

Guided Reading
Long Term Plan

Two year rolling programme
With objectives

YEAR A

Class 1 Year 5 and 6		
Year A (2016-2017), (2018-2019), (2020-2021) etc.		
Autumn Term		
Guided Reading title	Length of unit	Objectives
The Promise Nicola Davies FICTION	7 weeks (CM to teach)	Word Reading Skills Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways. Re-tell parts of text/ whole stories orally.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Identify and discuss themes and conventions in and across a wide range of writing.
		Ask questions to improve their understanding.
		Identify how language, structure and presentation contribute to meaning.
		Retrieve and record information Ask and respond to questions using evidence from a text.
		Actively listen to others by maintaining eye contact and demonstrating 'listening body language'
		Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others
		The Nowhere emporium Ross Mackenzie FICTION (MYSTERY)
Reading Comprehension Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.		
Recommend books that they have read to their peers, giving reasons for their choices.		
Make comparisons within and across books.		
Check that the book makes sense to them; discussing their understanding and exploring the meaning of word in context.		
Ask questions to improve their understanding.		
Ask questions to improve their understanding.		

		<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record information</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p> <p>Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others</p>
<p>Shakespeare for every day of the year, Allie Esiri</p> <p>POETRY</p>	<p>6 weeks (CM to teach)</p>	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Ask questions to improve their understanding.</p> <p>Retrieve and record information</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p> <p>Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others</p>

YEAR A

Class 1 Year 5 and 6		
Year A (2016-2017), (2018-2019), (2020-2021) etc.		
Spring Term		
Guided Reading title	Length of unit	Objectives
The ship of shadows Maria Kuzniar ADVENTURE STORY	4 weeks	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Check that the book makes sense to them; discussing their understanding and exploring the meaning of word in context.
		Ask questions to improve their understanding.
		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
		Predict what might happen from details stated and implied.
		Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
		Retrieve and record information
		Ask and respond to questions using evidence from a text.
Actively listen to others by maintaining eye contact and demonstrating 'listening body language'		
Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others		
Rise Up! Amanda Li and Amy Blackwell NON FICTION	4 weeks	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Recommend books that they have read to their peers, giving reasons for their choices.
Identify and discuss themes and conventions in and across a wide range of writing.		

		<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record information</p> <p>Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams</p> <p>Skim and scan to locate key information, which may include highlighting and annotating a text</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>
<p>SHORT! A Book of Very Short Stories Kevin Crossley Holland</p> <p>SHORT STORIES</p>	<p>3 weeks</p>	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Re-tell parts of text/ whole stories orally.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Make comparisons within and across books.</p> <p>Predict what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve and record information</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>

YEAR A

Class 1 Year 5 and 6		
Year A (2016-2017), (2018-2019), (2020-2021) etc.		
Summer Term		
Guided Reading title	Length of unit	Objectives
Crater Lake Jennifer Killik FICTION (HORROR)	4 weeks	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Re-tell parts of text/ whole stories orally.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Make comparisons within and across books.
		Ask questions to improve their understanding.
		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
		Predict what might happen from details stated and implied.
		Retrieve and record information
		Ask and respond to questions using evidence from a text.
		Actively listen to others by maintaining eye contact and demonstrating 'listening body language'
Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others		
The explorer Katherine Rundell FICTION (ADVENTURE)	4 weeks	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Check that the book makes sense to them; discussing their understanding and exploring the meaning of word in context.
Ask questions to improve their understanding.		

		<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieve and record information</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>
<p>The book of hope Katherine Rundell (SHORT STORIES)</p>	<p>3 weeks</p>	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Ask questions to improve their understanding.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve and record information</p> <p>Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams</p> <p>Skim and scan to locate key information, which may include highlighting and annotating a text</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>

YEAR A

Class 2
Year 3 and 4

Year A (2016-2017), (2018-2019), (2020-2021) etc.

