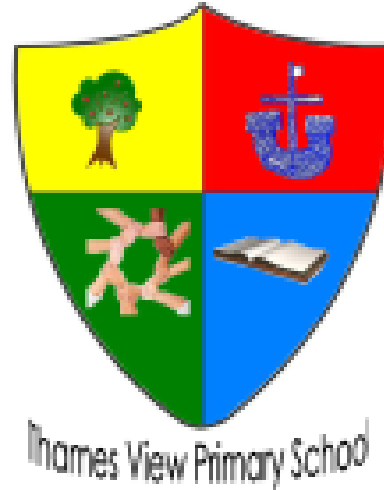# Thames view Primary School

Reading Long term plan

2022-2023

The teaching of reading

This document should be used alongside the English progression maps and the reading policy. The rationale and approach to reading will not change yearly however the use of texts throughout the school will be constantly reviewed and updated in light of children's interests, new texts being published and engagement and impact review tasks.

At Thames View Primary school, reading is at the heart of what we do. Without sound reading skills, opportunities to access and succeed in all other curriculum areas is impeded. We have adopted a whole class reading approach that will be developed from year 1 through to Year 6. Year 1 will build up to a whole class reading approach throughout the year but books will always be core to the curriculum. We are using the VIPERS approach to structure how we teach the appropriate reading skills. Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. Instead of having a long, wordy objectives we can break them down into 6 simple words using Reading Vipers which were created by Rob Smith (The Literacy Shed) The Reading Vipers can be used by both KS1 and KS2 with a little adaptation. The main difference being in the 'S' – sequence for key stage one and summarise for keys stage 2.

Reading lessons using the VIPERS model should take place 4 x week for 30 minutes, with an additional slots that are reading for pleasure. There will a build-up of these in Year 1 as they manage the transition from Early Years. Sessions may vary from class to class depending on the needs of the children, but a general rule, time spent on each VIPER is based upon the English Reading Test Framework (2016). There are a number of marks available for each content domain. This means that the majority of KS1 time is spent on Retrieve, followed by Infer with the rest of the content domains being balanced. In KS2 the majority of questions are based on the Retrieve and Infer VIPER, followed by Vocabulary and Summarise.

During a typical week/session, the teacher will share what area the children will be focussing on. Teachers will carefully select up to 4 four key vocabulary words that they want the children to learn that week. These will be identified during the first session of the week and then embedded throughout the rest of the week during the reading sessions and across the wider school day to allow for children to use these words in different contexts.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Teachers plan key questions each session based on the content domain being focused. Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. It is advisable to use a maximum of three questions each session to ensure children have time to provide quality answers. At times, children are given sentence stems and vocabulary that is expected to be used within their answer. There may be occasions where multiple of skills are being reviewed and applied within one session. Here is an example of how a whole class reading session may be structured.

Outline of potential reading session

Part 1) Reading - Introduction of chapter or extract (10 mins)

• The teacher should typically begin the reading in the session, modelling good use of intonation, movement, volume and expression. Children will pick up good reading styles from teachers' performances.

• Children may then be asked to take over reading. On a signal, children may read together in chorus. Independent reading may feature also, with the lower ability children reading alongside their support partner.

Part 2) Quick fire discussion / Modelling skill (10 mins)

• Quick fire questions - At a basic level, these questions allow you to assess if the children have understood and accessed the text. It may take the form of true/false activity or a speedy retrieval quiz (paired, independent or whole class).

• Focus VIPERS - Children must be given opportunities to focus on each VIPER skill in separate lessons. (VIP – showing most in SATS). Therefore, each lesson may focus on one or two particular VIPER skills, with some sessions focusing on a range of skills.

• Vocabulary - You may choose to focus on vocabulary as the main VIPER skill at the beginning of each week or in each individual session, you may choose to display and discuss new vocabulary before it comes up in reading. Any opportunity to explore potentially new words or phrases throughout the week should be welcomed. These words could be displayed or referred to throughout the week on a working wall, or children could collect them in a word web in their reading books.

• Modelling - Teachers will need to model how to answer a particular type of VIPER question before children attempt further questions using this skill. If the skill is explaining for example, the teacher should model a high-quality response with evidence provided to support. Teachers should model and encourage children to make good use of sentence stems.

Part 3) Application of VIPERS skill (10 mins)

Children work on VIPERS activities independently or in pairs using the VIPER template for questions in their books. Questions can be differentiated to address specific skill gaps but this should involve only slight tweaking. The last lesson may be a collection of VIPERS questions. The teacher can work with a group or work around everyone. It is sensible to stop and discuss answers for instant and effective assessment. This gives you an opportunity to sit with the children and talk through any misconceptions. Teachers are advised to make use of self and peer marking in some sessions.

Texts used throughout

Throughout each year children will have the chance to read, or have read to them a wide variety of texts. Core texts will be used in each term and will support curriculum learning. This will be supported by a range of additional texts chosen by teachers using our school book spine. The texts used are continually reviewed to ensure we are exposing our children to relevant, and quality children's literature.
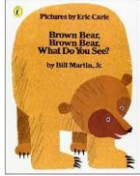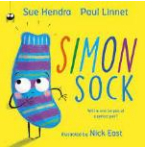
In KS2, children will have additional small whole class reading units which focus on specific non-fiction themes, inspirational people, poetry and songs from history, current popular music and musicals.

