**Weston Lullingfields Long Term KS2 Guided Reading Plan**

At Weston Lullingfields, we have six reading foci (based on Learning Ladders) that cover all the skills laid out in the National Curriculum 2014. Each term there is a main focus on two of these, although each teacher led guided reading session will probably cover others dependent on the opportunities in the text.

|  |  |
| --- | --- |
| **Decoder**  The decoder is able to read the words – breaking down the sentences into words, words into syllables, syllables into sounds. They also use of punctuation accurately to help them scan the text. The aim of this focus is for children to be able to read aloud or independently with fluency. | **Comprehender**  This concentrates on understanding the text in a literal way. A comprehender is able to answer questions such as who, when, what and can retell what they have just read. They are able to retrieve information directly from the text. |
| **Detective**  The detective looks beyond the actual text. They are able to make predictions about what will happen next, assess the motivations and actions, draw inferences and conclusions about how a character is feeling without being told directly in the text. | **Language Lover**  The language lover looks at how the author has affected the reader through their choice of language or style. |
| **Responder**  The responder is able to give their opinions about a text, and relate it to their own experience. They can explore the issues raised and examine point of view (particularly of the author but also their own). | **Big Reader**  A big reader looks at the context of the book – whether it is historical, cultural or social. They are able to compare different books by the same author or with a similar theme. They are able to compare and evaluate their reading. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Autumn** | **Spring** | **Summer** |
| **1**  **2016-17**  **Class books** | **Modern and Classic**  Oliver Twist by Charles Dickens  Street Child by Berlie Doherty | **Author Focus: Roald Dahl**  Charlie and the Chocolate Factory by Roald Dahl  Boy by Roald Dahl | **A sense of Place**  The Little House on the Prairie by Laura Ingalls Wilder  Adolphus Tips by Michael Morpurgo |
| **Reading Focus 1** | **Reading Focus**  Decoder  Yr 3  To be able to read out loud confidently, understanding how to use a range of punctuation  To use knowledge of root words, suffixes and prefixes to read and understand new words  To use the context of the sentence to help me to read unfamiliar words  Yr 4  To recognise and understand an even greater variety of suffixes and prefixes  To read on sight all the words from the year 3 and 4 spelling list  To can recognise where words are an exception to the rule  Yr 5  To respond to more sophisticated punctuation  To maintain fluency and accuracy when reading complex sentences, with subordinate clauses  To work out the pronunciation of homophones, using the context of the sentence  Yr 6  To cope with different features of language used in poems and prose, e.g. dialect  To cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary  To use connectives as signposts to indicate a change of tone | **Reading Focus** Big Reader  Yr 3  To start to make simple connections between books by the same author – ‘Dick King-Smith often writes about animals’  To start to recognise some features of the text that relate to its historical setting or its social or cultural background –‘the girl had on red flannel petticoats because that is what they wore then’  To retell some of the stories that I am familiar with orally  Yr 4  To make connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’  To make simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting – ‘the island sounds really dangerous to us because we haven’t heard of these creatures’  To recognise some different forms of poetry  Yr 5  To compare the openings of a particular novel with the beginnings of other novels read recently  To understand that texts reflect the time and culture in which they were written – ‘Hound of the Baskervilles would have been very scary for Victorian readers’  To participate in discussions about books, building on my own and other’s ideas and challenging views courteously  Yr 6  To begin to evaluate texts by comparing how different sources treat the same information  To understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then’  To identify different character types across a range of texts  To identify themes across a range of texts (social, cultural and historical) | **Reading Focus** Language Lover  Yr 3  To discuss words and phrases that capture the reader’s interest and imagination  To comment on the choice of language to create moods and tension – ‘crept makes you know he was quiet but also that he was going slowly because he did not want to be caught’  Yr 4  To know how suspense is built up in a story, including the development of the plot  To recognise the use and effect of patterned language in text  To find and comment on examples of how authors express different moods, feelings and attitudes  Yr 5  To identify and describe the styles of individual writers and poets  To identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose  To use language features of a range of non-fiction text-types to support understanding  Yr 6  To know how style and vocabulary are linked to the purpose of the text – ‘obviously, common sense tells us…’ in a persuasive text  To compare and contrast the styles of individual writers and poets providing examples  To comment on and explain the writer’s use of language features – ‘the rhythm and rhyme patter together make it mimetic, like the rhythm of a train’ |
