

Reading Provision Map

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Author from a different culture</i>	<i>New and Bold Author</i>	<i>Male Author</i>	<i>Female Author</i>	<i>Classic Author</i>	<i>Unknown Author</i>
Atinuke: Catch that Chicken! Baby Goes to Market	Nadiya Hussain: I am Strong My Monster and Me	Michael Rosen: We're Going on a Bear Hunt Goldilocks and the Three Crocodiles	Jill Murphy: Peace at Last Whatever Next	Eric Carle: The Hungry Caterpillar The Very Busy Spider Brown Bear, Brown Bear	Carrie Hyatt: Snake Spider
<i>Poetry: Children will learn one nursery rhyme a week.</i>					
The Magic of Stories Texts					
Supertato <i>Goldilocks and the Three Bears</i> Simon Socks <i>The Three Billy Goats Gruff</i> Once there were giants	Owl Babies Binny's Diwali <i>The Gingerbread Man</i> Each Peach, Pear, Plum Santa Claws	A Dot in the Snow Shark in the Dark Oi Frog!	<i>The Little Red Hen</i> Farmer Duck A Squash and a Squeeze	Doug the Bug that went Boing! Superworm The Paper Dolls Sharing a Shell	Jasper's Beanstalk Starting School <i>The Enormous Turnip</i> Handa's Surprise I am too absolutely small for school

Darrington CE Primary School

Reading Long Term Plan



Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Author from a different culture</i>	<i>New and Bold Author</i>	<i>Male Author</i>	<i>Female Author</i>	<i>Classic Author</i>	<i>Unknown Author</i>
Ibtihaj Muhammad: The Proudest Blue The Kindest Red	Tom Percival: Perfectly Norman Ravi's Roar	Oliver Jeffers: Lost and Found How to Catch A Star	Floella Benjamin: My Two Grannies Coming to England	Nick Butterworth: One Springy Day The Hedgehog's Balloon	Nadia Shireen: Yeti and the Bird Barbara Throws a Wobbler
<i>Poetry: Bed Time March Past</i>	<i>Poetry: Where Am I?</i>	<i>Poetry: Oh, Oh, The Story Man</i>	<i>Poetry: Cake -o-saurus</i>	<i>Poetry: Zanzibar</i>	<i>Poetry: There was an old woman who swallowed a fly</i>
<i>Children will consolidate nursery rhyme knowledge throughout the year.</i>					
The Magic of Stories Texts					
Supertato: Veggies Assemble Pumpkin Soup <i>The Three Little Pigs</i> Even Superheroes have Bad Days The Leaf Thief	The Owl Who was Afraid of the Dark Peace is an Offering The Best Diwali Ever <i>The Elves and the Shoemaker</i> The Christmasaurus	Poles Apart One Snowy Night Goodbye Winter, Hello Spring	<i>Chicken Licken</i> Tadpole's Promise The Dandelion's Tale	My Butterfly Bouquet Yucky Worms What the Ladybird Heard Spinderella	<i>Jack and the Beanstalk</i> Snail in Space Dear Greenpeace That's Not a Daffodil

Darrington CE Primary School

Reading Long Term Plan



Y1/2 Cycle 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>New and Bold Author</i>	<i>Male Author</i>	<i>Classic Author</i>	<i>Author from a Different Culture</i>	<i>Female Author</i>	<i>Unknown Author</i>
Swapna Haddow: My Dad is a Grizzly Bear My Mum is a Lioness	Jory John: Goodnight Already Giraffe Problems The Bad Seed	Helen Cooper: Tatty Ratty Saving the Butterfly	Ken Wilson-Max: Astrogirl Ecogirl	Jan Fearnley: Mr Wolf's Pancakes Edgar and the Sausage Inspector Oh Me, Oh My, a Pie!	Sophy Henn: Pass It On! Pom Pom Gets the Grumps Super, Duper You
<i>Poetry: Cats - Eleanor Farjeon</i>	<i>Poetry: Morning Rush - John Foster</i>	<i>Poetry: Wonderkid! – Brian Bilston</i>	<i>Poetry: No Breathing in Class - Michael Rosen</i>	<i>Poetry: Witch Witch - Rose Fyleman</i>	<i>Poetry: Chocolate Cake – Michael Rosen</i>
The Magic of Stories Texts					
The Squirrels Who Squabbled King Cat Cottonwool Colin My Shadow is Pink Six Dinner Sid	Winnie the Witch The Slightly Annoying Elephant Billy Monster's Daymare	Where the Wild Things Are The Rainbow Fish	The Extraordinary Gardener Crocodiles Don't Brush Their Teeth Sonya's Chickens	The Koala Who Could Billy's Bucket After Fall	Leo and the Octopus Max and the Tag-Along Moon The Wall and the Wild

