



# **READING CURRICULUM**

***“The more you read, the more things you will know. The more things you learn, the more places you’ll go.” Dr Seuss***

At Moorside Primary Academy, we strongly believe that reading is the most important gift we can give our children. As we strive for ‘*Educational Excellence*’ we recognise that reading empowers; it enables children to unlock doors and engage with all subjects in the curriculum. Therefore, we place the teaching of reading as the highest priority within our school’s curriculum to enhance children’s educational attainment, develop their social and emotional wellbeing and enrich their lives. Our children simply must leave us as readers!

Due to high levels of under resourced families in our local area and low levels of communication and language one of our core drivers is to promote a love of reading across school and develop lifelong readers with the skills to reach high and achieve the best possible outcomes in life in line with our school aim of ‘Aiming High’. Reading will support and develop communication and language and enable children to fulfil their potential across the curriculum. As detailed in the EEF Literacy guidance “Language and literacy provide us with the [building blocks](#) not just for academic success, but for fulfilling careers and rewarding lives.’

Our reading journey starts with our youngest children in Early Years Foundation Stage (EYFS). In EYFS, our provision is designed to create a language-rich environment in order to develop children’s communication and language skills. This is achieved through exposure to clear adult role models, lots of exposure to nursery rhymes, songs and high-quality texts which link story sessions daily as well as access to high quality phonics provision. We build on this and continue to develop children’s vocabulary as they progress through Key Stage 1 (KS1) and Key Stage 2 (KS2).

As one of our key aims is to develop children’s communication and language skills this starts at the very beginning of our children’s educational journey. Our reading curriculum is carefully designed to be progressive across the year groups and we use suggested high quality class texts, which are used to develop our children’s skills in all areas of English. In EYFS this is achieved through daily focused sessions. This begins in our two-year-old provision with a focus on nursery rhymes and learning these to support language development. This builds into Little Wandle Foundations in reading in our 3/4 year olds and into reception this is developed to looking at prediction, understanding of key vocabulary, character, story mapping and retelling using role play, small world activities and writing areas within the provision. This is developed into more formal lessons in KS1 and KS2 with in depth book studies, specific vocabulary sessions together with guided and independent comprehension lessons.

As a smaller than average primary school it is sometimes necessary to have mixed age classes. We therefore run on a two year cycle (cycle A and cycle B). All our texts used within the English curriculum are mapped across our wider curriculum to ensure where possible children can contextualise what they are reading. This also supports the consolidation of vocabulary.

### **Phonics**

We have opted to follow the Little Wandle Revised Letters and Sounds phonics scheme. It is a carefully sequenced and structured approach to teaching children to read and spell. Little Wandle has been developed following the latest research into how children learn best; how to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to become highly competent readers. The Little Wandle Phonics Scheme works in partnership with Collins Big Cat books so we have decodable books exactly matched to children’s current levels of attainment and these ensure progression as children move across the scheme within KS1. As we move into KS2 we continue to use Collins Big Cat Books supplemented with Bug Club books to ensure clear progression and ensure that books match children’s current level of attainment. We use the Little Wandle Foundations in Phonics programme in nursery and this progresses into the Little Wandle Revised Letters and Sounds programme into Key Stage 1. In year 2 children progress onto Little Wandle Fluency and this progresses into Year 3 for some children.

### **Chatterbooks EYFS/KS1**

Chatterbooks is our whole school approach to the teaching of reading and provides a consistent approach to the development of reading skills across school, closely linked to Little Wandle’s programme for guided reading at KS1. Children are grouped from Reception to Y2 according to reading ability and read with an adult four times per week to develop essential word reading, prosody and comprehension skills. This approach is informed by assessment and supports progression in vital reading skills to ensure all children become proficient.

### **Whole Class Guided Reading Key Stage 2**

Across Years 3 - 6 we use whole class guided reading sessions based using the key criteria to support and develop children’s core reading skills across a text ***prepare, read, react and explore***. Teachers plan around an age-appropriate text and this is developed across four weekly whole class guided reading sessions. Year 3 will initially continue to follow the Little Wandle Fluency Texts and move towards whole class guided reading in the Spring term. Our Key stage 2 guided reading offer is as follows:

- Attendance at breakfast club for access to Nessie or Reading Plus as appropriate (Year 4-6).
- Whole class guided reading 4 x weekly with class teacher Year 4 -6. Year 3 continue to follow Little Wandle as appropriate then move to whole class reading across Spring Term.
- Storytime 4 x per week for 10 minutes – teacher reading story for pleasure.
- Book Club 1 x weekly to support reading choices and review of reading scrap book.

- Reading home at least 3 x weekly and recorded in reading journal.
- Access to page turners to support reading for pleasure.
- Access to reading scrap book
- Access to in class library areas
- Access to whole school library during break times.

### **Reading for Pleasure**

We firmly believe that every child deserves to be supported to develop, not only the *skills* to read, but also the *will* to read. Our aim is to foster a lifelong love of reading and we allocate time within the timetable for our children to read for pleasure through a teacher lead reding sessions 4 x per week. We provide high quality, highly engaging texts in our reading corners for children to enjoy. In addition to this, we provide a Page Turner for children to take home weekly. Page Turners are not linked to reading ability but have been chosen to develop children's love of books and can be shared with an adult for our younger children.

Alongside suggested class novels, each class has a reading and poetry spine to enrich children's literacy experiences (these are reviewed annually to ensure they are up to date and reflect the best current children's literature on offer). These are used daily by teachers to expose children to a rich and diverse range of texts designed to promote respect, tolerance, mental wellbeing and kindness linked to our wider curriculum.

### **Keeping Children Up**

Where children are not hitting key milestones and keeping up with age related expectations in line with the curriculum we offer a range of support to ensure they keep up rather than catch up.

- Same day phonics interventions for reception and year 1
- Additional phonics sessions for children who did not hit the expected level for phonics in Year 1 into year 2 and beyond if necessary.
- 1:1 reading for identified children
- Access to Tutoring for identified children
- Daily Reading Plus for Year 5/6 children
- Booster classes linked to reading for Year 2 and 6
- Additional phonics sessions for Year 1

Our goal is for every child to leave our school a reader, we recognise that reading is a powerful tool to promote social justice, alongside developing compassion and empathy in our pupils so that they are able to make a positive contribution to our society.

Moorside Primary School

Progression in skills reading

|              | EYFS                                                                                                                                                                                                                                                                                                                                                                      | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y3/4                                                                                                                                                                                                                                                                                                                                                                        | Y5/6                                                                                                                                                                                                                                                              |
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| Word Reading | <p>Children Should:</p> <p>Read simple Sentences. Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking with others about what they have read</p> <p>Little Wandle Set 2 and 3 Independent application of skills inclusive of the relevant tricky words</p> | <p>Children should:</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions, e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Little Wandle Set 4 and 5 Independent application of skills inclusive of the relevant tricky words</p> | <p>Children should:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered.</p> | <p>Children should:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>Children should:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (national curriculum), both to read aloud and to understand the meaning of new words that they meet</p> |

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| Comprehension | <p>Children should:</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking with others about what they have read</p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in other activity.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer how and why questions about their experiences and in response to stories or events.</p> | <p>Children should :</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• being encouraged to link what they read or hear read to their own experiences</li><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• recognising and joining in with predictable phrases</li><li>• learning to appreciate rhymes and poems, and to recite some by heart</li><li>• discussing word meanings, linking new meanings to those already known</li></ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• discussing the significance of the title and events</li><li>• making inferences on the basis of what is being said and done</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them</li></ul> | <p>Children should:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• listening to, discussing and expressing 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</li><li>• discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>• being introduced to non-fiction books that are structured in different ways</li><li>• recognising simple recurring literary language in stories and poetry</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li><li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• 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</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul> | <p>Children should:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li><li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• recognising some different forms of poetry (e.g. free verse, narrative poetry)</li></ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• identifying main ideas drawn from more than one paragraph and summarising these</li><li>• identifying how language, structure, and presentation contribute to meaning</li><li>• retrieve and record information from non-fiction</li><li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul> | <p>Children should:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing their 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</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• preparing 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</li></ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• preparing 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</li><li>• understand what they read by:</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about books that are read to them and those they can read for themselves,</li></ul> |
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|  |  |  |  |  | <div>building on their own and others’ ideas and challenging views courteously</div> <div><div><div></div></div><div>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</div><div><div></div></div></div> <div><div><div></div></div><div>provide reasoned justifications for their views</div></div> |
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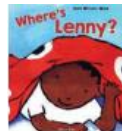
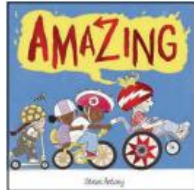
## Moorside Primary Academy Nursery (2 Year Olds) Reading Long Term Plan Cycle A

