Reading – Medium Term Plan

Guided reading occurs daily in all year groups across the school, with all classes following a consistent structure (detailed in the table). Year Teams are responsible for choosing age appropriate, yet suitably challenging, texts for guided reading. The books selected across the key stage cover a range of themes and conventions, genres and forms. Every year group has a fiction and non-fiction focus per term usually linked to their topic.

Below details the Guided Reading weekly structure:

Monday	A section of text for the week is shared with the class. It is then explored with the whole class and provides an opportunity for teachers to model reading aloud. Through this session children gain a deep understanding of the text by exploring word meaning and basic comprehension through rich dialogic talk.
Tuesday	All Year groups - The children take on a reading role with the aim of developing rich dialogic talk between the children about the text. Each week the children take on a different role. **Questioner**: To write their own questions about the text. **Summariser**: To summarise the main points of the text which has been read. **Predictor**: To predict the next part of the text using evidence from the text to support their views. **Clarifier:** To identify words/phrases/longer sections in the text which are harder to understand. They use their skills to interpret the meaning for their group to gain a more complete understanding of the text. Children take on their role independently, share with their 'home' group their ideas and then the groups respond.

	Year 6 – The lesson begins with an 'image starter' with children responding as a class to a retrieval, inference and choice question for it.
Wednesday	The lesson begins with an 'image starter' with children responding as a class to a retrieval, inference and choice question for it.
	The teacher models how to construct written responses to questions about the text. Metacognition is used to model how answers are found in the text and how to construct a written answer. Children are made aware of different strands of reading and a range of question types are covered.
	Year 6 – The teacher models questions with the class (as in other year groups) and then children work independently to answer questions similar in style to the modelled responses. The teacher may choose to work with a particular group during this session.
Thursday	Children work independently to answer questions similar in style to the modelled responses of the teacher from the previous session. The teacher may choose to work with a particular group of children during this session.
	Year 6 – Children respond to a 'cold read' / unfamiliar text and answer questions guided or independently through it.
Friday	Children explore aspects of the text through more creative tasks including (but not limited to) word explosions, making connections to other texts and the wider world or producing a short piece of writing from a character's perspective. Teachers may choose to work with specific children and close gaps in learning from the week.

*All year groups need to incorporate 'cold reads' (incorporating link reading texts) throughout the year as follows –

Year 3 – one every half term

Year 4 – one every half term (increasing through the year?)

Year 5 – a minimum of twice every half term (could increase frequency in Summer term)

Year 6 – weekly

Content Domains referred to:

Define 💎	Retrieve 💎	Summarise 💎	Infer 💎	Predict 💎	Relate 💎	Explore 💎	Compare 💎
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text

In the National Curriculum, Reading is split into 'Word Reading' and 'Comprehension' for Years 3 and 4 and Years 5 and 6. Here, the skills are broken down into more specific areas for each year group/s and linked back to the content domains and skills used within our cycle of lessons.

	Word Reading	
	Decoding	Clarify (Explore/ define) (CD 2a)
Year 3	*I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet. *read further exception words, noting the unusual correspondences between spelling and sound – and where these occur in the word	*I can use a dictionary to check the meaning of words that I have read. *I can discuss the meaning of new words in context *I can show an understanding of word meaning by using it in an alternative sentence or suggesting synonyms *I can begin to recognise fact and opinion.
Year 4	*I can apply phonic knowledge to decode unfamiliar words (building on KS1) - read aloud by blending the sounds in words that contain the common graphemes for all 40+ phonemes. * I can read aloud many words quickly and accurately without overt sounding or blending * I can self-correct misread words when reading age-appropriate texts	

Year 5	*I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.	*I can use a dictionary to check the meaning of words that I have read. *I can suggest synonyms for words in the text *I can use contextual and genre knowledge to determine alternate meanings of known words. *I can identify and comment on genre-specific language features used in age-appropriate texts e.g. shades of meaning between similar words.
Year 6		

