



Eureka Primary School Long Term Plan: Reading



HALF TERMLY WHOLE CLASS READING TEACHING CYCLE

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|--|--------------------------------------|-------------|--------------------------------------|---------------|--------------------------------------|---|-------------------------------------|-------------|-------------------------------------|-----------------------|--------------------------------------|
| WEEK 1 | | WEEK 2 | | WEEK 3 | | WEEK 4 | | WEEK 5 | | WEEK 6 | |
| FICTION | Vocabulary, Prediction & Summarising | NON-FICTION | Vocabulary, Prediction & Summarising | POETRY / SONG | Vocabulary, Prediction & Summarising | FICTION | Vocabulary, Summarising & Retrieval | NON-FICTION | Vocabulary, Summarising & Retrieval | 2 / 3 DIFFERENT TEXTS | Vocabulary, Prediction & Summarising |
| | Retrieval & Inference | | Retrieval & Inference | | Retrieval & Inference | | Inference & Explanation | | Inference & Explanation | | Retrieval & Inference |
| | Inference & Explanation | | Inference & Explanation | | Inference & Explanation | | Inference & Explanation | | Inference & Explanation | | Inference & Explanation |
| CLASS STORY / NOVEL | | | | | | | | | | | |
| At least twice a week: Read novel | | | | | | Final session of week: Summarise, Predict and discuss Author Intent | | | | | |

| <u>VIPERS</u> | <u>KEY STAGE 1 CONTENT DOMAINS</u> | <u>KEY STAGE 2 CONTENT DOMAINS</u> |
|--|---|--|
| Vocabulary | 1a: Draw on knowledge of vocabulary to understand texts | 2a: Give / explain the meaning of words in context |
| Inference | 1d: Make inferences from the text | 2d: Make inferences from the text / explain and justify inferences with evidence from the text |
| Prediction | 1e: Predict what might happen on the basis of what has been read so far | 2e: Predict what might happen from details stated and implied |
| Explanation (of authorial intent or impact on reader) | 1b: Identify / explain key aspects of fiction and non-fiction texts, such as character, events, titles and information | 2f: Identify / explain how information / narrative content is related and contributes to meaning as a whole 2g: Identify / explain how meaning is enhanced through choice of words and phrases 2h: Make comparisons within the text |
| Retrieval | 1b: Identify / explain key aspects of fiction and non-fiction texts, such as character, events, titles and information | 2b: Retrieve and record information / identify key details from fiction and non-fiction |
| Summarising & Sequencing | 1c: Identify and explain the sequence of events in texts | 2c: Summarise main ideas from more than one paragraph |

Whole class and novel reading is driven by the VIPERS (Literacy Shed) skills, covering the Key Stage 1 and 2 content domains. There also needs to be the coverage of the National Curriculum expectations.

Texts, extracts and class stories / novels are taken from: Focus Education; Literacy Shed+; Reading Reconsidered Reading Spine; Pie Corbett's Reading Spines; Recommended Year Group Book List; Mr A, Mr C & Mr D; Comprehension Ninja; Headstart Comprehension; Bug Club; Read, Write Inc.

READING SCHEME (The BookLife)

| YEAR GROUP | END OF AUTUMN TERM | END OF SPRING TERM | END OF SUMMER TERM |
|-------------------|---------------------------|---------------------------|---------------------------|
| RECEPTION | Lilac / Pink | Lilac / Pink | Pink / Red |
| YEAR 1 | Red | Red / Yellow | Yellow / Blue |
| YEAR 2 | Blue | Green | Green / Orange |
| YEAR 3 | Orange / Turquoise | Turquoise / Purple | Purple / Gold |
| YEAR 4 | Gold / White | White / Lime | Lime / Brown |
| YEAR 5 | Brown / Grey | Grey / Dark Blue | Dark Blue |
| YEAR 6 | Burgundy | Burgundy / Black | Black |

PHONICS

| YEAR GROUP | END OF AUTUMN TERM | END OF SPRING TERM | END OF SUMMER TERM |
|-------------------|---------------------------|---------------------------|---------------------------|
| RECEPTION | Phase 2 | Phase 3 | Phase 4 |
| YEAR 1 | Revise Phase 3 & 4 | Phase 5 | Phase 6 |
| YEAR 2 | Phase 6 | Spelling | |