The main aim for our two year old children is to develop their early communication skills across all areas. Our two year old children do not access story mapping but instead access a weekly focused nursery rhyme time. Rhymes are covered for two weeks to develop confidence (the same rhymes are then revisited the next year to support confidence however the focus shifts to story). The suggested class texts are used to read to the children on a daily basis. This is an introduction to the story to develop familiarity with stories being read and the pleasure of books. The same stories are revisited the next year within the focus of story mapping. Weekly nursery rhyme activities include:

- Orally rehearsing and joining in with rhymes
- Learn new words e.g. clock, mouse, tick tock and practice saying these knowing what they mean
- Sequencing of rhymes
- Messy play linked to rhymes
- Creative play linked to rhymes e.g. making masks, spiders from playdough etc.
- Modelled small world activities to develop language with adult support

|         |              |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           | Block 2 (weeks 12 – 24)                                                                                                        |                                                                                                   | Block 3 (Weeks 24 - 36)                                              |                                                                                            |
|---------|--------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Reading |              | Nursery Rhymes                                          | Round and Round the Garden<br>Humpty Dumpty<br>Baa, Baa, Black Sheep<br>Pat-a-cake                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Twinkle, Twinkle Little Star<br>Jack and Jill<br>Hickory Dickory Dock                                                                                                                                                                                     | Incy Wincy Spider<br>One, Two, Buckle My Shoe<br>Mary, Mary, Quite Contrary                                                    | 1, 2, 3, 4, 5 Once I Caught a Fish Alive<br>Row, Row, Row Your Boat<br>The Grand Old Duke of York | Hey, Diddle, Diddle<br>Ring-a-ring-a-roses<br>Miss Molly Had a Dolly | A Sailor went to Sea<br>Down at the Station<br>The Wheels on the Bus<br>Wind the Bobbin Up |
|         | Word Reading | Phonics                                                 | Enjoy songs and rhymes, tuning in and paying attention.<br>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.<br>Say some of the words in songs and rhymes.<br>Copy finger movements and other gestures.<br>Sing songs and say rhymes independently, for example, singing whilst playing. Listen to simple stories and understand what is happening, with the help of the pictures.<br>Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.<br>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’<br>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)<br>Enjoy sharing books with an adult.<br>Pay attention and respond to the pictures or the words.<br>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.<br>Repeat words and phrases from familiar stories.<br>Ask questions about the book. Make comments and shares their own ideas.<br>Develop play around favourite stories using props. |                                                                                                                                                                                                                                                           |                                                                                                                                |                                                                                                   |                                                                      |                                                                                            |
|         |              |                                                         | Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.<br>Make eye contact for longer periods.<br>Watch someone’s face as they talk.<br>Enjoy singing, music and toys that make sounds.<br>Recognise and are calmed by a familiar and friendly voice.<br>Listen and respond to a simple instruction<br>Reach or point to something they want while making sounds.<br>Copy your gestures and words.<br>Constantly babble and use single words during play.<br>Use intonation, pitch and changing volume when ‘talking’.<br>Children begin to understand simple words, sentences and conversations.<br>Children begin to talk using words and simple sentences. This is often called ‘expressive language’<br>Children say speech sounds correctly so they can be understood by others.<br>Children begin to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend. This is often called ‘pragmatic language’                                    |                                                                                                                                                                                                                                                           |                                                                                                                                |                                                                                                   |                                                                      |                                                                                            |
|         |              |                                                         | Poetry Spine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The Puffin Baby and Toddler Treasury<br>The Nursery Rhyme Treasury                                                                                                                                                                                        |                                                                                                                                |                                                                                                   |                                                                      |                                                                                            |
|         |              | Reading Spine<br>(Books read for pleasure in any order) | Toddle Waddle<br>Where’s Spot?<br>Dinosaurs Love Underpants<br>Meg and Mog<br>The Three Little Pigs<br>Goldilocks and the Three Bears<br>Little Red Riding Hood<br>Jack and the Beanstalk<br>The Gingerbread Man<br>The Three Billy Goats Gruff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Calm down Boris!<br>Fox’s Socks<br>Dear Zoo<br>The Bumblebear<br>Open Very Carefully<br>Sneaky Snappy Mr Croc<br>The Teddy Bear’s Picnic<br>Oliver’s Vegetables<br>Noah’s Ark<br>We’re Going on a Bear Hunt<br>Each Peach Pear Plum<br>Jasper’s Beanstalk | Dinosaur Roar<br>Goodnight Moon<br>You Choose<br>That’s not my ... (range of books)<br>Hippo has a Hat<br>Rumble in the Jungle |                                                                                                   |                                                                      |                                                                                            |

Moorside Primary Academy Nursery (3/4) Reading Long Term Plan Cycle A

|               |  |                                | Block 1 (weeks 1-12)                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Block 3 (Weeks 24 - 36)                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |  |
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| Little wandle |  | Nursery Rhymes                 | Round and Round the Garden<br>Humpty Dumpty<br>Baa, Baa, Black Sheep<br>Pat-a-cake                                                                               | Twinkle, Twinkle Little Star<br>Jack and Jill<br>Hickory Dickory Dock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Incy Wincy Spider<br>One, Two, Buckle My Shoe<br>Mary, Mary, Quite Contrary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1, 2, 3, 4, 5 Once I Caught a Fish Alive<br>Row, Row, Row Your Boat<br>The Grand Old Duke of York                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Hey, Diddle, Diddle<br>Ring-a-ring-a-roses<br>Miss Molly Had a Dolly                                                                                                                       | A Sailor went to Sea<br>Down at the Station<br>The Wheels on the Bus<br>Wind the Bobbin Up                                                                                                                                                                                                                                                                |  |
|               |  | Sounds<br>(Tuning into sounds) | Consolidate previous learning e.g.,<br>environmental sounds                                                                                                      | s a t p i n<br><br>Teach children to <b>hear</b> the same initial<br>sound for words and names of objects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | m d g o c k e<br><br>Teach children to <b>identify</b> initial sounds<br>of words and names of objects.<br>Teach children to <b>distinguish</b> different<br>sounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | u r h b f l j<br><br>Teach children to <b>identify</b> initial sounds<br>of words and names of objects.<br>Teach children to <b>articulate</b> sounds<br>correctly – including playing with voice<br>sounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | v w y z q u c h<br><br>Teach children to <b>identify</b> initial sounds of<br>words and objects.                                                                                           | ck x sh th ng nk<br><br>Teach children to <b>identify</b> the final sounds<br>of words and objects.                                                                                                                                                                                                                                                       |  |
|               |  | Reading                        | Kindness Makes Us Stronger by Sophie Beer<br>(Little Tiger Press, 2020)<br><br> | Monster Clothes by Daisy Hirst (Walker<br>Books, 2020)<br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Where’s Lenny? By Ken Wilson-Max<br>(Alanna Max, 2019)<br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Would You Rather ... by John<br>Burningham (Red Fox)<br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lulu Loves the Library by Anna<br>McQuinn and illustrated by Rosalind<br>Beardshaw (Alanna Max)<br><br> | Amazing written by Steve Antony<br>(Hodder Children’s Books, 2019)<br><br>                                                                                                                                                                                             |  |
|               |  |                                |                                                                                                                                                                  | <u>Visual Skills</u> <ul style="list-style-type: none"><li>Visual discrimination Matching games, throw &amp; match, Copying to match, mapping, odd one out, jigsaws</li><li>Visual memory Closure, hidden toy, picture selection, pairs, drawing from memory, Kim’s game,</li><li>Visual sequencing Continue a sequence pattern, recalling visual sequences</li></ul> <u>Auditory Skills</u> <ul style="list-style-type: none"><li>Listening &amp; response Instructions, circle games, Copy cats, mistakes in poems,</li><li>Auditory memory &amp; sequence Learning rhymes and poems,clapping rhythms, ‘Mrs Brown went to town and bought....’, Chinese whispers, memory circles, Repeat after me, odd one out, what’s in the bag?</li><li>Sound discrimination_Sound sort, hear and tell, which sound?_</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                            | <u>Developmental order of rhyme awareness</u> <div>Rhyme generation<br/>↑<br/>Rhyme detection<br/>↑<br/>Some awareness of rhyme<br/>↑<br/>No awareness of rhyme</div> <u>Sequence for developing<br/>auditory blending (FOR READING)</u> <div>Onset &amp; rime<br/>↑<br/>Three syllable words<br/>↑<br/>Two syllable words<br/>↑<br/>Compound words</div> |  |
|               |  |                                |                                                                                                                                                                  | <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>print has meaning</li><li>we read English text from left to right and from top to bottom</li></ul></li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes</li><li>count or clap syllables in a word</li><li>recognise words with the same initial sound, such as money and mother</li></ul></li><li>Engage in conversations about stories.</li></ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>print has meaning</li><li>print can have different purposes</li><li>we read English text from left to right and from top to bottom</li></ul></li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes</li><li>count or clap syllables in a word</li><li>recognise words with the same initial sound, such as money and mother</li></ul></li><li>Engage in conversations about stories, learning new vocabulary.</li></ul> | <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>print has meaning</li><li>print can have different purposes</li><li>we read English text from left to right and from top to bottom</li><li>the names of the different parts of a book</li><li>page sequencing</li></ul></li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes</li><li>count or clap syllables in a word</li><li>recognise words with the same initial sound, such as money and mother</li></ul></li><li>Engage in extended conversations about stories, learning new vocabulary.</li></ul> |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |  |
|               |  | Poetry Spine                   | The Puffin Baby and Toddler Treasury<br>The Nursery Rhyme Treasury                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |  |
|               |  |                                | Reading Spine<br>(Books read for pleasure in<br>any order)                                                                                                       | Toddle Waddle<br>Where’s Spot?<br>Dinosaurs Love Underpants<br>Meg and Mog<br>The Three Little Pigs<br>Goldilocks and the Three Bears<br>Little Red Riding Hood<br>Jack and the Beanstalk<br>The Gingerbread Man<br>The Three Billy Goats Gruff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Calm down Boris!<br>Fox’s Socks<br>Dear Zoo<br>The Bumblebear<br>Open Very Carefully<br>Sneaky Snappy Mr Croc<br>The Teddy Bear’s Picnic<br>Oliver’s Vegetables<br>Noah’s Ark<br>We’re Going on a Bear Hunt<br>Each Peach Pear Plum<br>Jasper’s Beanstalk                                                                                                                                                                                                                                                                                                                                                              | Dinosaur Roar<br>Goodnight Moon<br>You Choose<br>That’s not my ... (range of books)<br>Hippo has a Hat<br>Rumble in the Jungle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |  |