| **Reading Focus 2** | **Reading Focus** Comprehender  Yr 3  To use alphabetically ordered texts to find information  To identify the features of different types of texts  To use a range of organisational features to locate information, such as labels, diagrams and charts  Yr 4  To can locate information using skimming, scanning and text marking  To identify features of different fiction genres To compare and contrast and evaluate different non-fiction texts  Yr 5  To summarise the main ideas drawn from more than one paragraph  To discuss complex narrative plots  Yr 6  To distinguish between statements of fact and opinion  To recognise texts that contain features of more than one text type (e.g. persuasive letter)  To prepare for factual research, considering what is known already | **Reading Focus** Detective  Yr 3  To justify inferences with evidence from the text  To justify predictions with evidence from the text  To empathise with a character  Yr 4  To pull together clues from action, dialogue and description to infer meaning  To make predictions with evidence from the text and with knowledge of wider reading  Yr 5  To draw information from different parts of the text to infer meaning  To discuss moods, feelings and attitudes using inference  To recognise different points of view  Yr 6  To identify and comment on explicit and implicit points of view  To use PEE (point, evidence, explain) to support predictions and inferences  To use detailed knowledge of texts types to make reasoned predictions | **Reading Focus** Responder  Yr 3  To understand what the writer might be thinking – ‘he thinks they are being mean’  To begin to identify and comment on different points of view in the text  To evaluate specific texts with reference to text types  Yr 4  To identify themes and conventions in a wide range of books  To identify main ideas drawn from more than one paragraph and can summarise these  To understand how the author wants the reader to  Yr 5  To be able to talk about themes in a story and recognise thematic links with other texts  To talk about the author’s techniques for describing characters, settings and actions  To recognise ways in which writers present issues and points of view in fiction and non-fiction texts – ‘he has only mentioned bad points about air travel’  Yr 6  To respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author’s solution  To comment critically on the overall impact of poetry or prose with references to the text  To identify and describe the key characteristics about a writer’s or poet’s style  To identify and discuss themes and conventions in and across a wide range of writing |
| **Text Types** | **Non-Fiction**  Biography  Chronological reports  **Fiction**  Historical fiction  Scripts (television & fictional) | **Non-Fiction**  Instructional  Persuasive  **Fiction**  Comedic | **Non-Fiction**  Non-Chronological reports  Autobiography  **Fiction**  Stories with a strong setting  **Poetry of place** |
| **2**  **2017-18**  **Class books** | **Issues – where am I at home?**  Harry Potter and the Philosopher’s Stone by JK Rowling  The Suitcase Kid by Jacqueline Wilson | **Science Fiction**  Ender’s Game by Orson Scott Card  A Wrinkle in Time by Madeleine L’Engle | **Modern and Classic adventures on the sea**  Why the Whales Came by Michael Morpurgo  Treasure Island by Robert Louis Stevenson |
| **Reading Focus 1** | **Reading Focus** Detective  Yr 3  To justify inferences with evidence from the text  To justify predictions with evidence from the text  To empathise with a character  Yr 4  To pull together clues from action, dialogue and description to infer meaning  To make predictions with evidence from the text and with knowledge of wider reading  Yr 5  To draw information from different parts of the text to infer meaning  To discuss moods, feelings and attitudes using inference  To recognise different points of view  Yr 6  To identify and comment on explicit and implicit points of view  To use PEE (point, evidence, explain) to support predictions and inferences  To use detailed knowledge of texts types to make reasoned predictions | **Reading Focus**  Decoder  Yr 3  To be able to read out loud confidently, understanding how to use a range of punctuation  To use knowledge of root words, suffixes and prefixes to read and understand new words  To use the context of the sentence to help me to read unfamiliar words  Yr 4  To recognise and understand an even greater variety of suffixes and prefixes  To read on sight all the words from the year 3 and 4 spelling list  To can recognise where words are an exception to the rule  Yr 5  To respond to more sophisticated punctuation  To maintain fluency and accuracy when reading complex sentences, with subordinate clauses  To work out the pronunciation of homophones, using the context of the sentence  Yr 6  To cope with different features of language used in poems and prose, e.g. dialect  To cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary  To use connectives as signposts to indicate a change of tone | **Reading Focus** Big Reader  Yr 3  To start to make simple connections between books by the same author – ‘Dick King-Smith often writes about animals’  To start to recognise some features of the text that relate to its historical setting or its social or cultural background –‘the girl had on red flannel petticoats because that is what they wore then’  To retell some of the stories that I am familiar with orally  Yr 4  To make connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’  To make simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting – ‘the island sounds really dangerous to us because we haven’t heard of these creatures’  To recognise some different forms of poetry  Yr 5  To compare the openings of a particular novel with the beginnings of other novels read recently  To understand that texts reflect the time and culture in which they were written – ‘Hound of the Baskervilles would have been very scary for Victorian readers’  To participate in discussions about books, building on my own and other’s ideas and challenging views courteously  Yr 6  To begin to evaluate texts by comparing how different sources treat the same information  To understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then’  To identify different character types across a range of texts  To identify themes across a range of texts (social, cultural and historical) |
