (Fiction Express)	All skills			

					<p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>
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Year 6	Text(s)	VIPERS	Reading Domains	Word Reading (NC)	Reading Comprehension (NC - for more detail)
Autumn 1	Shackleton's Journey, William Gill Shakleton, The Danger Zone	Retrieve Infer Vocabulary	2b, 2e, 2c	Pupils should be taught to apply their growing knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words that they meet.	Pupils should be taught to: Maintain positive attitudes to reading and understanding of what they read Understand what they read
Autumn 2	Cogheart, Peter Brunzl	Vocabulary Explain Predict Explain Summarise	2a, 2f, 2g, 2h, 2d		

Spring 1	Blitzed, Robert Swindells	All skills			Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Spring 2	Blitzed, Robert Swindells				Distinguish between statements of fact and opinion
Summer 1	SATS Revision				Retrieve, record and present information from non-fiction
Summer 2	The Giant's Necklace, Michael Morpurgo Greek Myths, Marcia Williams				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 Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views