Moorside Primary Academy Reception Reading Long Term Plan Cycle A

|         |                 |                                 |         | Block 1 (weeks 1-12)                                    |                                                                                                                                                                                                                                                                                        | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                               |
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| English | Stimuli Cycle A | Writing Pathways<br>Class Texts |         | The Gingerbread Man by Mara Alperin                     | The Three Little Pigs by Mara Alperin                                                                                                                                                                                                                                                  | Let’s All Creep Through Crocodile Creek by Jonny Lambert                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Pirates Are Coming! by John Condon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Clem and Crab by Fiona Lumbers                                                                                                                                                                                                                                                                                                                                                | Supertato by Sue Hendra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                               |
|         |                 |                                 |         | Nursery Rhymes                                          |                                                                                                                                                                                                                                                                                        | Jack and Jill, Little Jack Horner, Pat a Cake, Pat A Cake, Wind The Bobbin Up, It’s raining it’s pouring                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | I’m a Dingle Dangle Scarecrow, Hot Cross Buns, Oranges and Lemons, I’m a Little Tea Pot, Little Bo Peep, 1, 2 Buckle My Shoe                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sing a Song of Sixpence, Simple Simon, Ten in a Bed, Ten Green Bottles, The Wheels on the Bus |
|         | Reading         | Word Reading                    | Phonics | Graphemes                                               | Consolidate aspect 7 oral segmenting and blending.<br>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) | Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er<br>• words with double letters<br>• longer words<br><br>Review Phase 3<br>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words<br>• words with s /z/ in the middle<br>• words with –s /s/ /z/ at the end<br>• words with –es /z/ at the end                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Phase 4 Short vowels with adjacent consonants<br>• CVCC CCVC CCVCC CCCVC CCCVCC<br>• longer words and compound words<br>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est<br>Phase 3 long vowel graphemes with adjacent consonants<br>• CVCC CCVC CCCVC CCV CCVCC<br>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est<br>• longer words |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                               |
|         |                 |                                 |         |                                                         | Tricky Words                                                                                                                                                                                                                                                                           | Is I the put* pull* full* as and has his her go no to into she push* he of we me be<br><br>*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.                                                                                                                                                                                                                                                                                                                     | was you they my by all are sure pure<br><br>Review tricky words taught to date.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               | said so have like some come love do were here little says there when what one out today                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                               |
|         |                 | Reading                         |         | Reading                                                 |                                                                                                                                                                                                                                                                                        | o Read individual letters by saying the sounds for them.<br>o Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>o Read some letter groups that each represent one sound and say sounds for them.<br>o Read a few common exception words matched to the school’s phonic programme.<br>o Read simple phrases and sentences made up of words with known letter–sound correspondences<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | o Read individual letters by saying the sounds for them.<br>o Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>o Read some letter groups that each represent one sound and say sounds for them.<br>o Read a few common exception words matched to the school’s phonic programme.<br>o Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>o Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br>Re-read what they have written to check that it makes sense. |                                                                                                                                                                                                                                                                                                                                                                               | Word Reading:<br>• Say a sound for each letter in the alphabet and at least 10 digraphs.<br>• Read words consistent with their phonic knowledge by sound- blending.<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words<br><br>Comprehension:<br>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>• Anticipate (where appropriate) key events in stories.<br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |                                                                                               |
|         |                 |                                 |         | Reading Spine<br>(Books read for pleasure in any order) |                                                                                                                                                                                                                                                                                        | Elmer David McKee<br>Not Now Bernard David McKee<br>Lost and Found Oliver Jeffers<br>The Night Pirates<br>Oi Frog<br>Zog<br>Shark in the Park<br>Peace at Last<br>The Very Hungry Caterpillar<br>Whatever Next<br>Suddenly<br>Owl Babies<br>Aliens Love Underpants<br>The Snail on the Whale<br>Pumpkin Soup                                                                                                                                                                                                                                                            | The Three Little Wolves and the Big Bad Pig<br>Chair Baby Bear<br>Super Red Riding Hood<br>Jack and the Jelly Beanstalk<br>The Ninjabread Man<br>The Three Billy Goats Gruff<br>Cave Baby<br>Stick Man<br>Room on the Broom<br>The Gruffalo<br>Monkey Puzzle<br>No-Bot<br>Octopants<br>Tiddler<br>The Rainbow Fish                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               | Shhh!<br>Six Dinner Sid<br>A Squash and a Squeeze<br>Where’s My Teddy?<br>Five Minutes Peace<br>A Quiet Night In<br>The Jolly Postman<br>Mrs Pepperpot<br>Mr Big<br>Handas Surprise<br>Funny Bones<br>Cat in the Hat<br>Percy the Park Keeper<br>My Daddies<br>Rainbow Boy                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |

Moorside Primary Academy Year 1 Reading Long-Term Plan Cycle A

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|---------|--------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|
|         |              |                                                      | Suggested Class Texts Writing Pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lost and Found by Oliver Jeffers<br><br>Owl Babies by Jill Tomlinson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The Lion Inside by Rachel Bright<br><br>The Curious Case of the Missing Mammoth by Ellie Hattie                                                                                                                                                                                                                                                                                                                                                                                                    | Toys in Space by Mini Grey<br><br>A Midsummer Night’s Dream by Lit for Little Hands |  |
|         |              |                                                      | Suggested Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sea Songs (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | If I had a Beak (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | I Spun a Star (Poetry Unit)                                                         |  |
| Reading | Word Reading | Phonics                                              | <ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |  |
|         |              | Graphemes                                            | Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each<br><br>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup<br><br>/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor | Phonics Screening Check Review- no new GPCs or tricky words (Summer 1)<br><br>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more                                                                                                                                         |                                                                                     |  |
|         |              | Tricky Words                                         | Review Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today their people oh your Mr Mrs Ms ask* could would should our house mouse water want                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | any many again who whole where two school call different thought through friend work once laugh because eye                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | busy beautiful pretty hour move improve parents shoe                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                     |  |
|         |              | Comprehension                                        | 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction, non-fiction, poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction, non-fiction & poetry)<br>1c - Identify and explain the sequence of events in texts. (fiction)<br>1e - Predict what might happen on the basis of what has been read so far (fiction)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction, non-fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction & non-fiction)<br>1e - Predict what might happen on the basis of what has been read so far (fiction)<br>1c - Identify and explain the sequence of events in texts (fiction & non-fiction)                                                                                                                                                           | 1d - Make inferences from the text (fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction)<br>1e - Predict what might happen on the basis of what has been read so far (fiction & non-fiction)<br>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction & non-fiction)<br>1c - Identify and explain the sequence of events in texts (fiction)                            |                                                                                     |  |
|         |              | Author Study                                         | Valerie Thomas<br>Oliver Jeffers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |  |
|         |              | Poetry Spine                                         | Treasury of Songs -Julia Donaldson<br>The Puffin Book of Fantastic First Poems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |  |
|         |              | Reading Spine (Books read for pleasure in any order) | After the Fall – Dan Santat*<br>Lights on Cotton Rock – Dan Litchfield<br>The Tower Bridge Cat – Tee Dobinson<br>The Marvellous Moon Map – Teresa Heapy<br>The Girl and the Dinosaur – Hollie Hughes<br>Avacado Baby – John Burningham<br>The Tiger that Came to Tea<br>Cops and Robbers – Allan Alhberg<br>Knuffle Bunny – Mo Willems<br>Where the Wild Thing’s Are<br>Dogger – Shirley Hughes<br>The Elephant and the Bad Baby – Raymond Briggs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The Dragon Snatcher – MP Robertson<br>The Night Gardener -Terry Fan<br>Hello Lighthouse<br>Nothing - Mick Inkpen<br>Ocean Sky<br>Miss Armitage and the Big Wave -Quentin Blake<br>The Witches Cat – Kirstie Watson<br>The Girl Who Never Made Mistakes – Iggy Peck the Architect – Andrea Beaty<br>Steam Train, Dream Train – Sherri Duskey<br>Oi Get Off Our Train – John Burningham<br>Pick a Pumpkin - Patricia Toht<br>Dream Big Little Mole – Tom Percival                                                                                                                                                                                              | The Girl Who Never Made Mistakes – Gary Rubinstein<br>The Dark – Lemony Snicket<br>The Knight and the Dragon – Tomie De Paola<br>Winnie the witch – Valerie Thomas<br>Greta and the Giants – Zoe Tucker<br>Waiting for Wolf – Sandra Dieckman<br>The Great Snortle Hunt – Claire Freedman<br>The Bear and the Piano – David Litfield<br>The Owl and the Pussy Cat<br>Peter Pan – Caryl Hart<br>The Invisible -Tom Percival<br>The Great Dragon Rescue – M P Robertson<br>Pirate Mums – Lydia Corry |                                                                                     |  |