Independent reading

All children will have an individual reading book that is closely aligned to their phonic phase, reading band and reading age. The book band system is regularly reviewed to ensure that all books are appropriately decodable. Children's attainment against the book bands will be tracked and monitored regularly by the teacher. Reading with children 1-1 is a key tool in assessing children's progress and attainment with writing. For those children who are in the bottom 20% it will be necessary to ensure they read with an adult 1-1 more than is stated in the reading policy.
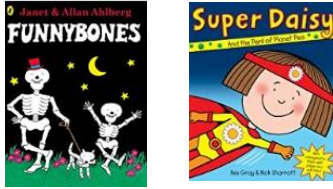
For those children that are free readers, it is still necessary for the teacher to monitor book choices and appropriateness of challenge and understanding of themes/plot.

Reading Long Term Plan				
Foundation Stage			

Key Texts	Intent	Implementation	Reading for Pleasure
Autumn Brown Bear, Brown Bear what do you see? From Head to Toe How are you feeling today? Colour monster Only one you My body Boogie Bear Whatever Next - Space We're going on a Bear Hunt The Big bear, little mouse and the red ripe strawberry T'was the night before Christmas **Spring** The Elves and the Shoemaker The True story of the Three Little Pigs The Gingerbread Man The Three Billy Goats Gruff Noah's Ark Materials Floating and Sinking The Smartest giant in Town Room on the Broom Stickman Norman and the Silly shell Simon Sock **Summer** The Little Red Hen The Tiny Seed The Extraordinary Gardiner The Hungry Caterpillar Non-fiction growing and mini-beast books The little Acorn The life of a plastic bottle Something swallowed Stanley Antarctica Handa's Surprise Paddington The Koala who could Rainforest adventure Same, Same but different, The Proudest Blue Nelly takes New York	It is our intention to develop a love of books as we believe this is the key to becoming a confident reader in the Foundation Stage at Thames View Primary. We base all our themed work around stories and non-fiction books, please see the key texts. The children are given a daily diet of reading whether this be in the form of story time, information books in different areas of the provision, poetry and fiction books in the reading corner, or reading captions and labels outside in the environment. We ensure the children are immersed in an engaging reading environment and provide the children with as many opportunities as possible to find their love of books and reading. The children develop their reading techniques through phonological awareness, daily phonics lessons, and creative writing opportunities. They are all given a phonetically decoding book as soon as they developed enough knowledge of GPC. Reading at home plays a vital role in developing the children's reading ability.	We support reading and phonic development with activities linked to Phonological Awareness. This develops the ability to hear, identify, and manipulate the sounds of the language. It is important because it is the primary predictor of early reading and spelling skills as children enter Foundation Stage. Every day we have half hour phonics/phonological awareness sessions. We practise our writing and show how the letters are formed. We learn the sounds (phonemes) of the alphabet and a range of digraphs and trigraphs (2 or 3 letters that make a sound e.g. igh makes an 'I' sound in light.) We teach a new sound every day and the children practise and consolidate these sounds through playing games and taking part in reading activities. They blend (read) and segment (spell) words using the sounds they have learnt. The children move from phase 1 to 3 in phonics during their time in the foundation stage depending on their confidence and ability. We expect the children in Foundation Stage to be confident in Phase 3.	Children will engage with stories through daily storytime. These will be carefully selected texts that have been chosen based on children's interests, high quality narrative and vocabulary and opportunities to develop understanding of structure. Children will have opportunities to read and re-read stories so they develop a repertoire of good stories. The stories will be available to choose from within the classes reading areas. Children will have the opportunity to explore familiar stories through role play and initiated learning time.

Age banding	Key skills, knowledge and understanding
Birth to three	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own idea Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Three and Four year olds	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book- page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
Children in Reception	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading Long Term Plan
Year One