Autumn Term

Guided Reading title	Length of unit	Objectives
How to live forever Colin Thompson PICTURE BOOK	4 weeks	<ul style="list-style-type: none">• Discuss their understanding and explain the meaning of words in context.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inference with evidence• Identify the main ideas drawn from more than one paragraph and summarise them• Participate in discussion about books
Interview with a shark and other ocean giants too. Andy Seed FICTION	4 weeks	<ul style="list-style-type: none">• Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts, and diagrams.• Skim and scan to locate key information, which may include highlighting and annotating a text• Participate in discussion about books
Tiger, tiger burning bright Fiona Waters POETRY	3 weeks	<ul style="list-style-type: none">• Use dictionaries to check the meaning of unfamiliar words they have read• Read aloud and perform, showing understanding through intonation, tone, volume and action• Discuss words and phrases that capture the readers' interest and imagination

YEAR A

Class 2
Year 3 and 4

Year A (2016-2017), (2018-2019), (2020-2021) etc.

Spring Term

Guided Reading title	Length of unit	Objectives
The Puffin Keeper Michael Morpurgo ADVENTURE	4 weeks	<ul style="list-style-type: none">• Use dictionaries to check the meaning of unfamiliar words they have read.• Identify themes and conventions in a wide range of books.• Discuss words and phrases that capture the reader's interest and imagination.• Discuss authorial choices and how words/phrases are used to create impact.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inferences with evidence• Ask and respond to questions using evidence from a text.• Beginning to consider how setting descriptions may affect the reader• Predicting what might happen from details stated and implied• Predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere.
The street beneath my feet Charlotte Guillian SCIENCE LINK	4 weeks	<ul style="list-style-type: none">• Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways.• Discuss their understanding and explain the meaning of words in context.• Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams.• Skim and scan to locate key information, which may include highlighting and annotating a text.• Reading books that are structured in different ways and reading for a range of purposes• Using dictionaries to check the meaning of words they have read.• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Beginning to use skimming and scanning strategies.• Collecting and discussing unknown technical or subject specific vocabulary• Retrieving information from specified aspects of texts.• Identifying keywords and main points within the text• Recording information gained from reading in a variety of simple forms.

		<ul style="list-style-type: none"> • Beginning to make decisions about which feature of a non-fiction text would be them most useful for retrieving the information required (glossary, index, heading).
<p>Jelly boots, smelly boots</p> <p>Michael Rosen</p> <p>POETRY</p>	3 weeks	<ul style="list-style-type: none"> • Actively listen to others by maintaining eye contact and demonstrating 'listening body language'. • Discussing the way descriptive language and small details are used to create an impression for the reader • Expressing and justifying personal preferences regarding authors/named books/poets/genres • Participating and speaking audibly in a range of situations

YEAR A

Class 2
Year 3 and 4

Year A (2016-2017), (2018-2019), (2020-2021) etc.

Summer Term

Guided Reading title	Length of unit	Objectives
<p>The firework Makers daughter</p> <p>Philip Pullman</p> <p>ADVENTURE</p>	4 weeks	<ul style="list-style-type: none"> • Retell familiar stories orally • Read aloud and perform- showing understanding through intonation, tone, volume and action. • Discuss words and phrases that capture the reader's interest and imagination. • Discuss their understanding and explain the meaning of words in context. • Ask questions to improve their understanding of a text. • Re-read words of challenging section of the text to ensure understanding through fluency • Discussing and clarifying the meanings of words, linking new meaning to known words • Using dictionaries to check the meaning of words they have read. • Discussing words and phrases that capture the readers interest and imagination • Sustain interest in longer narratives • reading silently with good understanding • drawing inferences such as inferring characters' feelings thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • Express ideas and viewpoints • Adapt and change viewpoints in response to others' opinions.
<p>The boy at the back of the class</p> <p>Onjali Rauf</p> <p>MULTICULTURAL</p>	4 weeks	<ul style="list-style-type: none"> • Making connections in order to refine thoughts/responses (e.g: Mildred's spells go wrong and its funny but also embarrassing for her like when I ...) • Beginning to recognise that characters may have different perspectives in the story of the same event. • Recognising that settings may affect feelings and behaviours • Recalling and sequencing main events from a text • Beginning to summarise main ideas drawn from more than one paragraph. • Linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts • Identify themes in books (e.g friendship, separation) • Discussing words and phrases that capture the readers interest and imagination • reading silently with good understanding