Moorside Primary Academy Year 2 Reading Long-Term Plan Cycle A

|         |                 |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| English | Stimuli Cycle A | Suggested Class Texts<br>Writing Pathways               | Lost and Found by Oliver Jeffers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Lion Inside by Rachel Bright                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Toys in Space by Mini Grey                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|         |                 |                                                         | Owl Babies by Jill Tomlinson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The Curious Case of the Missing Mammoth by Ellie Hattie                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | A Midsummer Night’s Dream by Lit for Little Hands                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         |                 | Suggested Poetry                                        | Sea Songs (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | If I had a Beak (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | I Spun a Star (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         | Reading         | Word Reading                                            | <ul style="list-style-type: none"><li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>read accurately words of two or more syllables that contain the same graphemes as above</li><li>read words containing common suffixes</li><li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>re-read these books to build up their fluency and confidence in word reading.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                 |                                                         | Words where ‘dge’ makes a /j/ sound<br>Words where ‘ge’ makes a /j/ sound<br>Words where ‘g’ makes a /j/ sound<br>Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’<br>Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words<br>Words where ‘wr’ makes a /r/ sound at the beginning of words<br>Words ending in ‘le’<br>Words ending in ‘el’<br>Words ending in ‘al’<br>Words ending in ‘il’                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Words where ‘y’ makes an /igh/ sound<br>Words where ‘-es’ is added to words ending in ‘y’<br>Words where ‘-ed’ is added to words ending in ‘y’<br>Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’<br>Words where ‘-ing’ is added to words ending in ‘e’<br>Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’<br>Words where ‘-ing’ is added to single syllable words<br>Words where ‘-ed’ is added to single syllable words<br>Words where ‘a’ makes an /or/ sound<br>Words where ‘o’ makes an /u/ sound | Words where ‘ey’ makes an /ee/ sound<br>Words where ‘a’ makes an /o/ sound<br>Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound<br>Words where ‘s’ makes an /z/ sound<br>Words ending in ‘-ment’ and ‘-ness’<br>Words ending in ‘-ful’ and ‘-less’<br>Words that are homophones or near homophones<br>Words ending in ‘-tion’<br>Words containing an apostrophe for contraction<br>35.Words containing an apostrophe for possession                                       |
|         |                 |                                                         | 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction, non-fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction, non-fiction & poetry)<br>1c - Identify and explain the sequence of events in texts (fiction)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1e - Predict what might happen on the basis of what has been read so far (fiction & non-fiction)<br>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Retrieval) (fiction, non-fiction)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction & non-fiction)<br>1c - Identify and explain the sequence of events in texts (fiction & non-fiction)                                   | 1e - Predict what might happen on the basis of what has been read so far (fiction)<br>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Retrieval) (fiction, non-fiction, poetry)<br>1d - Make inferences from the text (fiction, non-fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction)<br>1c - Identify and explain the sequence of events in texts (fiction) |
|         |                 | Author Study                                            | Roald Dahl<br>Jeremy Strong                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                 | Poetry Spine                                            | The Puffin Book of Utterly Brilliant Poetry<br><br>When We were Very Young – A A Milne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                 | Reading Spine<br>(Books read for pleasure in any order) | The Hundred Mile an Hour Dog – Jeremy Strong<br>The Worst Witch – Jill Murphy<br>Crazy Mayonnaisy Mum – Julia Donaldson<br>The Hodgeheg – Dick King-Smith<br>The Twits -Roald Dahl<br>Nim’s Island – Wendy Orr<br>The Proudest Blue - Ibtihaj Muhammad, S K Ali and Hatem Aly*<br>Vlad and the Fire of London– Kate Cunningham<br>Aesop’s Fables<br>Uncle Bobby’s Wedding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Humour/ familiar setting<br>Magical<br>Humour/ familiar setting<br>Traditional<br>Traditional<br>Fantasy<br>Different culture/ Black author<br>Historical fiction<br>Traditional<br>Diversity                                                                                                                                                                                                                                                                                |

## Moorside Primary Academy Year 3 Reading Long-Term Plan Cycle A

|         |                 |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|-----------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | Stimuli Cycle A | Suggested Class Texts<br>Writing Pathways               | Seal Surfer by Michael Foreman<br>Winter’s Child by Graham Baker-Smith                                                                                                                                                                                                                                                                                                                                                                                              | Stone Age Boy by Satoshi Kitamura<br>Amazing Islands by Sabrina Weiss & Kerry Hyndman/ Koji’s Island by The Literacy Company                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Journey by Aaron Becker<br>A Stage Full of Shakespeare Stories by Angela McAllister<br>(Merchant of Venice)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                 | Suggested Poetry                                        | The Shell                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The River’s Tale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I Saw a Peacock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         | Reading         | Word Reading                                            | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 |                                                         | Words where ‘ou’ makes an /ow/ sound<br>Words where ‘ou’ makes a /u/ sound<br>Words where ‘y’ makes an /i/ sound<br>Words ending in ‘-sure’<br>Words ending in ‘-ture’<br>Words with the prefix ‘re-’<br>Words with the prefix ‘dis-’<br>Words with the prefix ‘mis-’<br>Words where ‘-ing’ and ‘-ed’ are added to multisyllabic words<br>Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words                                                      | Words with the ‘ai’ digraph<br>Words with the ‘ei’ digraph<br>Words where ‘ey’ makes an /ai/ sound<br>Adding the suffix ‘-ly’<br>Words that are homophones<br>Words ending in ‘al’<br>Words ending in ‘le’<br>Adding ‘-ly’ when the root word ends in ‘-le’<br>Adding ‘-ally’ when the root word ends in ‘-ic’<br>Adding ‘-ly’ when the words do not follow the spelling patterns                                                                                                                                                                                            | Words ending in ‘-er’ when the root word ends in ‘ch’<br>Words where ‘ch’ makes a /k/ sound<br>Words where ‘que’ makes a /k/ sound<br>Words where ‘sc’ makes a /s/ sound<br>Words that are homophones<br>30.Challenge Words<br>Words that end in ‘sion’                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         |                 | Comprehension                                           | Texts include wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / textbooks and dictionaries (NC p 35/36)                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 |                                                         | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2h - make comparisons within the text (fiction) | 2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2b -Retrieve and record information/identify key details (poetry) |
|         |                 | Author Study                                            | Michael Morpurgo<br>Dick King-Smith                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 | Poetry Spine                                            | Deep in the Green Wood – Wes Magee<br>Hello H2O – John Agard                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 | Reading Spine<br>(Books read for pleasure in any order) | Butterfly Lion- Michael Morpurgo<br>The Boy Who Grew Dragons – Andy Shepherd<br>Friend or Foe Michael Morpurgo<br>The Sheep- pig – Dick King-Smith<br>The Fastest Boy in The World – Elizabeth Laird<br>Operation Gadget Man – Malorie Blackman<br>Just So Stories – Rudyard Kipling<br>Coming to England – Floella Benjamin<br>My Magic Family – Lotte Jeffs                                                                                                       | Traditional<br>Fantasy<br>Historical Fiction<br>Traditional<br>Different culture<br>Familiar setting/ Black author<br>Different Culture<br>Black author<br>Diversity                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Moorside Primary Academy Year 4 Reading Long-Term Plan Cycle A