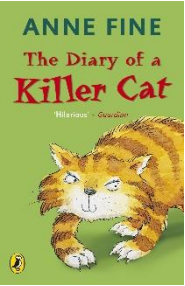| Key Texts	Intent	Implementation	Reading for Pleasure
Autumn **Ourselves / Superheroes** **Spring** **Spring** **Space / Animals** **Summer** **Hot and Cold / Seaside** 	We intend to develop the children's fluency skills in year 1 so that they can read accurately and confidently by blending the sounds in words that contain common graphemes. We improve these skills further by modelling and teaching the children to use expression and take notice of punctuation when reading. We intend for all children to be on the Orange Tigers by the end of year 1 in order for them to reach the expected level. We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children every day during story time. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We encourage pupils to tell and retell lots of stories with enthusiasm, engagement and enjoyment including fairy stories and well known rhymes. The children have opportunities to do this in our classroom reading areas and in small group sessions.	To implement our intent for children to become confident decoders, we have daily phonics lessons which give children opportunities to review learnt sounds and learn new phonemes and graphemes. We intend for children to be secure in Phase 5 by the end of Year 1. To implement our intent for reading in year 1, we develop a positive attitude and love of reading so that the children see themselves as 'readers' no matter what their ability. The children read in differentiated groups with books that are just above their current home reading level. The children take turns to read, act out the stories and will answer oral comprehension questions asked by the adult leading the session. These questions are based on the 7 key reading strands we use at Thames View, these strands are: ***Vocabulary, Inference, Prediction, Explaining, Retrieving and Sequencing skills.*** We call these our VIPERS skills. sequencing, predicting and inference. The children will progress to develop their answers in written form and through the use of sentence stems. The children develop book talk through English lessons where a key text is used to promote reading and writing skills. The children change their home reading books whenever they need to and have a weekly library slot where they can choose a library book to borrow from school. The children are taught how to handle and look after the books. All children are heard read 1-1 with an adult on a weekly basis.	We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children every day during story time. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We encourage pupils to tell and retell lots of stories with enthusiasm, engagement and enjoyment including fairy stories and well-known rhymes. The children have opportunities to do this in our classroom reading areas and in small group sessions. Children are encouraged to share stories with each other and there are opportunities to read and act out within learning station time.

Reading knowledge, skills and understanding Year One							
YR GROUP	**Decoding**	**V** Vocabulary	**I** Inference	**P** Prediction	**E** Explaining	**R** Retrieval	**S Sequence**
1	Give sound when shown most phase 2 and 3 graphemes Find most phase 2 and graphemes when give the sound Blend, segment and read CVC words Read phase 3 tricky words Read phase three decodable words Read simple sentences Use simple sentences Use phonic knowledge to attempt longer unfamiliar words Uses pictures to help with decoding	Begin to use the language patterns of stories when retelling familiar stories	Use knowledge of simple sentence structures and related patterns to make predictions and check reading of words Relate story settings and incidents to own experiences	Recognise and join in with predictable phrases	Know that print carries meaning and in English is read from left to right and top to bottom Say if they like a book and identify parts they particularly liked Find different books around a simple theme	Can listen attentively to a story and poem and discuss Recall some aspects of the narrative, drawing on language patterns of stories	
1	Give sound when shown most phase 2 and 3 graphemes Find most phase 2 and graphemes when give the sound Blend, segment and read words containing adjacent consonants Read phase 4 decodable words Sustain independent reading of complete texts at appropriate level	Can identify and appreciate the patterns and structures of poems and patterned texts Can recite rhymes and poems by heart	Use understanding of incidents, characters and settings to make predictions Talk about stories and other texts identifying major points and key themes		Understand and uses terms referring to conventions of print Recognises ways emphasis had been created in a text e.g. capitalisation , bold Shows understanding of how simple diagrams and charts add information	Show an understanding of how information can be found in non-fiction texts to answer where, whom why or how questions	
1	Give sound when shown any graphemes Read phonically decodable two and three decodable words Read familiar texts aloud with fluent taking grammar into account Understand the apostrophe represents omitted letters in phase 5 high frequency contracted words Understand and spell words with prefix 'un' Understand and spell words with suffixes –s, -es, -ing, -ed, -er, -est	Enjoys word play in books, may be able to identify words and phrases they particularly like in books	Compare stories, identifying common themes and characters and contribute to discussions	Understand the difference between fiction and non-fiction and make predictions based on title, cover and blurb etc.	Make choices from a selection of texts and begins to justify preferences Sort books by themes	Use specific information in a text to give answers to simple where, who, why or how questions	Identify and discuss the main events or key points in a texts

	Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
	Draw upon knowledge of vocabulary in order to understand the text	Make inferences from the text	Predict what you think will happen based on the information you have been given	Explain your preferences, thoughts and opinions about the text	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information	Sequence the key events in the story
Sentence stems	What does the word….mean in this sentence? Find and copy a word which means… What does this word or phrase tell you about…? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting? Can you think of any other words the author could use to describe…?	Why was….feeling…? Why did …. Happen? Why did ….say…? Can you explain why…..? How does…..make you feel?	Look at the cover/blurb – what do you think this book will be about? What do you think will happen next? What is happening? What do you think happened before? What do you think will happen after?	Who is your favourite character? Why? Would you like to live in this setting? Why/Why not? Do you like this story? What do you like about it?	What kind of text is this? Who did…? Where did…? When did…? What happened when..? Why did…happen? How did….? How many….? What happened to…?	Can you number these events 1-5 in the order they happened? What happened after…? What was the first thing that happened in the story?