| **Reading Focus 2** | **Reading Focus** Responder  Yr 3  To understand what the writer might be thinking – ‘he thinks they are being mean’  To begin to identify and comment on different points of view in the text  To evaluate specific texts with reference to text types  Yr 4  To identify themes and conventions in a wide range of books  To identify main ideas drawn from more than one paragraph and can summarise these  To understand how the author wants the reader to  Yr 5  To be able to talk about themes in a story and recognise thematic links with other texts  To talk about the author’s techniques for describing characters, settings and actions  To recognise ways in which writers present issues and points of view in fiction and non-fiction texts – ‘he has only mentioned bad points about air travel’  Yr 6  To respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author’s solution  To comment critically on the overall impact of poetry or prose with references to the text  To identify and describe the key characteristics about a writer’s or poet’s style  To identify and discuss themes and conventions in and across a wide range of writing | **Reading Focus** Comprehender  Yr 3  To use alphabetically ordered texts to find information  To identify the features of different types of texts  To use a range of organisational features to locate information, such as labels, diagrams and charts  Yr 4  To can locate information using skimming, scanning and text marking  To identify features of different fiction genres To compare and contrast and evaluate different non-fiction texts  Yr 5  To summarise the main ideas drawn from more than one paragraph  To discuss complex narrative plots  Yr 6  To distinguish between statements of fact and opinion  To recognise texts that contain features of more than one text type (e.g. persuasive letter)  To prepare for factual research, considering what is known already | **Reading Focus** Language Lover  Yr 3  To discuss words and phrases that capture the reader’s interest and imagination  To comment on the choice of language to create moods and tension – ‘crept makes you know he was quiet but also that he was going slowly because he did not want to be caught’  Yr 4  To know how suspense is built up in a story, including the development of the plot  To recognise the use and effect of patterned language in text  To find and comment on examples of how authors express different moods, feelings and attitudes  Yr 5  To identify and describe the styles of individual writers and poets  To identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose  To use language features of a range of non-fiction text-types to support understanding  Yr 6  To know how style and vocabulary are linked to the purpose of the text – ‘obviously, common sense tells us…’ in a persuasive text  To compare and contrast the styles of individual writers and poets providing examples  To comment on and explain the writer’s use of language features – ‘the rhythm and rhyme patter together make it mimetic, like the rhythm of a train’ |
| **Text Types** | **Non-Fiction**  Instructional texts  Persuasive Texts  **Fiction**  Fantasy | **Non-Fiction**  Biography  Chronological reports  **Fiction**  Science fiction  Scripts (television) | **Non-Fiction**  Discussion reports  Explanatory Texts  **Fiction**  Adventure stories  **Poetry about the sea** |
| **3**  **2014-15**  **Class books** | **Historical fiction**  The Roman Mysteries by Caroline Lawrence  The Eagle of the Ninth by Rosemary Sutcliffe | **Stories from another culture**  Broken Glass by Sally Grindley  Journey to Jo’Burg by Beverley Naidoo | **Myths and Legends**  The Seeing Stone by Kevin Crossley-Holland  Beowulf by Michael Morpurgo  Beowulf the dragon slayer by Rosemary Sutcliffe  Beowulf the Brave by Oakley Graham |
| **Reading Focus 1** | **Reading Focus** Big Reader  Yr 3  To start to make simple connections between books by the same author – ‘Dick King-Smith often writes about animals’  To start to recognise some features of the text that relate to its historical setting or its social or cultural background –‘the girl had on red flannel petticoats because that is what they wore then’  To retell some of the stories that I am familiar with orally  Yr 4  To make connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’  To make simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting – ‘the island sounds really dangerous to us because we haven’t heard of these creatures’  To recognise some different forms of poetry  Yr 5  To compare the openings of a particular novel with the beginnings of other novels read recently  To understand that texts reflect the time and culture in which they were written – ‘Hound of the Baskervilles would have been very scary for Victorian readers’  To participate in discussions about books, building on my own and other’s ideas and challenging views courteously  Yr 6  To begin to evaluate texts by comparing how different sources treat the same information  To understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then’  To identify different character types across a range of texts  To identify themes across a range of texts (social, cultural and historical) | **Reading Focus** Responder  Yr 3  To understand what the writer might be thinking – ‘he thinks they are being mean’  To begin to identify and comment on different points of view in the text  To evaluate specific texts with reference