



SGSM Whole School Reading Short Term Plan



Subject: Reading

These objectives may be taught explicitly, or they may underpin other learning activities. They may be explored on a one-to-one basis when children read to adults (focusing on the individual need) in group reading activities (discussing a group/ class text or their own reading books) during Reading Workshop time (a specific objective and learning point) or whole class book sharing for pleasure (listening to and appreciating a range of texts, discussion)

In KS2, one reading session per fortnight will focus solely on Fluency, using the structure of Reader's Theatre- Steps 1, 2, 3 and 4.

Year group	Autumn	Spring	Summer
EYFS	<p><u>Early Learning Goals</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Birth to 3</u> I have favourite books and seek them out, to share with an adult, with another child, or to look at alone. I repeat words and phrases from familiar stories. I notice some print, such as the first letter of my name, a bus or door number or a familiar logo.</p> <p><u>3 & 4 year olds</u> I understand the 5 key concepts about print: <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of different parts of a book • Page sequencing. I am developing my phonological awareness, so that I can: <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother. <p><u>Reception</u> I can read individual letters. I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences. I can read some letter groups that each represent one sound and say sounds for them. I can read a few common exception words. I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> </p>		
Y1	<ol style="list-style-type: none"> 1. Visualising 2. Visualising 3. Retrieval 4. Retelling 5. Visualising 6. Retrieval 7. Retelling 8. Visualising 9. Retrieval 	<ol style="list-style-type: none"> 1. Visualising 2. Retrieval 3. Retelling 4. Making connections to self 5. Prediction 6. Visualising 7. Retrieval 8. Retelling 9. Making connections to self 	<ol style="list-style-type: none"> 1. Retrieval 2. Retelling 3. Making connections to self 4. Prediction 5. Vocabulary 6. Inference 7. Vocabulary 8. Inference 9. Vocabulary

	<p>10. Retelling</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>10. Prediction</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>10. Inference</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>
Y2	<p>1. Visualising</p> <p>2. Retrieval</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self</p> <p>6. Visualising</p> <p>7. Retrieval</p> <p>8. Retelling</p> <p>9. Sequencing</p> <p>10. Making connections to self</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>1. Visualising</p> <p>2. Retrieval (non-fiction)</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self</p> <p>6. Questioning</p> <p>7. Prediction</p> <p>8. Vocabulary</p> <p>9. Questioning</p> <p>10. Prediction</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>1. Retrieval (non-fiction)</p> <p>2. Retelling</p> <p>3. Sequencing</p> <p>4. Making connections to other texts</p> <p>5. Questioning</p> <p>6. Prediction</p> <p>7. Inference</p> <p>8. Favourite words and phrases</p> <p>9. Inference</p> <p>10. Favourite words and phrases</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>
Y3	<p>1. Visualising</p> <p>2. Retrieval</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self and text</p> <p>6. Questioning</p> <p>7. Inference</p> <p>8. Summarising</p> <p>9. Dictionaries</p> <p>10. Author's purpose- words and phrases that capture interest and imagination</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>1. Visualising- character</p> <p>2. Retrieval (non-fiction)</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self and text</p> <p>6. Prediction</p> <p>7. Questioning</p> <p>8. Inference</p> <p>9. Summarising</p> <p>10. Prediction</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>1. Visualising- setting</p> <p>2. Retrieval (non-fiction)</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self and text</p> <p>6. Prediction</p> <p>7. Questioning</p> <p>8. Inference- character feelings</p> <p>9. Summarising</p> <p>10. Performance</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>
Y4	<p>1. Visualising- character</p> <p>2. Retrieval</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self and text</p> <p>6. Questioning</p> <p>7. Inference</p> <p>8. Summarising</p> <p>9. Dictionaries</p> <p>10. Author's purpose- words and phrases that capture interest and imagination</p>	<p>1. Visualising- setting</p> <p>2. Retrieval</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self and text</p> <p>6. Prediction</p> <p>7. Questioning</p> <p>8. Inference- character feelings</p> <p>9. Summarising</p> <p>10. Prediction</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<p>1. Visualising</p> <p>2. Retrieval</p> <p>3. Retelling</p> <p>4. Sequencing</p> <p>5. Making connections to self and text</p> <p>6. Prediction</p> <p>7. Questioning</p> <p>8. Inference</p> <p>9. Summarising</p> <p>10. Performance</p> <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>

	Other weeks used to assess and move reading levels up and visit the school library fortnightly.		
Y5	<ol style="list-style-type: none"> 1. Visualising 2. Retrieval 3. Retelling 4. Sequencing 5. Making connections 6. Questioning 7. Summarising 8. Inference 9. Author's purpose 10. Determining importance <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<ol style="list-style-type: none"> 1. Visualising 2. Retrieval 3. Retelling 4. Inference 5. Prediction 6. Making connections 7. Questioning 8. Inference 9. Prediction 10. Determining importance <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<ol style="list-style-type: none"> 1. Inference 2. Prediction 3. Questioning 4. Author's purpose 5. Determining importance 6. Performance 7. Inference 8. Author's purpose 9. Determining importance 10. Performance <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>
Y6	<ol style="list-style-type: none"> 1. Visualising 2. Retrieval 3. Different viewpoints 4. Sequencing 5. Making connections 6. Questioning 7. Recommendations 8. Inference 9. Author's purpose 10. Determining importance <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<ol style="list-style-type: none"> 1. Fact and opinion 2. Retrieval 3. Vocabulary 4. Inference 5. Prediction 6. Author's use of language 7. Character development 8. Inference 9. Prediction 10. Determining importance <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>	<ol style="list-style-type: none"> 1. Retrieve (non-fiction) 2. Explanation 3. Explanation 4. Author's purpose 5. Determining importance 6. Performance 7. Inference 8. Author's purpose 9. Determining importance 10. Performance <p>Other weeks used to assess and move reading levels up and visit the school library fortnightly.</p>

Activity Ideas

Visualising

This is the ability to create an image in their mind using what they are reading, rather than just reading the words.