		<ul style="list-style-type: none"> • Discuss authorial choices and how words/phrases are used to create impact • Ask questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings thoughts and motives from their actions, and justifying inferences with evidence • Ask and respond to questions using evidence from a text. • Retrieving information from the text then checking the selection is what is required.
<p>Jane Proctor, Dragon Doctor</p> <p>Patricia Valdez</p> <p>SHORT STORY – SCIENCE LINK</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> • Read aloud and perform- showing understanding through intonation, tone, volume and action. • Discuss words and phrases that capture the reader's interest and imagination. • Discuss authorial choices and how words/phrases are used to create impact • Discuss their understanding and explain the meaning of words in context. • Identify how language, structure and presentation contribute to meaning • Skim and scan to locate key information, which may include annotating a text • Express ideas and view point • Ask and respond to questions using evidence from the text. • Checking that the text makes sense to them, discussing their understanding and explain the meaning of words in context. • Recalling and sequencing main events from a text • Reading with appropriate expression through phrasing, stress and pitch • Asking questions to improve their understanding of the text • Retrieving information from the text then checking the selection is what is required.

YEAR A

Class 3 Year 1 and 2		
Year A (2016-2017), (2018-2019), (2020-2021) etc.		
Autumn Term		
Guided Reading title	Length of unit	Objectives
Into the Forest Anthony Browne	2 weeks	<ul style="list-style-type: none"> • Recognising simple recurring literacy language in stories and poetry. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales; • Discuss the significance of the title and main events. • Become familiar with and retell key stories, fairy stories and traditional tales.
Percy Park keeper, Nick Butterworth Various titles The lost acorns, The owls lesson	1 week	<ul style="list-style-type: none"> • Discuss the significance of the title and main events. • Predict what might happen on the basis of what has been read so far. • Make inferences on the basis of what is being said and done. • Empathising with characters, based on their descriptions and actions • Identifying with, and exploring characters, using a range of drama techniques.
Hello World Nicola Edwards	3 weeks	<ul style="list-style-type: none"> • check that the text makes sense to them as they read and correcting inaccurate reading; • answer and ask questions; • draw on what they already know or on background information and vocabulary provided by the teacher • recognise that non-fiction books are structured in a different way. • Check that a text makes sense to them as they read, and correct their own mistakes. • Draw on what they already know, on background information or known vocabulary to discuss a topic. • Read words containing 's, es, ing, ed, er, est' endings. • Re-read books to build up their fluency and confidence in word reading. • Listen to and discussing a wide range of poems, stories and non-fiction texts • Exploring non-fiction books that are structures in different ways, and how they can used to find things out.
The Rainbow Bear Michael Morpurgo	2 weeks	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words. • Read words containing 's, es, ing, ed, er, est' endings. • Become familiar with and retell key stories, fairy stories and traditional tales. • Make inferences on the basis of what is being said and done.

		<ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction; • discuss their favourite words and phrases from a text. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say. • Sustaining interest in longer narratives
<p>The bear in the piano David Litchfield</p>	2 weeks	<ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Answer and ask questions • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • discuss the sequence of events in books and how items of information are related • Predict what might happen on the basis of what has been read so far • discuss and clarify the meanings of words, linking new meanings to known vocabulary
<p>An Emotional Menagerie The school of life</p>	2 weeks	<ul style="list-style-type: none"> • Link what they hear and read to their own experiences. • Learn to appreciate and recite rhymes and poems. • recognise simple recurring literary language in stories and poetry. • discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Listen to and discussing a wide range of poems, stories and non-fiction texts. • Explain clearly their understanding of what is read to them. • Building a repertoire of poems learnt by heart • Appreciating poems, reciting some, with appropriate intonation to make the meaning clear