to text types  Yr 4  To identify themes and conventions in a wide range of books  To identify main ideas drawn from more than one paragraph and can summarise these  To understand how the author wants the reader to  Yr 5  To be able to talk about themes in a story and recognise thematic links with other texts  To talk about the author’s techniques for describing characters, settings and actions  To recognise ways in which writers present issues and points of view in fiction and non-fiction texts – ‘he has only mentioned bad points about air travel’  Yr 6  To respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author’s solution  To comment critically on the overall impact of poetry or prose with references to the text  To identify and describe the key characteristics about a writer’s or poet’s style  To identify and discuss themes and conventions in and across a wide range of writing | **Reading Focus**  Decoder  Yr 3  To be able to read out loud confidently, understanding how to use a range of punctuation  To use knowledge of root words, suffixes and prefixes to read and understand new words  To use the context of the sentence to help me to read unfamiliar words  Yr 4  To recognise and understand an even greater variety of suffixes and prefixes  To read on sight all the words from the year 3 and 4 spelling list  To can recognise where words are an exception to the rule  Yr 5  To respond to more sophisticated punctuation  To maintain fluency and accuracy when reading complex sentences, with subordinate clauses  To work out the pronunciation of homophones, using the context of the sentence  Yr 6  To cope with different features of language used in poems and prose, e.g. dialect  To cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary  To use connectives as signposts to indicate a change of tone |
| **Reading Focus 2** | **Reading Focus** Detective  Yr 3  To justify inferences with evidence from the text  To justify predictions with evidence from the text  To empathise with a character  Yr 4  To pull together clues from action, dialogue and description to infer meaning  To make predictions with evidence from the text and with knowledge of wider reading  Yr 5  To draw information from different parts of the text to infer meaning  To discuss moods, feelings and attitudes using inference  To recognise different points of view  Yr 6  To identify and comment on explicit and implicit points of view  To use PEE (point, evidence, explain) to support predictions and inferences  To use detailed knowledge of texts types to make reasoned predictions | **Reading Focus** Comprehender  Yr 3  To use alphabetically ordered texts to find information  To identify the features of different types of texts  To use a range of organisational features to locate information, such as labels, diagrams and charts  Yr 4  To can locate information using skimming, scanning and text marking  To identify features of different fiction genres To compare and contrast and evaluate different non-fiction texts  Yr 5  To summarise the main ideas drawn from more than one paragraph  To discuss complex narrative plots  Yr 6  To distinguish between statements of fact and opinion  To recognise texts that contain features of more than one text type (e.g. persuasive letter)  To prepare for factual research, considering what is known already | **Reading Focus** Language Lover  Yr 3  To discuss words and phrases that capture the reader’s interest and imagination  To comment on the choice of language to create moods and tension – ‘crept makes you know he was quiet but also that he was going slowly because he did not want to be caught’  Yr 4  To know how suspense is built up in a story, including the development of the plot  To recognise the use and effect of patterned language in text  To find and comment on examples of how authors express different moods, feelings and attitudes  Yr 5  To identify and describe the styles of individual writers and poets  To identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose  To use language features of a range of non-fiction text-types to support understanding  Yr 6  To know how style and vocabulary are linked to the purpose of the text – ‘obviously, common sense tells us…’ in a persuasive text  To compare and contrast the styles of individual writers and poets providing examples  To comment on and explain the writer’s use of language features – ‘the rhythm and rhyme patter together make it mimetic, like the rhythm of a train’ |
| **Text Types** | **Non-Fiction**  Dictionary/definition/encyclopediea entries  Letters formal and informal  **Fiction**  Mystery Stories | **Non-Fiction**  Non-Chronological reports  Figurative and descriptive writing  Discussion Texts  **Fiction**  Stories set in a different culture | **Non-Fiction**  Chronological reports  Non-Chronological reports  **Epic Poetry**  **Fiction**  Myths and Legends |
| **4**  **2015-16**  **Class books** | **Issues: Money**  Hackers by Malorie Blackman  Millions by Frank Cottrell Boyce  Billionaire Boy by David Walliams | Northern Lights by Phillip Pullman  The Boy in the Stripped Pyjamas by John Boyne  Carrie’e War by Nina Bawden | Percy Jackson and the Lightning Thief by Rick Riordon  Shakespeare Workshop – Midsummer’s Night Dream |