|         |                 |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|-----------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | Stimuli Cycle A | Suggested Class Texts<br>Writing Pathways               | Seal Surfer by Michael Foreman<br>Winter’s Child by Graham Baker-Smith                                                                                                                                                                                                                                                                                                                                                                                              | Stone Age Boy by Satoshi Kitamura<br>Amazing Islands by Sabrina Weiss & Kerry Hyndman/ Koji's Island by The Literacy Company                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Journey by Aaron Becker<br>A Stage Full of Shakespeare Stories by Angela McAllister<br>(Merchant of Venice)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                 | Suggested Poetry                                        | The Shell                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The River’s Tale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I Saw a Peacock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         | Reading         | Word Reading                                            | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 |                                                         | Words where ‘ou’ makes an /ow/ sound<br>Words where ‘ou’ makes a /u/ sound<br>Words where ‘y’ makes an /i/ sound<br>Words ending in ‘-sure’<br>Words ending in ‘-ture’<br>Words with the prefix ‘re-’<br>Words with the prefix ‘dis-’<br>Words with the prefix ‘mis-’<br>Words where ‘-ing’ and ‘-ed’ are added to multisyllabic words<br>Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words                                                      | Words with the ‘ai’ digraph<br>Words with the ‘ei’ digraph<br>Words where ‘ey’ makes an /ai/ sound<br>Adding the suffix ‘-ly’<br>Words that are homophones<br>Words ending in ‘al’<br>Words ending in ‘le’<br>Adding ‘-ly’ when the root word ends in ‘-le’<br>Adding ‘-ally’ when the root word ends in ‘-ic’<br>Adding ‘-ly’ when the words do not follow the spelling patterns                                                                                                                                                                                            | Words ending in ‘-er’ when the root word ends in ‘ch’<br>Words where ‘ch’ makes a /k/ sound<br>Words where ‘que’ makes a /k/ sound<br>Words where ‘sc’ makes a /s/ sound<br>Words that are homophones<br>30.Challenge Words<br>Words that end in ‘sion’                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         |                 | Comprehension                                           | Texts include wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / textbooks and dictionaries (NC p 35/36)                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 |                                                         | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2h - make comparisons within the text (fiction) | 2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2b -Retrieve and record information/identify key details (poetry) |
|         |                 |                                                         | J K Rowling<br>Emma Carroll                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 | Poetry Spine                                            | Sensational Poems for the Senses – Roger McGough<br>Hot Like Fire and Other Poems- Valerie Bloom                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                 | Reading Spine<br>(Books read for pleasure in any order) | Iron Man -Ted Hughes<br>The Firework Makers Daughter – Philip Pullman<br>Harry Potter -J K Rowling<br>Varjak Paw – S F Said<br>The Secrets of A Sun King - Emma Carroll<br>The Boy at the Back of the Class - Onjali Q. Raúf*<br>When the Mountains Roar Jess Butterworth<br>How to Train Your Dragon – Cressida Cowell<br>Hurricane Child – Kacen Callenda                                                                                                         | Traditional<br>Different culture<br>Fantasy/Magical<br>Fantasy<br>Historical Fiction<br>Familiar setting<br>Different culture<br>Fantasy<br>Black author                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

Moorside Primary Academy Year 5 Reading Long-Term Plan Cycle A

|         |                 |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-----------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | Stimuli Cycle A | Suggested Class Texts                                   | Star of Fear, Star of Hope by Jo Hoestlandt<br>The Lost Happy Endings by Carol Ann Duffy                                                                                                                                                                                                                                                                                                                                                                                                                                             | Arthur and the Golden Rope by Joe Todd-Stanton<br>The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Plastic Planet: How Plastic Came to Rule the World by Georgia Amson-Bradshaw<br>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|         |                 | Writing Pathways                                        | The Song of Hiawatha                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Viking Kennings and Spells                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Sun in Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | Reading         | Word Reading                                            | <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 |                                                         | Words ending in ‘-tious’ and ‘-ious’<br>Words ending in ‘-cious’<br>Words ending in /shul’ spelled. ‘-cial’<br>Words ending in /shul/ spelled ‘-tia’<br>Words ending in /shul/ spelled ‘-cial’ and ‘-tia’<br>Words ending in ‘-ant’<br>Words ending in ‘-ance’ and ‘-ancy’<br>Words ending in ‘-ent’ and ‘-ence’<br>Words ending in ‘-able’ and ‘-ible’<br>Words ending in ‘-ably’ and ‘-ibly’                                                                                                                                       | Words ending in ‘-able’, where the ‘e’ from the root word remains<br>Words that are adverbs of time<br>Words ending in ‘-fer’<br>Words with ‘silent’ first letters<br>Words with ‘silent’ letters<br>Words spelled with ‘ie’ after c<br>Words where ‘ei’ makes an /ee/ sound<br>Words where ‘ough’ makes an /or/ sound<br>Words containing ‘ough’<br>Adverbs of possibility and frequency                                                                                                                                                                                                                                                  | Words that are homophones or near homophones<br>Words that are homophones<br>Words that are homophones<br>Words that are homophones or near homophones<br>Words that are homophones or near homophones<br>Words with hyphens                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         |                 | Comprehension                                           | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books (NC p 43)                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 |                                                         | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry)<br>2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2h - make comparisons within the text (fiction)<br>2a - give / explain the meaning of words in context (non-fiction) | 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2b - Retrieve and record information / identify key details (poetry)<br>2c - summarise main ideas from more than one paragraph (fiction) |
|         |                 |                                                         | Vashti Hardy<br>Robert Westall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 | Poetry Spine                                            | The Works 4 – Pie Corbett<br>Juggling with Gerbils – Brian Moses<br>The Magic Box – Kit Wright                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 | Reading Spine<br>(Books read for pleasure in any order) | Journey to the River Sea – Eva Ibbotson<br>Kensuki’s Kingdom – Michael Morpurgo<br>Good Theives – Katherine Rundell<br>BrightStorm – Vashti Hardy<br>When Hitler Stole Pink Rabbit Judith Kerr<br>Oranges in no Man’s Land – Elizabeth Laird<br>Street Child – Bertie Doherty<br>Refugee Boy - Benjamin Zephania<br>Me. My Dad and the End of the Rainbow – Benjamin Dean                                                                                                                                                            | Adventure<br>Traditional<br>Mystery<br>Fantasy/ adventure<br>Historical fiction<br>Different culture<br>Historical fiction<br>Black author/ familiar setting<br>Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Moorside Primary Academy Year 6 Reading Long-Term Plan Cycle A

|         |                 |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-----------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | English Stimuli | Suggested Class Texts                                   | Star of Fear, Star of Hope by Jo Hoestlandt<br>The Lost Happy Endings by Carol Ann Duffy                                                                                                                                                                                                                                                                                                                                                                                                                                             | Arthur and the Golden Rope by Joe Todd-Stanton<br>The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Plastic Planet: How Plastic Came to Rule the World by Georgia Amson-Bradshaw<br>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|         |                 | Writing Pathways                                        | The Song of Hiawatha                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Viking Kennings and Spells                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Sun in Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | Reading         | Word Reading                                            | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 |                                                         | Words ending in ‘-tious’ and ‘-ious’<br>Words ending in ‘-cious’<br>Words ending in /shul’ spelled. ‘-cial’<br>Words ending in /shul/ spelled ‘-tia’<br>Words ending in /shul/ spelled ‘-cial’ and ‘-tia’<br>Words ending in ‘-ant’<br>Words ending in ‘-ance’ and ‘-ancy’<br>Words ending in ‘-ent’ and ‘-ence’<br>Words ending in ‘-able’ and ‘-ible’<br>Words ending in ‘-ably’ and ‘-ibly’                                                                                                                                       | Words ending in ‘-able’, where the ‘e’ from the root word remains<br>Words that are adverbs of time<br>Words ending in ‘-fer’<br>Words with ‘silent’ first letters<br>Words with ‘silent’ letters<br>Words spelled with ‘ie’ after c<br>Words where ‘ei’ makes an /ee/ sound<br>Words where ‘ough’ makes an /or/ sound<br>Words containing ‘ough’<br>Adverbs of possibility and frequency                                                                                                                                                                                                                                                  | Words that are homophones or near homophones<br>Words that are homophones<br>Words that are homophones<br>Words that are homophones or near homophones<br>Words that are homophones or near homophones<br>Words with hyphens                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         |                 | Comprehension                                           | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books (NC p 43)                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 |                                                         | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry)<br>2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2h - make comparisons within the text (fiction)<br>2a - give / explain the meaning of words in context (non-fiction) | 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2b - Retrieve and record information / identify key details (poetry)<br>2c - summarise main ideas from more than one paragraph (fiction) |
|         |                 |                                                         | Author Study<br>Vashti Hardy<br>Robert Westall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 | Poetry Spine                                            | The Works 4 – Pie Corbett<br>Juggling with Gerbils – Brian Moses<br>The Magic Box – Kit Wright                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                 | Reading Spine<br>(Books read for pleasure in any order) | Skellig – David Almond<br>Rooftoppers – Katherine Rundell<br>Holes – Louis Sachar<br>Girl of Ink and Stars – Kiran Millwood Hargrave<br>Goodnight Mr Tom -Michelle Magorian<br>Kick – Mitch Johnson<br>King and the Dragonflies – Kacen Callend<br>The Secret Sunshine Project – Benjamin Dean                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Familiar setting<br>Adventure<br>Familiar setting<br>Ffantasy/ adventure<br>Historical fiction<br>Different culture<br>Black author<br>Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Cycle B