YEAR A

Class 3 Year 1 and 2		
Year A (2016-2017), (2018-2019), (2020-2021) etc.		
Spring Term		
Guided Reading title	Length of unit	Objectives
The secret of the black rock Joe Todd Stanton FICTION	2 weeks	<ul style="list-style-type: none"> • Discuss word meanings, linking new meaning to those already known • Make inferences on the basis of what is being said and done. • Re-read books to build up their fluency and confidence in word reading. • Predict what might happen on the basis of what has been read so far. • discuss the sequence of events in books and how items of information are related • discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Empathising with characters, based on their descriptions and actions
The proudest blue Ibtihaj Muhammed FICTION	3 weeks	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related; • Read words containing 's, es, ing, ed, er, est' endings. • Link what they hear and read to their own experiences • Check that a text makes sense to them as they read, and correct their own mistakes. • Discuss the significance of the title and main events. • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction;
Atlas of adventures Lucy Letherland NON FICTION	3 weeks	<ul style="list-style-type: none"> • Listen to and discussing a wide range of poems, stories and non-fiction texts. • Draw on what they already know, on background information or known vocabulary to discuss a topic. • recognise that non-fiction books are structured in a different way. • draw on what they already know or on background information and vocabulary provided by the teacher; • exploring non-fiction books that are structured in different ways, and how they can be used to find things out.
The secret sky garden Linda Sarah FICTION	2 weeks	<ul style="list-style-type: none"> • Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). • Recognise and join in with predictable phrases. • Discuss word meanings, linking new meaning to those already known. • discuss the sequence of events in books and how items of information are related; • recognise simple recurring literary language in stories and poetry. • discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Identifying with, and exploring characters, using a range of drama techniques.

<p>A planet full of plastic Neal Layton</p> <p>NON FICTION</p>	<p>2 weeks</p>	<ul style="list-style-type: none">• Discuss word meanings, linking new meaning to those already known.• recognise that non-fiction books are structured in a different way.• Draw on what they already know, on background information or known vocabulary to discuss a topic.• Discuss word meanings, linking new meaning to those already known.• exploring non-fiction books that are structured in different ways, and how they can be used to find things out.• Explain clearly their understanding of what is read to them.
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YEAR A

Class 3 Year 1 and 2		
Year A (2016-2017), (2018-2019), (2020-2021) etc.		
Summer Term		
Guided Reading title	Length of unit	Objectives
The Works Paul Cookson		<ul style="list-style-type: none">• Listen to and discuss a wider range of poems.• Learn to appreciate and recite rhymes and poems.• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction.• Recognise simple recurring literary language in stories and poetry.• Discuss their favourite words and phrases from a text.• Continue to build up a repertoire of poems learnt by heart.• Check that the text makes sense to them as they read and correcting inaccurate reading.• Participate in discussion about poems.• Explain and discuss their understanding of books and poems.• Appreciating poems, reciting some, with appropriate intonation to make the meaning clear.
The Finger eater Ding King Smith		<ul style="list-style-type: none">• Read further common exception words.• Link what they hear and read to their own experience.• Discuss the significance of the title and main events.• Predict what might happen on the basis of what has been read so far.• Discuss and clarify the meanings of words, linking new meaning to known vocabulary.• Explain clearly their understanding of what is read to them.• Participate in discussion about books.• Read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)• Identify elements that have been encountered in other texts
Fantastic Mr Fox Roald Dahl		<ul style="list-style-type: none">• Discuss word meanings, linking new meaning to those already known.• Draw on what they already know, on background information or known vocabulary to discuss a topic.• Draw on what they already know or on background information and vocabulary provided by the teacher.• Make inferences based on what is being said and done.• Answer and ask questions.• Predict what might happen based on what they have read so far.