Darrington CE Primary School

Reading Long Term Plan



Yr1/2 Cycle 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>New and Bold Author</i>	<i>Male Author</i>	<i>Classic Author</i>	<i>Author from a Different Culture</i>	<i>Female Author</i>	<i>Unknown Author</i>
Mini Grey: Traction Man Adventures of the Dish and Spoon Biscuit Bear	Allan Ahlberg: Burglar Bill Mrs Wobble the Waitress The Jolly Postman	Julia Donaldson: The Smartest Giant In Town Zog and the Flying Doctors	Helena Ku Rhee: The Paper Kingdom Rosa's Song	Jeanne Willis: Susan Laughs The Bog Baby	Andrea Beaty: Ada Twist, Scientist Rosie Revere, Engineer Iggy Peck, Architect
<i>Poetry: The Language of Football - Brian Bilston</i>	<i>Poetry: A Visit from St Nicholas - Clement Clarke Moor</i>	<i>Poetry: The Owl and the Pussycat - Edward Lear</i>	<i>Poetry: Fruits - Valerie Bloom</i>	<i>Poetry: Puppy and I/Now we are Six - AA Milne</i>	<i>Poetry: Extract of the Jumblies - Edward Lear</i>
<i>The Magic of Stories Texts</i>					
Tiddler The Bear and the Piano The Scarecrow's Wedding	Stick Man The Giant Jam Sandwich The Jolly Christmas Postman Twas the Night Before Christmas	Five Minutes Peace Room on the broom Aliens Love Underpants	I'm in Charge How to be a Viking The Invisible	The Lion Inside There's a Snake in my School George and the Dragon	Frockodile Anna Hibiscus' Song A Little Bit Brave

Darrington CE Primary School

Reading Long Term Plan



Y3/4 Cycle 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author from a different culture	New and Bold Author	Classic Author	Male author	Female Author	Unknown Author
Anh Do: Ninja Kid	Laura Noakes: Cosima Unfortunate steals a star	Enid Blyton: The Twins at St Clares	Andy Griffiths: 13 Storey Treehouse	Megan McDonald: Judy Moody	Jan Burgett Sara Vogler: Sam Silver
Poetry: Benjamin Zephania	Poetry: Kennings	Poetry: Rudyard Kipling	Poetry: Limmericks	Poetry: The Crocodile - Lewis Carrol	Poetry: The Leopard - Komunyakaa

Yr3/4 Cycle 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author from a different culture	New and Bold Author	Classic Author	Male author	Female Author	Unknown Author
SF Said: Varjak Paw, The Outlaw	Onjali Rauf: The line above the door	Roald Dahl: Charlie and the Chocolate Factory	Philip Pullman: Firework Maker's Daughter	Cressida Cowell: How to Train your Dragon	Georgia Pritchett: WILF
Poetry: Autumn is Here	Poetry: Taking Flight	Poetry: Robert Burns	Poetry: Over to You - Roger McGough	Poetry: Haikus	Poetry: Since Hanna moved away - Judith Viorst

Darrington CE Primary School

Reading Long Term Plan



Yr5/6 Cycle 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Male Author	Classic Author	Female Author	New and Bold Author	Unknown Author	Author from a different culture
Louis Sachar: There's a Boy in the Girl's Bathroom	David Almond: Skellig	Lauren Wolk: Beyond the Bright Sea	Lauren James (Editor): Future Hopes	Philip Earle: When the Sky Falls	Onjali Rauf: The Boy at the Back of the Class
Poetry: 'Caribbean Dozen: Poems from Thirteen Caribbean Poets'	Poetry: 'The Lost Spells' - Robert McFarlane and Jackie Morris	Poetry: 'I Bet I Can Make You Laugh' - Joshua Seigal and friends	Poetry: 'Rising Stars: New Young Voices in Poetry' - Ruth Awolola and Victoria Adukwebulley	Poetry: 'Favourite Poems: 101 Children's Classics'	Poetry: 'Other Words from Home' - Jasmine Warga

Yr5/6 Cycle 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New and Bold Author	Female Author	Unknown Author	Classic Author	Author from a different culture	Male Author
Tom Percival: The Wrong Shoes	R. J. Palacio: Wonder	R. U. Ginns: 1-2-3 Scream	C. S. Lewis: The Lion, the Witch and the Wardrobe	Nizrana Farook: The Girl Who Stole an Elephant	Morris Gleitzman: Once
Poetry: 'For Everyone' by Jason Reynolds	Poetry: 'Funky Chickens' by Benjamin Zephaniah	Poetry: 'The Moth' by Isabel Thomas	Poetry: 'Cloud Soup' by Kate Wakeling	Poetry: 'The Final Year' by Matt Goodfellow	Poetry: 'What are we fighting for?' by Brian Moses and Roger Stevens

Reading Skill Progression

Phonics and Decoding							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as car and caterpillar.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p>	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including ation, ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Darrington CE Primary School

Reading Long Term Plan



Common Exception Words							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Read some common irregular words.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Begin to read Y3/Y4 exception words.	Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and these occur in the word.