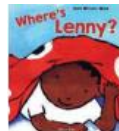
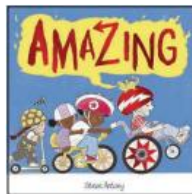
Moorside Primary Academy Nursery (2 Year Olds) Long Term Plan Cycle B

The main aim for our two year old children is to develop their early communication skills across all areas. Our two year old children do not access story mapping but instead access a weekly focused nursery rhyme time. Rhymes are covered for two weeks to develop confidence (the same rhymes are then revisited the next year to support confidence however the focus shifts to story). The suggested class texts are used to read to the children on a daily basis. This is an introduction to the story to develop familiarity with stories being read and the pleasure of books. The same stories are revisited the next year within the focus of story mapping. Weekly nursery rhyme activities include:

- Orally rehearsing and joining in with rhymes
- Learn new words e.g. clock, mouse, tick tock and practice saying these knowing what they mean
- Sequencing of rhymes
- Messy play linked to rhymes
- Creative play linked to rhymes e.g. making masks, spiders from playdough etc.
- Modelled small world activities to develop language with adult support

|         |         | Block 1 (weeks 1-12)                                 |         | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                   | Block 3 (Weeks 24 - 36)                                                                                                                                                                                    |                                                                                                   |                                                                      |                                                                                            |
|---------|---------|------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| English | Reading | Nursery Rhymes (Rhyme Time)                          |         | Round and Round the Garden<br>Humpty Dumpty<br>Baa, Baa, Black Sheep<br>Pat-a-cake                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Twinkle, Twinkle Little Star<br>Jack and Jill<br>Hickory Dickory Dock                                                                                                             | Incy Wincy Spider<br>One, Two, Buckle My Shoe<br>Mary, Mary, Quite Contrary                                                                                                                                | 1, 2, 3, 4, 5 Once I Caught a Fish Alive<br>Row, Row, Row Your Boat<br>The Grand Old Duke of York | Hey, Diddle, Diddle<br>Ring-a-ring-a-roses<br>Miss Molly Had a Dolly | A Sailor went to Sea<br>Down at the Station<br>The Wheels on the Bus<br>Wind the Bobbin Up |
|         |         | Word Reading                                         | Phonics | Enjoy songs and rhymes, tuning in and paying attention.<br>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.<br>Say some of the words in songs and rhymes.<br>Copy finger movements and other gestures.<br>Sing songs and say rhymes independently, for example, singing whilst playing .Listen to simple stories and understand what is happening, with the help of the pictures.<br>Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.<br>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’<br>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)<br>Enjoy sharing books with an adult.<br>Pay attention and respond to the pictures or the words.<br>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.<br>Repeat words and phrases from familiar stories.<br>Ask questions about the book. Make comments and shares their own ideas.<br>Develop play around favourite stories using props. |                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                   |                                                                      |                                                                                            |
|         |         |                                                      |         | Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.<br>Make eye contact for longer periods.<br>Watch someone’s face as they talk.<br>Enjoy singing, music and toys that make sounds.<br>Recognise and are calmed by a familiar and friendly voice.<br>Listen and respond to a simple instruction<br>Reach or point to something they want while making sounds.<br>Copy your gestures and words.<br>Constantly babble and use single words during play.<br>Use intonation, pitch and changing volume when ‘talking’.<br>Children begin to understand simple words, sentences and conversations.<br>Children begin to talk using words and simple sentences. This is often called ‘expressive language’<br>Children say speech sounds correctly so they can be understood by others.<br>Children begin to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend. This is often called ‘pragmatic language’                                    |                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                   |                                                                      |                                                                                            |
|         |         | Poetry Spine                                         |         | The Puffin Baby and Toddler Treasury<br>The Nursery Rhyme Treasury                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                   |                                                                      |                                                                                            |
|         |         | Reading Spine (Books read for pleasure in any order) |         | Toddle Waddle<br>Where’s Spot?<br>Dinosaurs Love Underpants<br>Meg and Mog<br><br>The Three Little Pigs<br>Goldilocks and the Three Bears<br>Little Red Riding Hood<br>Jack and the Beanstalk<br>The Gingerbread Man<br>The Three Billy Goats Gruff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Calm down Boris!<br>Fox’s Socks<br>Dear Zoo<br><br>The Bumblebear<br>Open Very Carefully<br>Sneaky Snappy Mr Croc<br>The Teddy Bear’s Picnic<br>Oliver’s Vegetables<br>Noah’s Ark | Dinosaur Roar<br>Goodnight Moon<br>You Choose<br>That’s not my ... (range of books)<br>Hippo has a Hat<br>Rumble in the Jungle<br>We’re Going on a Bear Hunt<br>Each Peach Pear Plum<br>Jasper’s Beanstalk |                                                                                                   |                                                                      |                                                                                            |

Moorside Primary Academy Nursery (3/4) Reading Long Term Plan Cycle B

|  |               |                                                            | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                              | Block 3 (Weeks 24 - 36)                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |
|--|---------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Little wandle | Nursery Rhymes                                             | Round and Round the Garden<br>Humpty Dumpty<br>Baa, Baa, Black Sheep<br>Pat-a-cake                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Twinkle, Twinkle Little Star<br>Jack and Jill<br>Hickory Dickory Dock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Incy Wincy Spider<br>One, Two, Buckle My Shoe<br>Mary, Mary, Quite Contrary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1, 2, 3, 4, 5 Once I Caught a Fish Alive<br>Row, Row, Row Your Boat<br>The Grand Old Duke of York                                                                                                            | Hey, Diddle, Diddle<br>Ring-a-ring-a-roses<br>Miss Molly Had a Dolly                                                                                                                       | A Sailor went to Sea<br>Down at the Station<br>The Wheels on the Bus<br>Wind the Bobbin Up                                                                                                                                                                                                                                                                |
|  |               | Sounds<br>(Tuning into sounds)                             | Consolidate previous learning e.g.,<br>environmental sounds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | s a t p i n<br><br>Teach children to <b>hear</b> the same initial<br>sound for words and names of objects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | m d g o c k e<br><br>Teach children to <b>identify</b> initial sounds<br>of words and names of objects.<br>Teach children to <b>distinguish</b> different<br>sounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | u r h b f l j<br><br>Teach children to <b>identify</b> initial sounds<br>of words and names of objects.<br>Teach children to <b>articulate</b> sounds<br>correctly – including playing with voice<br>sounds. | v w y z q u c h<br><br>Teach children to <b>identify</b> initial sounds of<br>words and objects.                                                                                           | ck x sh th ng nk<br><br>Teach children to <b>identify</b> the final sounds<br>of words and objects.                                                                                                                                                                                                                                                       |
|  |               | Reading                                                    | Kindness Makes Us Stronger by Sophie Beer<br>(Little Tiger Press, 2020)<br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Monster Clothes by Daisy Hirst (Walker<br>Books, 2020)<br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Where’s Lenny? By Ken Wilson-Max<br>(Alanna Max, 2019)<br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Would You Rather ... by John<br>Burningham (Red Fox)<br><br>                                                              | Lulu Loves the Library by Anna<br>McQuinn and illustrated by Rosalind<br>Beardshaw (Alanna Max)<br><br> | Amazing written by Steve Antony<br>(Hodder Children’s Books, 2019)<br><br>                                                                                                                                                                                             |
|  |               |                                                            | <u>Visual Skills</u> <ul style="list-style-type: none"><li>Visual discrimination Matching games, throw &amp; match, Copying to match, mapping, odd one out, jigsaws</li><li>Visual memory Closure, hidden toy, picture selection, pairs, drawing from memory, Kim’s game,</li><li>Visual sequencing Continue a sequence pattern, recalling visual sequences</li></ul> <u>Auditory Skills</u> <ul style="list-style-type: none"><li>Listening &amp; response Instructions, circle games, Copy cats, mistakes in poems,</li><li>Auditory memory &amp; sequence Learning rhymes and poems, clapping rhythms, ‘Mrs Brown went ot town and bought....’, Chinese whispers, memory circles, Repeat after me, odd one out, what’s in the bag?</li><li>Sound discrimination_Sound sort, hear and tell, which sound?_</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                              |                                                                                                                                                                                            | <u>Developmental order of rhyme awareness</u> <div>Rhyme generation<br/>↑<br/>Rhyme detection<br/>↑<br/>Some awareness of rhyme<br/>↑<br/>No awareness of rhyme</div> <u>Sequence for developing<br/>auditory blending (FOR READING)</u> <div>Onset &amp; rime<br/>↑<br/>Three syllable words<br/>↑<br/>Two syllable words<br/>↑<br/>Compound words</div> |
|  |               |                                                            | <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>print has meaning</li><li>we read English text from left to right and from top to bottom</li></ul></li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes</li><li>count or clap syllables in a word</li><li>recognise words with the same initial sound, such as money and mother</li></ul></li><li>Engage in conversations about stories.</li></ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>print has meaning</li><li>print can have different purposes</li><li>we read English text from left to right and from top to bottom</li></ul></li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes</li><li>count or clap syllables in a word</li><li>recognise words with the same initial sound, such as money and mother</li></ul></li><li>Engage in conversations about stories, learning new vocabulary.</li></ul> | <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>print has meaning</li><li>print can have different purposes</li><li>we read English text from left to right and from top to bottom</li><li>the names of the different parts of a book</li><li>page sequencing</li></ul></li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes</li><li>count or clap syllables in a word</li><li>recognise words with the same initial sound, such as money and mother</li></ul></li><li>Engage in extended conversations about stories, learning new vocabulary.</li></ul> |                                                                                                                                                                                                              |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |
|  |               | Poetry Spine                                               | The Puffin Baby and Toddler Treasury<br>The Nursery Rhyme Treasury                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                              |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |
|  |               | Reading Spine<br>(Books read for pleasure in<br>any order) | Toddle Waddle<br>Where’s Spot?<br>Dinosaurs Love Underpants<br>Meg and Mog<br>The Three Little Pigs<br>Goldilocks and the Three Bears<br>Little Red Riding Hood<br>Jack and the Beanstalk<br>The Gingerbread Man<br>The Three Billy Goats Gruff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Calm down Boris!<br>Fox’s Socks<br>Dear Zoo<br>The Bumblebear<br>Open Very Carefully<br>Sneaky Snappy Mr Croc<br>The Teddy Bear’s Picnic<br>Oliver’s Vegetables<br>Noah’s Ark<br>We’re Going on a Bear Hunt<br>Each Peach Pear Plum<br>Jasper’s Beanstalk                                                                                                                                                                                                                                                                                                                                                              | Dinosaur Roar<br>Goodnight Moon<br>You Choose<br>That’s not my ... (range of books)<br>Hippo has a Hat<br>Rumble in the Jungle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                              |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |