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| | | <ul style="list-style-type: none">• Emphasising with characters, based on their descriptions and actions• Identify with, and explore characters, using a range of drama techniques.• Discuss their favourite words and phrases.• Sustaining interest in longer narratives. |
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YEAR B

Class 1
Year 5 and 6

Year B (2017-2018), (2019-2020), (2021-2022) etc.

Autumn Term

Guided Reading title	Length of unit	Objectives
The Arrival Shaun tan	5 weeks (CM to teach)	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Re-tell parts of text/ whole stories orally.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Ask questions to improve their understanding.
		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
		Identifying with and exploring characters.
		Emphasising with a number of different characters within a book considering actions, motivations, complexities and interactions with other characters.
		Retrieve and record information
		Ask and respond to questions using evidence from a text.
Actively listen to others by maintaining eye contact and demonstrating 'listening body language'		
Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others		
A World of Cities James Brown & Lily Murray	6 weeks (JS to teach)	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Make comparisons within and across books.
		Ask questions to improve their understanding.
Identify how language, structure and presentation contribute to meaning.		

		<p>Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.</p> <p>Continuing to use dictionaries to check the meanings of new words.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieve and record information</p> <p>Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams</p> <p>Skim and scan to locate key information, which may include highlighting and annotating a text</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p> <p>Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others</p>
<p>Overheard in a Tower Block</p> <p>Joseph Coelho & Kate Milner</p>	<p>5 weeks (CM to teach)</p>	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Make comparisons within and across books.</p> <p>Ask questions to improve their understanding.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve and record information</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p> <p>Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others</p>

YEAR B

Class 1 Year 5 and 6		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Spring Term		
Guided Reading title	Length of unit	Objectives
		•
The 1,000-Year-Old Boy Ross Welford	6 weeks	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension
		Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.
		Re-tell parts of text/ whole stories orally.
		Recommend books that they have read to their peers, giving reasons for their choices.
		Check that the book makes sense to them; discussing their understanding and exploring the meaning of word in context.
		Ask questions to improve their understanding.
		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
		Predict what might happen from details stated and implied.
		Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
		Retrieve and record information
		Skim and scan to locate key information, which may include highlighting and annotating a text
		Ask and respond to questions using evidence from a text.
Actively listen to others by maintaining eye contact and demonstrating 'listening body language'		
Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others		
Young, Gifted and Black: Meet 52 Black Heroes from Past and Present: 1 Jamia Wilson and Andrea Pippins	6 weeks	Word Reading Skills
		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
		Reading Comprehension

		<p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Re-tell parts of text/ whole stories orally.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Ask questions to improve their understanding.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record information</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p> <p>Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others</p>
<p>Favourite Poems: 101 Children's Classics</p> <p>Various Authors</p>	<p>4 weeks</p>	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Ask questions to improve their understanding.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve and record information</p> <p>Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>

YEAR B

Class 1 Year 5 and 6		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Summer Term		
Guided Reading title	Length of unit	Objectives
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Stig of the dump Clive King	6 weeks	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record information</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>
Tom's Midnight Garden Paperback Philippa Pearce	6 weeks	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Re-tell parts of text/ whole stories orally.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Check that the book makes sense to them; discussing their understanding and exploring the meaning of word in context.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>

		<p>Predict what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve and record information</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p> <p>Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others</p>
<p>Step Inside Homes Through History</p> <p>Goldie Hawk & Sarah Gibb</p>	<p>4 weeks</p>	<p>Word Reading Skills</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.</p> <p>Reading Comprehension</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Ask questions to improve their understanding.</p> <p>Retrieve and record information</p> <p>Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams</p> <p>Skim and scan to locate key information, which may include highlighting and annotating a text</p> <p>Ask and respond to questions using evidence from a text.</p> <p>Actively listen to others by maintaining eye contact and demonstrating 'listening body language'</p>