- Image in my mind
- Movie in my mind
- Visual development (mini storyboard)
- Character sketch
- Setting sketch
- Draw the 5 senses
- Visualising glasses- what can you see?

Retrieval

This is the ability to pick out key important pieces of information, key words or phrases. They do not change the text, they pick it out exactly as it is.

- Give them open questions like Where is your text set? How does the main character look/behave/speak? Find a word or phrase which tells you how the character is feeling. Tell me something that you have learned.
- What can you remember?
- Skim reading.
- Rex Retriever- Twinkl Reading Domains- KS1, LKS2, UKS2

Retelling

The ability to retell what they have read in their own words.

- Write a sentence about what you have read.
- Rewrite that page in your own words.
- Tell me what happened in that chapter.
- 5 finger retell- Setting, characters, problem, solution, extra events.
- First, then, next...
- Story map
- Beginning, middle, end.
- Roll and retell- each side of the dice encourages different elements of retell.

Making connections

This is the ability to bring life to what is being read- seeing themselves, other things they have read and things they know about the world within what they are currently reading.

- Stop and Tell- That reminds me of... I predict that... I'm wondering... I'm picturing...
- Writing about the 5 senses
- Text to self- how can you relate? Thoughts, experiences, family, friends, school.
- Text to text- how are 2 texts similar? Characters, settings, plot, genre, fiction and non-fiction.
- Character to self- how are you like/ unlike them?
- Text to world - how does this text relate to our world? Television, Newsround, films, current event, history.
- Similarities and comparisons.

Prediction

This is the ability work out what might happen next based on what has already been read and what they know about the text type.

- Predict at the start then read on.
- Read at the start, predict and check next lesson.
- Character decision prediction
- Plot prediction
- I think... Now I think... Now I think... Finally I think...
- Crystal ball drawing
- Giving reasons for predictions
- Before reading, during reading, after reading
- Predicting Pip- Twinkl Reading Domains- KS1, LKS2, UKS2

Inference

This is reading between the lines, being the detective, pulling different pieces of information together to come to their own conclusion or idea.

- Predict, read, check
- Infer words- pick out words that they don't know. Write what they think it means (by reading around the word- think!) and then find the actual meaning. Were they close?
- What I know from the text + background knowledge = inference
- Inference pictures- what can you see?
- Inference acting- show them don't tell them
- Vocabulary Victor- Twinkl Reading Domains- KS1, LKS2, UKS2
- Inference Iggy- Twinkl Reading Domains- KS1, LKS2, UKS2

Sequencing

This is the ability to order events the way that they happen.

- First, then, next, finally
- Step by step
- Event order
- Sequencing Suki- Twinkl Reading Domains- KS1

Questioning

This is the ability to connect with what they are reading to a level where they can start asking questions and wondering, rather than just passively letting the text pass them by.

- Questions before reading
- Questions during reading
- Questions after reading
- What would you ask the author?
- What would you ask a particular character?

Summarising

This can appear the same as retelling, but it isn't. This isn't telling the story, it is delivering the key pieces of information from what they have read, as a summary/ outline.

- Summarise what you have read- not retelling, but stating the key points.
- Summarise in 100 words
- Summarise in 50 words
- Summarise in 10 words
- Book review (doesn't have to be at the end of the book)
- Summarising Sheba- Twinkl Reading Domains- LKS2, UKS2

Dictionaries

The ability to use dictionaries to find the meanings of words.

- Pick 3 words
- Find the meanings of my list
- What words don't you know?
- What do you think it means? What does it actually mean?
- Spelling patterns- phonics, suffixes, prefixes etc.

Author's purpose

This is the ability to think like an author- where their knowledge of writing styles and features allows them to understand author's decisions in what they have written and the way that they have written it.

- Pick out vocabulary- how is the author trying to make you feel? Why?
- What is the author's aim?

- Title and cover- what is the purpose?
- Pictures and illustrations- what is the purpose?
- Specific words and phrases- what is the purpose?
- Are they words to persuade, inform or entertain?
- How is the author persuading you? How is the author informing you? How is the author entertaining you?
- Arlo the Author- Twinkl Reading Domains- LKS2, UKS2

Determining Importance

This is the ability to be aware of the most important information that the author is giving you. For example, is it more important to know that the character has brown hair, or that they are known for cheating in games.

- 3 main points
- The big idea
- Who is the main character?
- What is the main problem?
- What is the main solution?
- Where is the main setting?
- What is the main topic?
- What is the main fact?
- Is this part important or interesting?
- Which part is important to me? Which part is important to the author?
- List essential and non-essential.

Performance

The ability to use their voice for a range of purposes. Maybe to inform, persuade or entertain.

- Share a piece of information text with the class, using the correct intonation, facial expression and body movements.
- Debate
- Conscious alley
- Persuade a group of people to think a certain way or do a certain thing, using intonation, facial expression and body movements.
- Perform poetry or a short funny story to the class, using timing, intonation, facial expressions and body movements.