Moorside Primary Academy Reception Reading Long Term Plan Cycle B

|         |                 |                                                         |         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                        | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                               | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |  |
|---------|-----------------|---------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--|
| English | Stimuli Cycle A | Writing Pathways Class Texts                            |         | The Gingerbread Man by Mara Alperin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The Three Little Pigs by Mara Alperin                                                                                                                                                                                                                                                  | Let’s All Creep Through Crocodile Creek by Jonny Lambert                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The Pirates Are Coming! by John Condon                                                                                                                                                                                                                                                                                                                                        | Clem and Crab by Fiona Lumbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supertato by Sue Hendra |  |
|         |                 | Nursery Rhymes                                          |         | Jack and Jill, Little Jack Horner, Pat a Cake, Pat A Cake, Wind The Bobbin Up, It’s raining it’s pouring                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                        | I’m a Dingle Dangle Scarecrow, Hot Cross Buns, Oranges and Lemons, I’m a Little Tea Pot, Little Bo Peep, 1, 2 Buckle My Shoe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               | Sing a Song of Sixpence, Simple Simon, Ten in a Bed, Ten Green Bottles, The Wheels on the Bus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |  |
|         | Reading         | Word Reading                                            | Phonics | Graphemes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Consolidate aspect 7 oral segmenting and blending.<br>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) | Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er<br>• words with double letters<br>• longer words<br><br>Review Phase 3<br>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words<br>• words with s /z/ in the middle<br>• words with –s /s/ /z/ at the end<br>• words with –es /z/ at the end                                                                                                                                                                                                                                                                                                                           | Phase 4 Short vowels with adjacent consonants<br>• CVCC CCVC CCVCC CCCVC CCCVCC<br>• longer words and compound words<br>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est<br>Phase 3 long vowel graphemes with adjacent consonants<br>• CVCC CCVC CCCVC CCV CCVCC<br>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est<br>• longer words |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |  |
|         |                 |                                                         |         | Tricky Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Is I the put* pull* full* as and has his her go no to into she push* he of we me be<br><br>*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.                                    | was you they my by all are sure pure<br><br>Review tricky words taught to date.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | said so have like some come love do were here little says there when what one out today                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |  |
|         |                 | Reading                                                 |         | o Read individual letters by saying the sounds for them.<br>o Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>o Read some letter groups that each represent one sound and say sounds for them.<br>o Read a few common exception words matched to the school’s phonic programme.<br>o Read simple phrases and sentences made up of words with known letter–sound correspondences<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |                                                                                                                                                                                                                                                                                        | o Read individual letters by saying the sounds for them.<br>o Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>o Read some letter groups that each represent one sound and say sounds for them.<br>o Read a few common exception words matched to the school’s phonic programme.<br>o Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>o Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br>Re-read what they have written to check that it makes sense. |                                                                                                                                                                                                                                                                                                                                                                               | Word Reading:<br>• Say a sound for each letter in the alphabet and at least 10 digraphs.<br>• Read words consistent with their phonic knowledge by sound-blending.<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words<br><br>Comprehension:<br>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>• Anticipate (where appropriate) key events in stories.<br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |                         |  |
|         |                 | Reading Spine<br>(Books read for pleasure in any order) |         | Elmer David McKee<br>Not Now Bernard David McKee<br>Lost and Found Oliver Jeffers<br>The Night Pirates<br>Oi Frog<br>Zog<br>Shark in the Park<br>Peace at Last<br>The Very Hungry Caterpillar<br>Whatever Next<br>Suddenly<br>Owl Babies<br>Aliens Love Underpants<br>The Snail on the Whale<br>Pumpkin Soup                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                        | The Three Little Wolves and the Big Bad Pig<br>Chair Baby Bear<br>Super Red Riding Hood<br>Jack and the Jelly Beanstalk<br>The Ninjabread Man<br>The Three Billy Goats Gruff<br>Cave Baby<br>Stick Man<br>Room on the Broom<br>The Gruffalo<br>Monkey Puzzle<br>No-Bot<br>Octopants<br>Tiddler<br>The Rainbow Fish                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               | Shhh!<br>Six Dinner Sid<br>A Squash and a Squeeze<br>Where’s My Teddy?<br>Five Minutes Peace<br>A Quiet Night In<br>The Jolly Postman<br>Mrs Pepperpot<br>Mr Big<br>Handas Surprise<br>Funny Bones<br>Cat in the Hat<br>Percy the Park Keeper<br>My Daddies<br>Rainbow Boy                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |  |