Reading Long Term Plan
Year Two

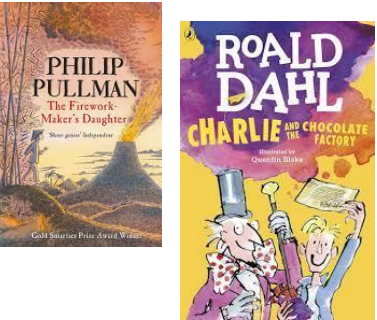| Example of key texts used.	Intent	Implementation	Reading for Pleasure
Autumn **Spring** **Summer**	In year 2, we intend to build the children's fluency skills so that they can read confidently and with expression, applying their phonic knowledge and skills as the main route to decoding unfamiliar words. We develop the children's skills so that they can read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text. We intend for all children to be on the Gold Butterflies reading level by the end of year 2 in order for them to reach the expected level. We enable pupils to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently during story time or other read aloud sessions. This continues the exposure of more adventurous vocabulary for the children to fully understand the meaning of words that are being read to them. Children are able to develop their inference skills, make predictions, find key features of both fiction and non-fiction, discuss vocabulary used and summarize what has happened in both whole class and carousel reading sessions.	We implement our intent for the children in year 2 by continuing to develop a love of reading, providing all children with a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. The children have dedicated reading sessions every week based on the key text we are doing in class. These questions are based on the 7 key reading strands we use at Thames View, these strands are: ***Vocabulary, Inference, Prediction, Explaining, Retrieving and Sequencing skills.*** We call these our VIPERS skills. sequencing, predicting and inference. The children take part in whole class reading every day, this is supported by dedicated 1-1 reading slot with an adult for every child. The children continue daily phonics sessions that are differentiated to the current phase they are working on, as well as daily spelling sessions. Quality texts are also used within writing sessions to ensure children have a broad range of texts available.	We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children at least three times a week. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We encourage pupils to tell and retell lots of stories with enthusiasm, engagement and enjoyment including fairy stories and well-known rhymes. The children have opportunities to do this in our classroom reading areas and in small group sessions.

	Reading knowledge, skills and understanding Year 2						
YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Sequence
2	Give the sound when shown any grapheme taught Apply phonic knowledge to read unfamiliar and CEW that not completely decodable, taking into account what word would make sense Check that texts makes sense and correct inaccurate reading	Identify words particularly lied in story books Identify rhyming and alliterative words in poetry and finding	Use prior knowledge, background information and vocabulary provided to understand the text	Make simple predictions based on their own experiences, about what may happen in a book	Describe and explain the differences between fiction and non-fiction texts Say if they liked a book and identify the parts they particularly liked	For texts read independently: Recall ideas and story with support Find information on a given page in responses to a direct question	
2	Give the sound when shown any grapheme taught Read Phase 5 tricky words Read automatically all letters and sounds 100 HFW Read words from Next 200 Common words Read aloud unfamiliar texts taking account of simple punctuation and using same expression Understand and spell words the suffixes –ment, -ness, -ful -less	Find words that help you know e.g. how a character is feeling Discuss favourite words and phrases	Make comparisons between texts, noting similarities and differences e.g. layout, theme, character and settings	Make simple predictions based on knowledge of how books develop or end	Explain how the main features of non-fiction texts are used Identify key themes and discuss reasons for events ins stories	Recall the main ideas and story Comment on character and setting when questioned Say what they have found out from reading a page in a non-fiction text	Identify key events in a story in correct sequence Clearly identify begin g, middle or end
2	Read all words from Next 200 Common words Read aloud unfamiliar texts taking account of a wider range of punctuation and using appropriate expression Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context Read most familiar words quickly and accurately without overt sounding and blending Sound out most unfamiliar words accurately without undue hesitation	Begin to understand the effects of different words and phrases Build up a repertoire of poems learnt by heart	Discuss the character of people in books and discuss how they know what they are like	Gain overall impression of text and make predictions about content. Subject so a book	Go beyond experience or general impression and infer to text to explain meaning Respond to texts, discussing preferences with reference to favourite characters and to books with similar themes Respond to a range of both classic and contemporary poetry that is read to them	Recall the main ideas from a wide range of fairy stories and traditional; takes Comment on characters and how they relate to each other Answer a range of literal questions showing their understanding Find the answers to questions about a page or two, both written and oral	Understand how to use alphabetically ordered texts Discuss the sequence of events in books and how items of information relate

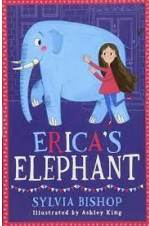|	**Vocabulary**	**Infer**	**Predict**	**Explain**	**Retrieve**	**Sequence**
	Draw upon knowledge of vocabulary in order to understand the text	Make inferences from the text	Predict what you think will happen based on the information you have been given	Explain your preferences, thoughts and opinions about the text	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information	Sequence the key events in the story
Example sentence stems	What does the word….mean in this sentence? Find and copy a word which means… What does this word or phrase tell you about…? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood? Can you think of any other words the author could use to describe…? Why do you think….is repeated in this section?	Why was….feeling…? Why did …. Happen? Why did ….say…? Can you explain why…..? How does…..make you feel? What do you think the author intended when they said…?	Look at the cover/blurb – what do you think this book will be about? What do you think will happen next? What is happening? What do you think happened before? What do you think will happen after? How does the choice of character or setting affect what will happen next?	Who is your favourite character? Why? Would you like to live in this setting? Why/Why not? Do you like this story? What do you like about it? Is there anything you would change about this story?	What kind of text is this? Who did…? Where did…? When did…? What happened when..? Why did…happen? How did….? How many….? What happened to…?	Can you number these events 1-5 in the order they happened? What happened after…? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order to these chapter headings come in the story?