YEAR B

Class 2 Year 3 and 4		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Autumn Term		
Guided Reading title	Length of unit	Objectives
Voices in the park (The tunnel – alternative text) Anthony Browne	4 weeks	<ul style="list-style-type: none"> • Re-tell familiar stories orally • Discuss their understanding and explain the meaning of words in context • Ask questions to improve their understanding of a text • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify their inferences with evidence • Express ideas and viewpoints • Identifying with, and exploring characters using a range of drama techniques e.g: role play, improvisation, hot seating) • Identifying common themes (e.g friendship, school life) • Begin to respond to literary language by phrasing appropriately when reading aloud. • Making connections with own experiences and other texts, in order to refine thoughts/responses.
The lost words (The lost spells – alternative text) Hamish Hamilton	3 weeks	<ul style="list-style-type: none"> • Read aloud and perform, showing understanding through intonation, tone, volume and action • Recognise different forms of poetry • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning. • Responding to literary language by phrasing appropriately when reading aloud • Listening to, reading and discussing a wide range of fiction and poetry. • Reading books that are structured in different ways and reading for a range of purposes • Discussing words and phrases that capture the readers interest and imagination. • Reading with appropriate expression through phrasing, stress and pitch
The Iron man Ted Hughes	4 weeks	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of unfamiliar words they have read. • Discuss words and phrases that capture the reader’s interest and imagination • Discuss authorial choices and how words/phrases are used to create impact • Predict what might happen from details stated and implied • Identify the main ideas drawn from more than one paragraph and summarise them • Ask and respond to questions using evidence from a text. • Drawing inferences such as inferring characters, feelings, thoughts and motives from their actions, and justifying inferences with evidence • Beginning to recognise that characters may have different perspectives in the story of the same event. • Recognising that setting may affect feelings and behaviours

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| | | <ul style="list-style-type: none">• Recalling and sequencing main events from a text• Identifying main ideas (gist) drawn from more than one paragraph• Beginning to summarise main ideas drawn from more than one paragraph• Exploring synonyms |
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YEAR B

Class 2 Year 3 and 4		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Spring Term		
Guided Reading title	Length of unit	Objectives
Viking voyagers Jack Tite	3 weeks	<ul style="list-style-type: none"> • Ask questions to improve their understanding of the text • Identify how language, structure and presentation contribute to meaning • Locate information in non-fiction texts using a range of features; indexes, glossaries =, contents pages, headings, tables. • Skim and scan to locate key information, which may include highlighting and annotating a text • Identifying keywords and main points within texts • Beginning to identifying facts within a text thinking about whether something is real or imagined • Beginning to identify opinions within a text e.g viewpoints, beliefs
The butterfly lion Michael Morpurgo	4 weeks	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of unfamiliar words • Discuss words and phrases that capture the readers interest and imagination • Discuss authorial choices and how words/phrases are used to create impact • Discuss their understanding and explain the meaning of words in context • Draw inferences such as inferring characters' feelings, thought and motives from their actions, and justify their inferences with evidence • Predict what might happen from details stated and implied • Ask and respond to questions using evidence from a text • Considering language chosen by the author to influence the reader's feelings • Empathising with characters, based on their descriptions and actions • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing words and phrases that capture the readers interest and imagination sustaining interest in longer narratives • Reading silently with good understanding
Arthur and the golden rope Joe Todd Stanton	4 weeks	<ul style="list-style-type: none"> • Re-tell familiar stories orally • Read aloud and perform – showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the readers interest and imagination • Ask and respond to questions using evidence from a text • Identify themes and conventions in a wide range of books • Discussing the sequence of events in texts and how items of information are related • Identifying words and phrases which are unknown. • Reading with appropriate expression through phrasing, stress and pitch

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| | | <ul style="list-style-type: none">• Draw inferences such as inferring characters' feelings, thought and motives from their actions, and justify their inferences with evidence• Predicting what might happen from details stated and implied• Predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere• Recalling and sequencing main events from a text |
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YEAR B

