

READING LONG TERM PLAN 2019-2020

Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 3 Term 4	Year 3 Term 5	Year 3 Term 6
<p>1) Read books at an age-appropriate interest level 2) Participate in discussion about books read to them and books they have read 3) Briefly summarise the content of a paragraph 4) Recognise the function of inverted commas They show me which words were spoken by the character 5) Ask questions to improve their understanding of a text 6) Read at a speed where they can focus on understanding rather than decoding individual words 7) Correct independent decoding of some words from the Years 3 & 4 word list (see National Curriculum, p64)</p>		<p>1) Read about a wide range of non-fiction subjects 2) Begin to identify conventions of different types of writing, e.g. the greeting in letters / numbering in instructions 3) Use the contents page to locate information 4) Willingly participate in performances of poems and play scripts 5) Orally retell content from a range of books including fairy stories, myths and legends, focusing on the main events 6) Check that a text makes sense to them, discussing their understanding 7) Identify how presentation contributes to meaning The layout helped me to find the info I needed The bullet points showed me that it was a list The diagram helped me to understand 8) Recognise the use of pronouns to avoid repetition she he they we us 9) With support, check meanings of words using a dictionary 10) Sometimes infer characters’ feelings from what they say He was annoyed because he shouted, “Leave me alone!” 11) Justify their views with support Describe favourite parts of the book – giving reasons – when prompted 12) Answer questions to retrieve facts from non-fiction texts 13) Correct independent reading of many words from the Years 3 & 4 word list (see National Curriculum, p64) 14) Correct independent reading of many words from the spelling work for Years 3 & 4 (see National Curriculum, pp59-63)</p>		<p>1) Make meaningful contributions to discussions about books read to them and books they have read 2) Recognise some conventions of poetry, e.g. rhyming couplets, repetition, alliteration, ... 3) Perform poems and play scripts, beginning to show some understanding through intonation, tone, volume or action 4) Begin to use punctuation such as exclamation marks and question marks to inform intonation used 5) Add detail when retelling stories, including brief descriptions of characters and settings 6) Explain why an author has used new paragraphs A change of time, place, topic or speaker 7) Predict how the story might end, based on similar stories read I think he will find his way home in the end</p>	
Year 4 Term 1	Year 4 Term 2	Year 4 Term 3	Year 4 Term 4	Year 4 Term 5	Year 4 Term 6
<p>1) Express opinions when participating in discussion about books read to them and books they have read 2) With support, use the index to locate information 3) Identify words and phrases that capture the reader’s interest and imagination The author used ‘darted’ to show how quickly it happened 4) Summarise some of the main ideas from a text 5) When prompted, check meanings of words using a dictionary</p>		<p>1) Identify themes and conventions in a wide range of books I think the theme of this story is friendship / courage / loyalty The moral of the story is that honesty is the best policy 2) Independently use the index to locate information 3) Confidently perform poems and play scripts, showing understanding through intonation, tone, volume and action 4) Orally retell content from a range of books including fairy stories, myths and legends, including some detail and using newly-learned vocabulary from the text 5) Summarise the main ideas drawn from more than one paragraph</p>		<p>1) Recognise different forms of poetry, e.g. free verse, narrative poetry 2) Continue to identify conventions of different types of writing, e.g. use of 1st person in diary writing 3) Begin to provide voices for some characters 4) Identify how language contributes to meaning Literary devices e.g. simile / metaphor / rhetorical question Subject-specific / technical language Language for effect Addressing the reader (2nd person) Precise adjectives, e.g. ‘scarlet’ rather than ‘red’ 5) Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with specific evidence I know she was</p>	