Reading Long Term Plan
Year Three
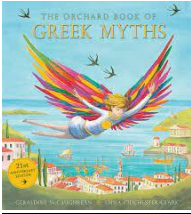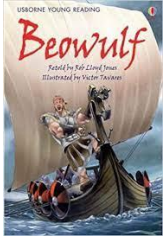
Example of key texts used.	Intent	Implementation	Reading for Pleasure
Autumn **Spring** **Summer**	In year 3 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in KS1. Reading forms a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons. The year 3 objectives are broken down into 3 key areas: Word Reading (including fluency) Comprehension As year 3 teachers we endeavour to: • Develop children with a positive attitude and love of Reading so that they see themselves as 'readers'. • Nurture the love and enjoyment of reading for pleasure by being good role models. • Allow ample opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Develop pupils' confidence, by allowing them to perform readings to an audience with expression, tone and intonation. • Facilitate group and individual retelling, role-play and discussion about books the children have read. Develop pupils' love and interest in books.	We implement our intent for the children in year 2 by continuing to develop a love of reading, providing all children with a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. The children have dedicated reading sessions every week based on the key text we are doing in class. These questions are based on the 7 key reading strands we use at Thames View, these strands are: ***Vocabulary, Inference, Prediction, Explaining, Retrieving and Sequencing skills.*** We call these our VIPERS skills. sequencing, predicting and inference. Every child is recognised as a unique individual and so, in addition to daily whole-class reading, we provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or daily fluency activities but not at the expense of other areas of the curriculum. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. No child left behind. Children must be exposed to the same vocabulary and themes as their peers in order to provide experiences and for any knowledge gaps to diminish For those who need additional phonic and decoding support, children will receive dedicated daily teaching slots and will be reading books that are matched to the phonic reading level.	We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children at least three times a week. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We aim to develop an interest in the poets of our time and country by sharing poems and poetry performances.

		READING					
YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
3 and 4	Understand how dialogue is punctuated and laid put and read it with appropriate expression Accurately read words of two or more syllables Accurately read words that have unusual; correspondence between spelling and sound automatic decoding is embedded Sustain silent reading	Know how language is used to create effects	Explore underlying themes and ideas, making clear references to text Discuss the actions of the main characters and justify views using evidence from the text Make inferences on the basis of what is said and done	Make predictions based on what has been read so far	Understand the features of page layout in nonfiction Evaluate the usefulness of information Respond to and evaluate books read making explicit reference to the texts Make links between books that have read	Understand how to use an index to locate specific information	Identify the main point and summarise orally the content of a passage of text Use notes to summarise the main points from a passage/passages of text
3 and 4	Read aloud with intonation and expression, showing an awareness and understanding of different voices Recognise function of apostrophes in omission ad pronounce contracted forms correctly Accurately read words of two or more syllables Accurately read words that have unusual; correspondence between spelling and sound	Discuss words and phrases that capture interest and imagination Prepare poems and play scripts to perform showing intonation tone, volume and action Begin to link vocabulary to purpose of text Use dictionary to check meaning of unfamiliar words	Infer characters thoughts and feelings from their actions and provide direct evidence from the text	Make predictions based on what has been read so far	Discuss and review own reading habits Make simple connections between texts and the time in which they were set, with a focus on myths and legends	Provides relevant selected information in a book blurb or review	Understand narrative order and chronology tracking eh passing of time in stories
3 and 4	Read aloud confidently to an audience, with expression and intonation, adapting reading style to audience Take account of a full range of punctuation and conjunctions to main fluency and meaning when reading Sustain silent reading to include longer more complex texts	Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension	Infer characters thoughts, feelings and motives from their actions and justify with evidence from the texts	Make predictions based on what has been read so far	Distinguish between fact and opinion and recognise the point of view presented in a text Understand and begin to identify different ways in which authors pace, build up and sequence stories Identify the features of different text types	Construct key questions for factual research Understand	Understand narrative order and chronology tracking the passing of time in stories

	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
	Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhance through choice of language Explain how themes and patterns develop across the text Explain how information contributes to the overall experience Explain how themes and patterns compare to similar texts	Retrieve and record information and identify key details from fiction and non-fiction	Summarise the main ideas from more than one paragraph
Example sentence stems	What does the words…and…suggest about the character, setting and mood? Which word tells you that….? Which keyword tells you about the character/setting/mood? Find one word In the text which means….? Find and highlight the word that is closet in meaning to…. Find a word or phrase which shows/suggests that….?	Find and copy a group of words which show that… How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of…show that they are….? How can you tell that….? What impressions of …do you get from these paragraphs? What voice might these characters use? What was ….thinking when…? Who is telling the story? Why do you think….did….?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of …. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does ….. have on the audience? How does the author engage the reader here? Which words and phrases did …. effectively? Which section was the most interesting/exciting part? How are these sections linked?	How would you describe this story/text? What genre is it? How do you know? How did…? How often…? Who had…? Who is…? Who did….? What happened to…? What does…. do? How ….. is ………? What can you learn from …… from this section? Give one example of…… The story is told from whose perspective?	Can you number these events 1-5 in the order they happened? What happened after…? What was the first thing that happened in the story? Can you summarise that character in five words? What was the main point in paragraph….? Can you summarise in a sentence the opening/middle/end of the story? In what order to these chapter headings come in the story?