Class 2 Year 3 and 4		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Summer Term		
Guided Reading title	Length of unit	Objectives
Race to the frozen north Catherine Johnson and Katie Hickey	4 weeks	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of unfamiliar words • Discuss authorial choices and how words/phrases are used to create impact • Read aloud and perform – showing understanding through intonation, tone, volume and action • Ask questions to improve their understanding of the text • Draw inferences such as inferring characters’ feelings, thought and motives from their actions, and justify their inferences with evidence • Predict what might happen from details stated and implied • Identify the main ideas drawn from more than one paragraph and summarise them • Responding to open questions and prompts • Making deductions about the motives and feelings that might lay behind characters’ words • Predicting how characters might behave, considering motivation, events so far, setting and atmosphere • Recalling and sequencing main events from a text • Identifying main ideas drawn from more than one paragraph • Summarising main ideas drawn from more than one paragraph • Identifying with, and exploring characters, using a range of drama techniques • Making comparisons within a book
The girl who stole an elephant Nizrana Farook	4 weeks	<ul style="list-style-type: none"> • Identify the main ideas drawn from more than one paragraph and summarise them • Predict what might happen from details stated and implied • Draw inferences such as inferring characters’ feelings, thought and motives from their actions, and justify their inferences with evidence • Discuss their understanding and explain the meaning of words in context • Discuss words and phrases that capture the readers interest and imagination • Use dictionaries to check the meaning of unfamiliar words • Using dictionaries to check the meaning of words that they have read • Making connection in order to refine thoughts/responses • Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions, and justifying inference with evidence • Recognising that characters may have different perspectives in the story of the same event • Beginning to recognise that characters may have different perspectives in the story of the same event

Traction Man Mini Grey	2 weeks	<ul style="list-style-type: none">• Draw inferences such as inferring characters' feelings, thought and motives from their actions, and justify their inferences with evidence• Discuss words and phrases that capture the readers interest and imagination• Re-tell familiar stories orally• Read aloud and perform – showing understanding through intonation, tone, volume and action• Express ideas and viewpoints across a range of genres• Ask and respond to questions using evidence from a text• Linking what they have read or hear with their own experiences and beginning to link with others' experiences• Identifying common themes in a text (e.g friendship, school life)• Discussing the sequence of events in texts and how items of information are related• Beginning to recommend books that they have enjoyed to their peers, sometimes giving reasons for their choices.
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YEAR B

Class 3 Year 1 and 2		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Autumn Term		
Guided Reading title	Length of unit	Objectives
The bear who stared, Duncan Beedie	2 weeks	<ul style="list-style-type: none"> Recognise and join in with predictable phrases. Link what they hear and read to their own experiences. Draw on what they already know, on background information or known vocabulary to discuss a topic. discuss and clarify the meanings of words, linking new meanings to known vocabulary. discuss their favourite words and phrases from a text. Explain clearly their understanding of what is read to them.
Look up!, Nathan Bryon	2 weeks	<ul style="list-style-type: none"> Listen to and discussing a wide range of poems, stories and non-fiction texts. Discuss word meanings, linking new meaning to those already known. Discuss the significance of the title and main events. recognise that non-fiction books are structured in a different way. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say.
Dolphin boy, Michael Morpurgo and Michael Foreman	2 weeks	<ul style="list-style-type: none"> Check that a text makes sense to them as they read, and correct their own mistakes. Discuss word meanings, linking new meaning to those already known. Make inferences on the basis of what is being said and done. Answer and ask questions recognise simple recurring literary language in stories and poetry. Identifying with, and exploring characters using a range of drama techniques, through role play.
There's a tiger in the garden, Lizzy Stewart	2 weeks	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Predict what might happen on the basis of what has been read so far. draw on what they already know or on background information and vocabulary provided by the teacher; make inferences based on what is being said and done; predict what might happen based on what has been read so far Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
The hat full of secrets, Karl Newson and Wazza Pink	3 weeks	<ul style="list-style-type: none"> Link what they hear and read to their own experiences. Discussing their favourite words and phrases. Sustaining interest in longer narratives Identifying with, and exploring characters using a range of drama techniques, through role play.