Addressing Inaccuracies							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p>	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Check that a text makes sense to them as they read and to self- correct.	Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and to correct inaccurate reading.				

Darrington CE Primary School

Reading Long Term Plan



Reading Fluency							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the five key concepts about print has meaning</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom 	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>Read aloud books (closely matched to their improving phonic knowledge until the end of the phonics programme), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p>			

Darrington CE Primary School

Reading Long Term Plan



Making Links between texts							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond that at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</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>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice.</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</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>Listen to guidance and feedback on the quality of their explanations and</p>

Shine

Share

Flourish

Darrington CE Primary School

Reading Long Term Plan



			<p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>				<p>contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p> <p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>
--	--	--	--	--	--	--	--

Inference							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Justify predictions from details stated and implied.	Draw inferences from characters' feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Non-Fiction							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Understand that non-fiction books provide the reader with facts and information.	Recognise that non-fiction books are often structured in different ways.	Retrieve and record information from non-fiction texts.	Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval (e.g. in curriculum textbooks) and in contexts where pupils are genuinely motivated to find out information.

Authorial Word Choice							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Discuss word meaning and link new meanings to those already known.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Discuss vocabulary used by the author to create effect including figurative language.</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

Poetry and Performance							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Recite simple poems by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.</p>	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience</p>

Whole Class Reading

Nursery				
Nursery children will follow the Letters and Sounds programme, working on listening skills, rhyming, alliteration and oral blending. In Summer term, before they move into Reception, they begin the Read, Write, Inc programme.				
Reception and Year 1				
These pupils will follow the Read, Write, Inc phonics programme.				
Year 2				
Day 1	Day 2	Day 3	Day 4	Day 5
Vocabulary/Author focus Fluency reading	Extended Reading	Fluency Reading	Extended Reading	Fluency Reading Performance
Year 3 and 4				
Day 1	Day 2	Day 3	Day 4	Day 5
Vocabulary/Author focus Fluency reading	Extended Reading	Fluency Reading	Extended Reading	Close Reading Performance
Year 5 and 6				
Day 1	Day 2	Day 3	Day 4	Day 5
Vocabulary/Author focus Fluency reading	Close Reading	Extended Reading	Close Reading	Performance Comprehension
<p>Vocabulary: The teacher choose extracts that have a high level of vocabulary. They select 5 words each week that will become their focus words. Children will:</p> <ul style="list-style-type: none"> • Say it/repeat definition, use it, find and/or use in a different context, learn synonyms/antonyms/morphology • Looking at intensity, shades of meaning and word families • Model language, learning to love words, root word, word class, spelling rules 				

Darrington CE Primary School

Reading Long Term Plan



Fluency Reading: Children listen to teacher models of reading with fluency, work in pairs to practise reading fluently and then demonstrate their skills through reading role models.

Extended Reading: The teacher rereads the extract with fluency and expression, and the children read the extract back. Teachers will then use 'jump in' methods for children who are tracking the text with their rulers and then children will be asked to read aloud to the group from the extract. The lesson will always end with a debate question linked to a chosen theme from the text by the teacher, so that children are able to vocalise opinions and support their oracy techniques.

Close Reading: This involves discussion of the text, tricky words and inferred meanings. Any knowledge of the world that children need to understand the text should be shared. Children can annotate the text at this stage if appropriate. Labelling and discussion of punctuation and authorial word choice are key here so children understand how these choices impact on how it should be read aloud.

Performance: Children will reread the extended extract and will then be asked to perform a part of this to the group after they have practiced multiple times. They will be expected to use fluency, appropriate prosody and show an understanding of punctuation.

Comprehension: Children will unpick themes across more of the text. They will look in detail at retrieval of answers and inference skills.

Book Talk

All classes across school from Reception to Year 6 have an additional reading session where children are able to discuss the class book they are reading in more depth. Teachers encourage children to make connections during these times. This is done in three ways:

Text to Self

Text to Text

Text to World

Children are taught to notice similarities and differences in characters/settings/events and compare them to themselves. They relate texts to each other, noticing common themes or events across authors or genres. Finally, they relate the events in the book to the world. This opens up opportunities for wider debate and opportunities to discuss morals within the stories. Often these can be linked to our Christian values in school. These conversations are more informal and can be led by the children's ideas.