Reading Long Term Plan
Year Four

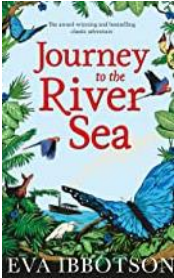| Example of key texts used.	Intent	Implementation	Reading for Pleasure
Autumn **Spring** **Summer**	In year 4 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in year 3 and KS1. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons. The Year 4 objectives are broken down into 2 key areas: Word Reading (including fluency) Comprehension As year 4 teachers we endeavour to: • Develop children with a positive attitude and love of Reading so that they see themselves as 'readers'. • Nurture the love and enjoyment of reading for pleasure by being good role models. • Allow ample opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Develop pupils' confidence, by allowing them to perform readings to an audience with expression, tone and intonation. • Facilitate group and individual retelling, role-play and discussion about books the children have read. Develop pupils' love and interest in books.	We implement our intent for the children in year 3 by continuing to develop a love of reading, providing all children with a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. The children have dedicated reading sessions every week based on the key text we are doing in class. These questions are based on the 7 key reading strands we use at Thames View, these strands are: ***Vocabulary, Inference, Prediction, Explaining, Retrieving and Sequencing skills.*** We call these our VIPERS skills. sequencing, predicting and inference. Every child is recognised as a unique individual and so, in addition to daily whole-class reading, we provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or daily fluency activities but not at the expense of other areas of the curriculum. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. No child left behind. Children must be exposed to the same vocabulary and themes as their peers in order to provide experiences and for any knowledge gaps to diminish For those who need additional phonic and decoding support, children will receive dedicated daily teaching slots and will be reading books that are matched to the phonic reading level.	We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children at least three times a week. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We aim to develop an interest in the poets of our time and country by sharing poems and poetry performances.

Reading knowledge, skills and understanding

YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
3 and 4	Understand how dialogue is punctuated and laid put and read it with appropriate expression Accurately read words of two or more syllables Accurately read words that have unusual; correspondence between spelling and sound automatic decoding is embedded Sustain silent reading	Know how language is used to create effects	Explore underlying themes and ideas, making clear references to text Discuss the actions of the main characters and justify views using evidence from the text Make inferences on the basis of what is said and done	Make predictions based on what has been read so far	Understand the features of page layout in nonfiction Evaluate the usefulness of information Respond to and evaluate books read making explicit reference to the texts Make links between books that have read	Understand how to use an index to locate specific information	Identify the main point and summarise orally the content of a passage of text Use notes to summarise the main points from a passage/passages of text
3 and 4	Read aloud with intonation and expression, showing an awareness and understanding of different voices Recognise function of apostrophes in omission ad pronounce contracted forms correctly Accurately read words of two or more syllables Accurately read words that have unusual; correspondence between spelling and sound	Discuss words and phrases that capture interest and imagination Prepare poems and play scripts to perform showing intonation tone, volume and action Begin to link vocabulary to purpose of text Use dictionary to check meaning of unfamiliar words	Infer characters thoughts and feelings from their actions and provide direct evidence from the text	Make predictions based on what has been read so far	Discuss and review own reading habits Make simple connections between texts and the time in which they were set, with a focus on myths and legends	Provides relevant selected information in a book blurb or review	Understand narrative order and chronology tracking eh passing of time in stories
3 and 4	Read aloud confidently to an audience, with expression and intonation, adapting reading style to audience Take account of a full range of punctuation and conjunctions to main fluency and meaning when reading Sustain silent reading to include longer more complex texts	Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension	Infer characters thoughts, feelings and motives from their actions and justify with evidence from the texts	Make predictions based on what has been read so far	Distinguish between fact and opinion and recognise the point of view presented in a text Understand and begin to identify different ways in which authors pace, build up and sequence stories Identify the features of different text types	Construct key questions for factual research Understand	Understand narrative order and chronology tracking the passing of time in stories

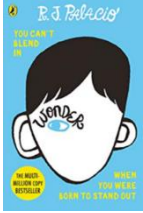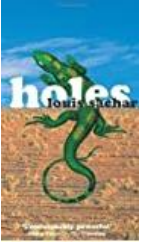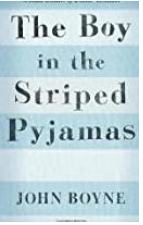|	**Vocabulary**	**Infer**	**Predict**	**Explain**	**Retrieve**	**Summarise**
	Find and explain the meaning of words in context	**Make and justify inferences using evidence from the text**	**Predict what might happen from the details given and implied**	**Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhance through choice of language** **Explain how themes and patterns develop across the text** **Explain how information contributes to the overall experience** **Explain how themes and patterns compare to similar texts**	**Retrieve and record information and identify key details from fiction and non-fiction**	**Summarise the main ideas from more than one paragraph**
Example sentence stems	What does the words…and…suggest about the character, setting and mood? Which word tells you that….? Which keyword tells you about the character/setting/mood? Find one word In the text which means….? Find and highlight the word that is closet in meaning to…. Find a word or phrase which shows/suggests that….?	Find and copy a group of words which show that… How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of…show that they are….? How can you tell that….? What impressions of …do you get from these paragraphs? What voice might these characters use? What was ….thinking when…? Who is telling the story? Why do you think….did….?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of …. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does ….. have on the audience? How does the author engage the reader here? Which words and phrases did …. effectively? Which section was the most interesting/exciting part? How are these sections linked?	How would you describe this story/text? What genre is it? How do you know? How did…? How often…? Who had…? Who is…? Who did….? What happened to…? What does…. do? How ….. is ………? What can you learn from …… from this section? Give one example of…… The story is told from whose perspective?	Can you number these events 1-5 in the order they happened? What happened after…? What was the first thing that happened in the story? Can you summarise that character in five words? What was the main point in paragraph….? Can you summarise in a sentence the opening/middle/end of the story? In what order to these chapter headings come in the story?