		<ul style="list-style-type: none"> • Recognise and join in with predictable phrases. • discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
Poems out loud, ladybird	2 weeks	<ul style="list-style-type: none"> • Learn to appreciate and recite rhymes and poems. • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • discuss and clarify the meanings of words, linking new meanings to known vocabulary.

YEAR B

Class 3 Year 1 and 2		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Spring Term		
Guided Reading title	Length of unit	Objectives
The three little wolves and the big bad pig, Eugene Trivizas		<ul style="list-style-type: none"> • become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Read words containing common suffixes. • Read other words of more than one syllable. • Read words containing 's, es, ing, ed, er, est' endings. • recognise simple recurring literary language in stories and poetry • discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Ask and answer questions • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Identifying elements that have been encountered in other texts •
The Big Book of blooms, Yuval Zommer		<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words • Read accurately words of two or more syllables that contain the same graphemes as above • Discuss word meanings, linking new meaning to those already known. • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction • recognise that non-fiction books are structured in a different way.
The light house keepers lunch, Ronda Armitage		<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related • Become familiar with and retell key stories, fairy stories and traditional tales. • Check that a text makes sense to them as they read, and correct their own mistakes • Predict what might happen on the basis of what has been read so far • discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss their favourite words and phrases from a text • check that the text makes sense to them as they read and correcting inaccurate reading • predict what might happen based on what has been read so far
Somebody swallowed Stanley, Sarah Roberts		<ul style="list-style-type: none"> • exploring non-fiction books that are structured in different ways, and how they can be used to find things out. • recognise simple recurring literary language in stories and poetry • Listen to and discussing a wide range of poems, stories and non-fiction texts

		<ul style="list-style-type: none"> • Learn to appreciate and recite rhymes and poems • Make inferences on the basis of what is being said and done • draw on what they already know or on background information and vocabulary provided by the teacher;
Poems out loud, ladybird		<ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • recognise that non-fiction books are structured in a different way. • Appreciating poems, reciting some, with appropriate intonation to make the meaning clear.
The invisible, Tom Percival		<ul style="list-style-type: none"> • Link what they hear and read to their own experiences. • Draw on what they already know, on background information or known vocabulary to discuss a topic • Discuss the significance of the title and main events. • draw on what they already know or on background information and vocabulary provided by the teacher • make inferences based on what is being said and done

YEAR B

Class 3 Year 1 and 2		
Year B (2017-2018), (2019-2020), (2021-2022) etc.		
Summer Term		
Guided Reading title	Length of unit	Objectives
The man on the moon, Simon Bartram		<ul style="list-style-type: none"> • Re-read books to build their fluency and confidence in word reading. • Listen to and discuss a wide range of poems, stories and non-fiction texts. • Make inferences on the basis of what is being said and done. • Predict what happen on the basis of what has been read so far. • Discuss the sequence of events in books and how items of information are related. • Discuss their favourite words and phrases from a text. •
Lights on cotton rock, David Litchfield		<ul style="list-style-type: none"> • Link what they hear and read to their own experiences. • Recognise and join in with predictable phrases. • Draw on what they already know, on background information or known vocabulary to discuss a topic. • Make inferences on the basis of what is being said and done. • Answer and ask questions. • Identifying with, and exploring characters using a range of drama techniques, through role play. • Identify elements that have been encountered in other texts
The Owl tree Jenny Nimmo		<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Predict what might happen based on what they have read so far. • Sustaining interest in longer narratives. • Empathising with characters, based on their descriptions and actions.
The HodgeHeg Dick King Smith		<ul style="list-style-type: none"> • Discuss word meanings, linking new meaning to those already known. • Check that a text makes sense to them as they read and correct their own mistakes. • Discuss the significance of the title and main events. • Participate in discuss about books • Explain and discuss their understanding of books, poems and other materials. • Sustaining interest in longer narratives.