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6) Explain why different subheadings have been used in nonfiction		6) Identify how structure contributes to meaning The order of events, e.g. flashback / 'twist' at the end of a story Headings / bullet points Question and answer 7) Recognise plural possessive apostrophes girls' boys' children's 8) Independently check meanings of words using a dictionary 9) Infer the meanings of new words in context 10) Infer characters' feelings, thoughts and motives from their actions You can tell that she was really angry 11) Predict what might happen from details stated and implied I think they will run away because they must be scared 12) Justify their views independently I think she did the right thing because it meant she found her brother 13) Answer questions to retrieve details from fiction texts 14) Correct independent reading of most words from the Years 3 & 4 word list (see National Curriculum, p64) 15) Correct independent reading of most words from the spelling work for Years 3 & 4 (see National Curriculum, pp59-63)		angry because it says, "She pushed her sister out of the way and stormed off." 6) Correct independent reading of all words from the Years 3 & 4 word list (see National Curriculum, p64) 7) Correct independent reading of all words from the spelling work for Years 3 & 4 (see National Curriculum, pp59-63)	
Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace 2) Read outside of school for pleasure or information 3) Read aloud with appropriate intonation to show understanding 4) Summarise and present a familiar story in their own words 5) Distinguish between statements of fact and opinion Fact: In 2015, Messi was named World Footballer of the Year for the fifth time Opinion: Messi is the best football player of all time 6) Infer meanings of unfamiliar words and discuss what they have read 7) Read most words effortlessly 8) Automatically work out how to pronounce unfamiliar words 9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-7)		1) With encouragement, read a range of fiction, poetry, plays, non-fiction and reference books or textbooks 2) Being to identify themes in fiction texts friendship loss revenge heroism 3) Begin to learn some poems by heart 4) Recommend books to peers, giving reasons for their choices 5) Take notes when reading a text and refer to them when explaining and discussing what they have read through a formal presentation or debate 6) Discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text. Show how the use of language differs 7) Identify how language, structure and presentation contribute to meaning Literary devices e.g. simile / metaphor / rhetorical question The order of events Layout / bullet points Recognise and use the terminology: 8) metaphor a blanket of snow 9) simile as brave as a lion to eat like a pig 10) Explain how suffixes affect the meanings of words -ant / -ance e.g. assistant à assistance -able -ible e.g. enjoyable possible 11) Retrieve information, referring to the text but providing short answers with little evidence or explanation provided Because it says that it was raining 12) Compare characters, referring explicitly to the ways they are described and to their actions		1) Read books that are structured in different ways 2) Read for a wide range of purposes, e.g. pleasure and finding information 3) Identify themes & conventions in a wide range of writing 4) Engage in book discussion, building on their own and others' ideas and challenging views courteously 5) Provide reasoned justifications for their views on a text 6) Consider different accounts of the same event Recognise and use the terminology: 7) analogy Like a fish out of water 8) imagery Golden sunlight rested on his shoulders 9) style Descriptive / persuasive / narrative 10) effect 'It makes the reader feel angry' 11) Explain that hyphens can be used to join a prefix to a root word, especially to separate two vowels co-ordinate co-operate re-enter 12) Compare settings or themes Compare different times and places How characters respond to the setting, obstacles and other characters Differing themes of death: tragedy vs. inevitable	

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		13) Demonstrate an understanding of the meanings of many words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)			
Year 6 Term 1	Year 6 Term 2	Year 6 Term 3	Year 6 Term 4	Year 6 Term 5	Year 6 Term 6
<p>1) Express preferences about books e.g. genre, author, style, giving reasons</p> <p>2) Rehearse and perform poems before a small audience, using appropriate intonation, tone, volume and gesture</p> <p>3) Recognise similarities between texts Both texts use rhetorical questions to engage the reader</p> <p>4) Recognise the use of simile and metaphor, distinguish between them and identify why they were used in a text</p> <p>5) Confidently ask appropriate questions to help when answering questions about a text</p> <p>6) Correct independent decoding of most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p> <p>7) Demonstrate understanding of the meanings of most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p>		<p>1) Independently read a range of age appropriate fiction (including novels) and nonfiction</p> <p>2) Have read a range of fiction books and can identify some of their characteristics, e.g. myths, legends, traditional, modern, and books from other cultures 3) Read aloud with some intonation that shows understanding, going back to self-correct when appropriate Emphasising words and phrases Change of pitch to indicate exclamation / question'</p> <p>4) Learn a wider range of poetry by heart</p> <p>5) Summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration</p> <p>6) Make comparisons within and across books. Both texts use emotive adjectives such as 'magnificent' and 'destructive' to persuade the reader. Both writers use exaggeration but to make different points Both writers make the same point but in very different ways to appeal to different audiences. 7) Evaluate how authors use language, including figurative language, considering the impact on the reader The idiom 'raining cats and dogs' is not meant to be taken literally, but it emphasises to the reader just how heavy the rain is. 'The crops begged for water' is an example of personification – giving human characteristics to the crops.</p> <p>8) Routinely check meanings of words using a dictionary 9) Work out the meanings of words from the context 10) Infer meanings of new words from the context in which they appear 'Impertinent' must mean 'rude' because it says he was given detention for being impertinent</p> <p>11) Predict what might happen next in a fiction text from details stated/implied We know he is clumsy so I think he will knock something over and wake his parents up</p> <p>12) Make inferences about characters' feelings, thoughts and motives based on their behaviour & justify these inferences with evidence I know he didn't really want to go there because he walked slowly and 'took the long way around'</p> <p>13) Quote from a fiction text in order to provide evidence of their understanding They are brothers because the text says, "Malcolm may have disappointed me but he was still my sibling."</p> <p>14) Retrieve information from non-fiction texts, providing quotations where appropriate It says on page 4 that "ladybirds have as many as 22 spots"</p>		<p>1) Independently read a range of age appropriate fiction (including some classic novels) and non-fiction and discuss the content with confidence</p> <p>2) Read ahead to use suitable intonation based on the ways in which the sentences are punctuated Indicate exclamation / question / command</p> <p>3) Provide consistent voices for a range of characters</p> <p>4) Comment on the writer's use of language including vocabulary to create atmosphere The echoes 'rang up and down' before he 'stopped dead still.' This creates tension.</p> <p>5) Retrieve information from fiction and non-fiction texts, providing quotations and detailed explanations to add weight to their responses Henry dislikes Sam because he responds 'reluctantly' and adds, 'But you owe me one!' – this demonstrates that he doesn't want to help her and is only doing it as a favour to his parents</p>	