Reading Long Term Plan			
Year Five			
Example of key texts used.	**Intent**	**Implementation**	**Reading for Pleasure**
Autumn **Spring** **Summer**	In year 5 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in LKS2 and KS1 and that they can read age-appropriate texts with confidence and fluently. Children can read with stamina and speed. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons. The Year 5 objectives are broken down into 2 key areas: Word Reading (including fluency) and Comprehension As year 5 teachers we endeavour to: • Develop children with a positive attitude and love of Reading. • Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. • Allow children opportunities to listen to quality texts, which they are encouraged to give opinions about. • Provide opportunities for children to read aloud prepare and perform readings to an audience. Increase pupils' familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations) • Encourage children to ask questions • Allow pupils to participate in rich 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.	We implement our intent for the children in Year 5 by continuing to develop a love of reading, providing all children with a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. The children have dedicated reading sessions every week based on the key text we are doing in class. These questions are based on the 7 key reading strands we use at Thames View, these strands are: **Vocabulary, Inference, Prediction, Explaining, Retrieving and Sequencing skills.** We call these our VIPERS skills. sequencing, predicting and inference. Every child is recognised as a unique individual and so, in addition to daily whole-class reading, we provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or daily fluency activities but not at the expense of other areas of the curriculum. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. No child left behind. Children must be exposed to the same vocabulary and themes as their peers in order to provide experiences and for any knowledge gaps to diminish. The objectives become focused on developing independent, resilient readers. We continue to develop fluency and comprehension by creating experiences and unlocking background knowledge when reading carefully chosen texts. For those who need additional phonic and decoding support, children will receive dedicated daily teaching slots and will be reading books that are matched to the phonic reading level.	We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children at least three times a week. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We aim to develop an interest in the poets of our time and country by sharing poems and poetry performances.

Reading knowledge, skills and understanding							
YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
5	Use knowledge of root words, derivations and spelling patterns to read unknown words Know how to work out the pronunciation of homophones using the context of the sentence Read fluently, applying and understanding more sophisticated punctuation marks and their impact on reading Become familiar witha range of books from other cultures and traditions Become familiar with writing from our literary heritage	Understand the difference between literal and figurative language	Infer meaning with references to the text but also applying wider experiences	Use knowledge of fiction and nonfiction texts to make and confirm predictions of either structure or content whilst reading.	Identify the point from which a story is told and respond e.g. tell story from different viewpoint Make links between different texts which share characters, settings or features Comment critically on the overall impact of poetry and prose with a reference to a range of features Identify and describe the style of different writers and poets. Comment on how writers convey setting, character and mood through sentence structure	Locate information confidently and efficiently by using appropriate skills e.g. skimming, scanning, text marking Use the blurb, front cover and review to make informed decisions about which books to read Make use of the features of specific text types to locate specific information e.g. contents, headings	Discuss and summarise main ideas and identify key supporting details Make brief, clearly organised notes of key points

	Vocabulary	**Infer**	**Predict**	**Explain**	**Retrieve**	**Summarise**
	Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhance through choice of language Explain how themes and patterns develop across the text Explain how information contributes to the overall experience Explain how themes and patterns compare to similar texts	Retrieve and record information and identify key details from fiction and non-fiction	Summarise the main ideas from more than one paragraph
Example sentence stems	What does the words…and…suggest about the character, setting and mood? Which word tells you that….? Which keyword tells you about the character/setting/mood? Find one word In the text which means….? Find and highlight the word that is closet in meaning to…. Find a word or phrase which shows/suggests that….?	Find and copy a group of words which show that… How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of…show that they are….? How can you tell that….? What impressions of …do you get from these paragraphs? What voice might these characters use? What was ….thinking when…? Who is telling the story? Why do you think….did….?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of …. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does ….. have on the audience? How does the author engage the reader here? Which words and phrases did …. effectively? Which section was the most interesting/exciting part? How are these sections linked?	How would you describe this story/text? What genre is it? How do you know? How did…? How often…? Who had…? Who is…? Who did….? What happened to…? What does…. do? How ….. is ………? What can you learn from …… from this section? Give one example of…… The story is told from whose perspective?	Can you number these events 1-5 in the order they happened? What happened after…? What was the first thing that happened in the story? Can you summarise that character in five words? What was the main point in paragraph….? Can you summarise in a sentence the opening/middle/end of the story? In what order to these chapter headings come in the story?