| **Reading Focus 1** | **Reading Focus** Responder  Yr 3  To understand what the writer might be thinking – ‘he thinks they are being mean’  To begin to identify and comment on different points of view in the text  To evaluate specific texts with reference to text types  Yr 4  To identify themes and conventions in a wide range of books  To identify main ideas drawn from more than one paragraph and can summarise these  To understand how the author wants the reader to  Yr 5  To be able to talk about themes in a story and recognise thematic links with other texts  To talk about the author’s techniques for describing characters, settings and actions  To recognise ways in which writers present issues and points of view in fiction and non-fiction texts – ‘he has only mentioned bad points about air travel’  Yr 6  To respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author’s solution  To comment critically on the overall impact of poetry or prose with references to the text  To identify and describe the key characteristics about a writer’s or poet’s style  To identify and discuss themes and conventions in and across a wide range of writing | **Reading Focus**  Decoder  Yr 3  To be able to read out loud confidently, understanding how to use a range of punctuation  To use knowledge of root words, suffixes and prefixes to read and understand new words  To use the context of the sentence to help me to read unfamiliar words  Yr 4  To recognise and understand an even greater variety of suffixes and prefixes  To read on sight all the words from the year 3 and 4 spelling list  To can recognise where words are an exception to the rule  Yr 5  To respond to more sophisticated punctuation  To maintain fluency and accuracy when reading complex sentences, with subordinate clauses  To work out the pronunciation of homophones, using the context of the sentence  Yr 6  To cope with different features of language used in poems and prose, e.g. dialect  To cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary  To use connectives as signposts to indicate a change of tone | **Reading Focus** Language Lover  Yr 3  To discuss words and phrases that capture the reader’s interest and imagination  To comment on the choice of language to create moods and tension – ‘crept makes you know he was quiet but also that he was going slowly because he did not want to be caught’  Yr 4  To know how suspense is built up in a story, including the development of the plot  To recognise the use and effect of patterned language in text  To find and comment on examples of how authors express different moods, feelings and attitudes  Yr 5  To identify and describe the styles of individual writers and poets  To identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose  To use language features of a range of non-fiction text-types to support understanding  Yr 6  To know how style and vocabulary are linked to the purpose of the text – ‘obviously, common sense tells us…’ in a persuasive text  To compare and contrast the styles of individual writers and poets providing examples  To comment on and explain the writer’s use of language features – ‘the rhythm and rhyme patter together make it mimetic, like the rhythm of a train’ |
| **Reading Focus 2** | **Reading Focus** Big Reader  Yr 3  To start to make simple connections between books by the same author – ‘Dick King-Smith often writes about animals’  To start to recognise some features of the text that relate to its historical setting or its social or cultural background –‘the girl had on red flannel petticoats because that is what they wore then’  To retell some of the stories that I am familiar with orally  Yr 4  To make connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’  To make simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting – ‘the island sounds really dangerous to us because we haven’t heard of these creatures’  To recognise some different forms of poetry  Yr 5  To compare the openings of a particular novel with the beginnings of other novels read recently  To understand that texts reflect the time and culture in which they were written – ‘Hound of the Baskervilles would have been very scary for Victorian readers’  To participate in discussions about books, building on my own and other’s ideas and challenging views courteously  Yr 6  To begin to evaluate texts by comparing how different sources treat the same information  To understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then’  To identify different character types across a range of texts  To identify themes across a range of texts (social, cultural and historical) | **Reading Focus** Detective  Yr 3  To justify inferences with evidence from the text  To justify predictions with evidence from the text  To empathise with a character  Yr 4  To pull together clues from action, dialogue and description to infer meaning  To make predictions with evidence from the text and with knowledge of wider reading  Yr 5  To draw information from different parts of the text to infer meaning  To discuss moods, feelings and attitudes using inference  To recognise different points of view  Yr 6  To identify and comment on explicit and implicit points of view  To use PEE (point, evidence, explain) to support predictions and inferences  To use detailed knowledge of texts types to make reasoned predictions | **Reading Focus** Comprehender  Yr 3  To use alphabetically ordered texts to find information  To identify the features of different types of texts  To use a range of organisational features to locate information, such as labels, diagrams and charts  Yr 4  To can locate information using skimming, scanning and text marking  To identify features of different fiction genres To compare and contrast and evaluate different non-fiction texts  Yr 5  To summarise the main ideas drawn from more than one paragraph  To discuss complex narrative plots  Yr 6  To distinguish between statements of fact and opinion  To recognise texts that contain features of more than one text type (e.g. persuasive letter)  To prepare for factual research, considering what is known already |
| **Text Types** | **Non-Fiction**  Instructional texts  Persuasive writing  **Fiction**  Use of Flash backs or Timey Wimey Stories | **Non-Fiction**  Chronological reports  Non-chronological reports  **Fiction**  Exploring/Adventure stories | **Non-Fiction**  Biography  Letters –formal and informal  **Fiction**  Myths and legends  Play scripts |