		Comprehension						
	<u>Range of Reading</u>	<u>Discussing Reading</u>	<u>Retrieval (CD 2b)</u>	<u>Inference (CD 2d)</u>	<u>Prediction (CD 2e)</u>	<u>Summarise (CD 2c)</u>	<u>Relate (CD 2f)</u>	<u>Author intent (choice)</u>
Year 3	*I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *I can read books that are structured in different ways and read for a range of purposes *I can prepare poems and play scripts to read aloud to perform, showing understanding through intonation, tone,	*I can participate in discussion about both books that are read to me and those I can read for myself taking turns and listening to what others say – building on it or counterpointing *I can increase familiarity with a wide range of books, including fairy stories, myths and legends – retelling some of these orally. *I can identify themes and conventions in wide range of	* I can locate information using skimming, scanning and text marking. * I can use the contents and index pages to locate information within a non-fiction text. *I can use key features to locate information on a page (such as subheadings) * I can extract information from age-appropriate texts and make notes using quotation and reference to the text.	*I can make simple inferences about characters' thoughts and feelings and reasons for actions – using both the text and picture clues to help me. *I can discuss the actions of characters making, often, correct inferences but not always fully supported through reference to the text.	*I can make simple predictions, linking to own experience. *I can make plausible predictions based on knowledge of the text but not always fully supported through reference to the text	*I can identify the main points in a text	*I can identify specific language which contributes to the development of meaning *I can identify the words in a text which has made me feel a particular way	*I can show some awareness of the various purposes for reading (reference books for information, poetry for entertaining)
Year 4				*I can make, predominantly, correct inferences, e.g. inferring characters' feelings, thoughts and motives from their actions, often supporting inferences through reference to the text.	*I can make predictions using evidence from the text, experience of reading books in the same genre, by the same author or based on similar themes.	*I can summarise what I have read *I can show understanding of the main points drawn from more than one paragraph.	*I can identify the words in a text which have portrayed a character a particular way *I can compare and contrast different characters, settings and themes in a text	*I can discuss how language used has an effect on the reader. *I can identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader

	volume and action. *I can recognise some different forms of poetry	books (inc. different versions of the same text)				*I can understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise texts. *I can recognise the appropriate use of subheadings to guide the reader in non-fiction	*I can make links between texts *and* to the wider world	*I can notice and discuss the author's choice and order of content linked to purpose. For example: *Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?* *I can discuss how language, structure and presentation are combined to contribute to meaning. *I can begin to discuss the effect that language, structure and presentation have on the reader.
Year 5	*I can learn a wider range of poetry by heart - prepare poems and play scripts to read aloud to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience. *I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	*I can increase my familiarity with a wide range of books, including myths and legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions. *I can identify and discuss themes and conventions in and across a wide range of texts. *I can recommend books that I have read to my peers, giving reasons for my choices *I can participate in discussions	*I can retrieve and collate main ideas from more than one place within an age-appropriate text *I can skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and the screen.	*I can infer meaning (about characters, setting and plot) using evidence from the text and wider experiences. *I can begin to make links between the author's use of language and the inferences drawn.	*I can make predictions and express opinions, explaining and justifying these with reference to the text *I can refer accurately to elements from across the text to support predictions and opinions.	*I can summarise the main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text.	*I can identify and comment on genre-specific language features used in age-appropriate texts e.g. related language to convey information in a non-fiction text. *I can discuss and evaluate the intended impact of the language used with reference to the text. *I can make links between texts and to the wider world. *I can make simple links between age-appropriate texts and their audience, purpose, time and culture. *I can explain and justify comparisons	*I can understand and use technical terms to discuss language effects e.g. simile, metaphor, personification. *I can identify and explain the author's point of view with reference to the text. *I can compare information, characters or events within and between age-appropriate texts, considering the similarities and differences in approaches taken and viewpoints of authors and of fictional characters

	*I can read books that are structured in different ways and reading for a range of purposes comparisons within and across books *I can make comparisons within and across books – break down further	about books, building on my own and others' ideas and challenging views courteously *I can explain and discuss my understanding of what I have read, including through formal presentations and debates *I can provide reasoned justifications for my views – expand on this /break down further				within and between books with reference to key details. *I can make simple links between age-appropriate texts and their audience, purpose, time and culture	
Year 6				*I can make, predominantly, correct inferences, e.g. inferring characters' feelings, thoughts and motives from their actions, often supporting inferences through reference to the text *I can infer meaning using evidence from the text and wider experiences *I can begin to make links between the author's use of language and the inferences drawn *I can begin to see how inferences draw on the connotations of words and their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enables inferences to be developed.	*I can predict what might happen from details stated and implied. *I can make predictions and express opinions, explaining and justifying these with reference to the text *I can refer to the text to support predictions and opinions expanding responses to provide evidence + explanation.	*I can summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.	*I can discuss and evaluate the intended impact of the language used with reference to the text. *I can recognise texts that contain features from more than one genre e.g. a persuasive playscript or description of setting in a biography.	*I can accurately compare information, characters or events within and between age-appropriate texts and between versions of the same text, giving examples to support opinions. *I can compare and discuss accounts of the same: -event -characters -settings -viewpoints In texts, exploring a similar theme or topic, or written in a similar genre *I can understand and use technical terms to discuss language effects e.g. symbol, imagery, analogy and explain why the author has chosen them. *I can identify and comment on the presentational and organisational choices the author has made. *I can discuss and evaluate how successfully the organisation of a text supports the writer's purpose e.g. persuading, explaining, informing.