Reading Long Term Plan			
Year Six			
Example of key texts used.	**Intent**	**Implementation**	**Reading for Pleasure**
Autumn **Spring** **Summer**	In year 6 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in LKS2 and KS1 and that they can read age-appropriate texts with confidence and fluently. Children can read with stamina, speed and resilience and they enjoy discussing what they have read. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons. Children are well prepared and confident when demonstrating their knowledge through assessment materials such as SATs papers. The Year 5 objectives are broken down into 2 key areas: Word Reading (including fluency) and Comprehension As Year 6 Teachers, we will endeavour to: • Develop children with a positive attitude and love of Reading • Provide a rich diet of fiction, non- fiction and poetry – which children can absorb, recite, share and enthuse about. • Allow children opportunities to listen to quality texts, which they are encouraged to give opinions about. • Increase pupils' familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Provide opportunities for children to read aloud prepare and perform readings to an audience. • Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations) • Asking questions to improve their understanding • Pupils participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Encourage pupils to 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.	We implement our intent for the children in Year 5 by continuing to develop a love of reading, providing all children with a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. The children have dedicated reading sessions every week based on the key text we are doing in class. These questions are based on the 7 key reading strands we use at Thames View, these strands are: ***Vocabulary, Inference, Prediction, Explaining, Retrieving and Sequencing skills.*** We call these our VIPERS skills. sequencing, predicting and inference. Every child is recognised as a unique individual and so, in addition to daily whole-class reading, we provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or daily fluency activities but not at the expense of other areas of the curriculum. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. No child left behind. Children must be exposed to the same vocabulary and themes as their peers in order to provide experiences and for any knowledge gaps to diminish. The objectives become focused on developing independent, resilient readers. We continue to develop fluency and comprehension by creating experiences and unlocking background knowledge when reading carefully chosen texts. For those who need additional phonic and decoding support, children will receive dedicated daily teaching slots and will be reading books that are matched to the phonic reading level.	We intend to nurture the children's love and enjoyment of reading for pleasure by being good role models and reading to the children at least three times a week. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary. We aim to develop an interest in the poets of our time and country by sharing poems and poetry performances.

	Reading knowledge, skills and understanding						
YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
6	Use knowledge of root words, derivations and spelling patterns to read unknown words Know how to work out the pronunciation of homophones using the context of the sentence Read fluently, applying and understanding more sophisticated punctuation marks and their impact on reading Become familiar with a range of books from other cultures and traditions Become familiar with writing from our literary heritage	Identify various features of writer's use of language and explain why this has been chosen.	Developed explanations of inferred meanings, drawing on evidence across the text from beginning to end Make detailed inferences, securely based in textual evidence	Explore a text to support and justify predictions and opinions (APE – answer, proof and explanation)	Identify analyse and evaluate a range of techniques used to create moods, feelings, messages and attitudes Explain the techniques author has used to organise a text Articulate responses to literature and explain how and why that particular texts affects the reader Identify and explain similarities and differences between texts, or versions of the same story Give some explanation of how the contexts (historical/cultural) in which texts are written and read, contribute to meaning Compare and contrast themes, characters and features across a range of texts and evaluate their usefulness with regards to source, history and author.	Skim and scan to clearly identify the most relevant points, including those selected form different places in the texts. Collect and organise relevant key ideas from a range of sources.	Clearly identify the main purpose of the text through a general overview

	Vocabulary	**Infer**	**Predict**	**Explain**	**Retrieve**	**Summarise**
	Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhance through choice of language Explain how themes and patterns develop across the text Explain how information contributes to the overall experience Explain how themes and patterns compare to similar texts	Retrieve and record information and identify key details from fiction and non-fiction	Summarise the main ideas from more than one paragraph
Example sentence stems	What does the words…and…suggest about the character, setting and mood? Which word tells you that….? Which keyword tells you about the character/setting/mood? Find one word In the text which means….? Find and highlight the word that is closet in meaning to…. Find a word or phrase which shows/suggests that….?	Find and copy a group of words which show that… How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of…show that they are….? How can you tell that….? What impressions of …do you get from these paragraphs? What voice might these characters use? What was ….thinking when…? Who is telling the story? Why do you think….did….?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of …. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does ….. have on the audience? How does the author engage the reader here? Which words and phrases did …. effectively? Which section was the most interesting/exciting part? How are these sections linked?	How would you describe this story/text? What genre is it? How do you know? How did…? How often…? Who had…? Who is…? Who did….? What happened to…? What does…. do? How ….. is ………? What can you learn from …… from this section? Give one example of…… The story is told from whose perspective?	Can you number these events 1-5 in the order they happened? What happened after…? What was the first thing that happened in the story? Can you summarise that character in five words? What was the main point in paragraph….? Can you summarise in a sentence the opening/middle/end of the story? In what order to these chapter headings come in the story?