Moorside Primary Academy Year 1 Reading Long-Term Plan Cycle B

|         |                                           |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                    |  |
|---------|-------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| English | Suggested Class Texts<br>Writing Pathways |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Troll Swap by Leigh Hodgkinson<br>Nibbles: The Book Monster by Emma Yarlett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The Dragon Machine by Helen Ward<br>Major Glad, Major Dizzy by Jan Oke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Last Wolf by Mini Grey<br>Usborne Illustrated Stories From Shakespeare (The Tempest)                                                                                                                                                                                                                                                                   |  |
|         | Suggested Poetry                          |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Zebra Question (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | From a Railway Carriage (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Father and I in the Woods (Poetry Unit)                                                                                                                                                                                                                                                                                                                    |  |
|         | Reading                                   | Word Reading                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |  |
|         |                                           |                                      | Graphemes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each<br><br>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup<br><br>/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor | Phonics Screening Check Review- no new GPCs or tricky words (Summer 1)<br><br>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more |  |
|         |                                           |                                      | Tricky Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Review Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today their people oh your Mr Mrs Ms ask* could would should our house mouse water want                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | any many again who whole where two school call different thought through friend work once laugh because eye                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | busy beautiful pretty hour move improve parents shoe                                                                                                                                                                                                                                                                                                       |  |
|         |                                           | Comprehension                        | Texts include poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |  |
|         |                                           |                                      | 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction, non-fiction, poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction, non-fiction & poetry)<br>1c - Identify and explain the sequence of events in texts. (fiction)<br>1e - Predict what might happen on the basis of what has been read so far (fiction) | 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction, non-fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction & non-fiction)<br>1e - Predict what might happen on the basis of what has been read so far (fiction)<br>1c - Identify and explain the sequence of events in texts (fiction & non-fiction)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1d - Make inferences from the text (fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction)<br>1e - Predict what might happen on the basis of what has been read so far (fiction & non-fiction)<br>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction & non-fiction)<br>1c - Identify and explain the sequence of events in texts (fiction)                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                            |  |
|         |                                           |                                      | Author Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Valerie Thomas<br>Oliver Jeffers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |  |
|         |                                           | Poetry Spine                         | Treasury of Songs -Julia Donaldson<br>The Puffin Book of Fantastic First Poems                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |  |
|         |                                           | Reading Spine<br>(Read in any order) | After the Fall – Dan Santat*<br>Lights on Cotton Rock – Dan Litchfield<br>The Tower Bridge Cat – Tee Dobinson<br>The Marvellous Moon Map – Teresa Heapy<br>The Girl and the Dinosaur – Hollie Hughes<br>Avacado Baby – John Burningham<br>The Tiger that Came to Tea<br>Cops and Robbers – Allan Alhberg<br>Knuffle Bunny – Mo Willems<br>Where the Wild Thing’s Are<br>Dogger – Shirley Hughes<br>The Elephant and the Bad Baby – Raymond Briggs                                            | The Dragon Snatcher – MP Robertson<br>The Night Gardener -Terry Fan<br>Hello Lighthouse<br>Nothing - Mick Inkpen<br>Ocean Sky<br>Miss Armitage and the Big Wave -Quentin Blake<br>The Witches Cat – Kirstie Watson<br>The Girl Who Never Made Mistakes – Iggy Peck the Architect – Andrea Beaty<br>Steam Train, Dream Train – Sherri Duskey<br>Oi Get Off Our Train – John Burningham<br>Pick a Pumpkin - Patricia Toht<br>Dream Big Little Mole – Tom Percival                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Girl Who Never Made Mistakes – Gary Rubinstein<br>The Dark – Lemony Snicket<br>The Knight and the Dragon – Tomie De Paola<br>Winnie the witch – Valerie Thomas<br>Greta and the Giants – Zoe Tucker<br>Waiting for Wolf – Sandra Dieckman<br>The Great Snortle Hunt – Claire Freedman<br>The Bear and the Piano – David Litfield<br>The Owl and the Pussy Cat<br>Peter Pan – Caryl Hart<br>The Invisible -Tom Percival<br>The Great Dragon Rescue – M P Robertson                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                            |  |

Moorside Primary Academy Year 2 Reading Long-Term Plan Cycle B

|         |         |                                           | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|---------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |         | Suggested Class Texts<br>Writing Pathways | Troll Swap by Leigh Hodgkinson<br>Nibbles: The Book Monster by Emma Yarlett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The Dragon Machine by Helen Ward<br>Major Glad, Major Dizzy by Jan Oke                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The Last Wolf by Mini Grey<br>Usborne Illustrated Stories From Shakespeare (The Tempest)                                                                                                                                                                                                                                                                                                                                                                                     |
|         |         | Suggested Poetry                          | Zebra Question (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | From a Railway Carriage (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Father and I in the Woods (Poetry Unit)                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         | Reading | Word Reading                              | <ul style="list-style-type: none"><li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>read accurately words of two or more syllables that contain the same graphemes as above</li><li>read words containing common suffixes</li><li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>re-read these books to build up their fluency and confidence in word reading.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |         |                                           | Words where ‘dge’ makes a /j/ sound<br>Words where ‘ge’ makes a /j/ sound<br>Words where ‘g’ makes a /j/ sound<br>Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’<br>Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words<br>Words where ‘wr’ makes a /r/ sound at the beginning of words<br>Words ending in ‘le’<br>Words ending in ‘e’<br>Words ending in ‘al’<br>Words ending in ‘il’                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Words where ‘y’ makes an /igh/ sound<br>Words where ‘-es’ is added to words ending in ‘y’<br>Words where ‘-ed’ is added to words ending in ‘y’<br>Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’<br>Words where ‘-ing’ is added to words ending in ‘e’<br>Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’<br>Words where ‘-ing’ is added to single syllable words<br>Words where ‘-ed’ is added to single syllable words<br>Words where ‘a’ makes an /or/ sound<br>Words where ‘o’ makes an /u/ sound | Words where ‘ey’ makes an /ee/ sound<br>Words where ‘a’ makes an /o/ sound<br>Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound<br>Words where ‘s’ makes an /z/ sound<br>Words ending in ‘-ment’ and ‘-ness’<br>Words ending in ‘-ful’ and ‘-less’<br>Words that are homophones or near homophones<br>Words ending in ‘-tion’<br>Words containing an apostrophe for contraction<br>Words containing an apostrophe for possession                                          |
|         |         | Comprehension                             | Texts include poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |         |                                           | 1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction, non-fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction, non-fiction & poetry)<br>1c - Identify and explain the sequence of events in texts (fiction)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1e - Predict what might happen on the basis of what has been read so far (fiction & non-fiction)<br>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Retrieval) (fiction, non-fiction)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction & non-fiction)<br>1d - Make inferences from the text (fiction & non-fiction)<br>1c - Identify and explain the sequence of events in texts (fiction & non-fiction)                                   | 1e - Predict what might happen on the basis of what has been read so far (fiction)<br>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Retrieval) (fiction, non-fiction, poetry)<br>1d - Make inferences from the text (fiction, non-fiction & poetry)<br>1a - Draw on knowledge of vocabulary to understand texts (fiction)<br>1c - Identify and explain the sequence of events in texts (fiction) |
|         |         | Author Study                              | Roald Dahl<br>Jeremy Strong                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |         | Poetry Spine                              | The Puffin Book of Utterly Brilliant Poetry<br><br>When We were Very Young – A A Milne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |         | Reading Spine<br>(Read in any order)      | The Hundred Mile an Hour Dog – Jeremy Strong<br>The Worst Witch – Jill Murphy<br>Crazy Mayonnaisy Mum – Julia Donaldson<br>The Hodgeheg – Dick King-Smith<br>The Twits -Roald Dahl<br>Nim’s Island – Wendy Orr<br>The Proudest Blue - Ibtihaj Muhammad, S K Ali and Hatem Aly*<br>Vlad and the Fire of London– Kate Cunningham<br>Aesop’s Fables<br>Uncle Bobby’s Wedding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Humour/ familiar setting<br>Magical<br>Humour/ familiar setting<br>Traditional<br>Traditional<br>Fantasy<br>Different culture/ Black author<br>Historical fiction<br>Traditional<br>Diversity                                                                                                                                                                                                                                                                                |

## Moorside Primary Academy Year 3 Reading Long-Term Plan Cycle B

|         |         |                                                   | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|---------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |         | <b>Suggested Class Texts<br/>Writing Pathways</b> | Gorilla by Anthony Browne<br>Leon and the Place Between by Graham Baker-Smith                                                                                                                                                                                                                                                                                                                                                                                       | Escape From Pompeii by Christina Balit<br>Big Blue Whale by Nicola Davies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Alba the Hundred Year Old Fish by Lara Hawthorne<br>A Stage full of Shakespeare Stories by Angela McAllister<br>(Julius Caesar)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | <b>Suggested Poetry</b>                           | Family Album                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Roman's Centurian Song                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Look!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | Reading | <b>Word Reading</b>                               | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         |                                                   | Words that are homophones<br>Words with the prefix 'in-'<br>Words with the prefixes 'il-', 'im-' and 'ir-'<br>Words with the prefix 'sub-'<br>Words with the prefix 'inter-'<br>Words ending in '-ation'<br>Words ending in '-ation'<br>Words ending '-ly'<br>Words ending '-lly'<br>Words where 'ch' makes a /sh/ sound                                                                                                                                            | Words ending in '-sion'<br>Words ending in '-ous'<br>Words ending in '-ous' where the ge from the root word remains<br>Words where 'i' makes an /ee/ sound<br>Words ending in '-ious' and 'eous'<br>Words where 'au' makes an /or/ sound<br>Words ending in '-tion'<br>Words ending in '-sion'<br>Words ending in '-cian'<br>Words that are adverbs of manner                                                                                                                                                                                                                | Words that are homophones<br>Words spelled with 'c' before 'i' and 'e'<br>Words containing 'sol' and 'real'<br>Words containing 'phon' and 'sign'<br>Words with the prefixes 'super-', 'anti-' and 'auto'<br>Words with the prefix 'bi-'<br>Words containing an apostrophe for possession                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |         | <b>Comprehension</b>                              | Texts include wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / textbooks and dictionaries (NC p 35/36)                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         |                                                   | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2h - make comparisons within the text (fiction) | 2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2b -Retrieve and record information/identify key details (poetry) |
|         |         | <b>Author Study</b>                               | Michael Morpurgo<br>Dick King-Smith                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | <b>Poetry Spine</b>                               | Deep in the Green Wood – Wes Magee<br>Hello H2O – John Agard                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | <b>Reading Spine<br/>(Read in any order)</b>      | Butterfly Lion- Michael Morpurgo<br>The Boy Who Grew Dragons – Andy Shepherd<br>Friend or Foe Michael Morpurgo<br>The Sheep- pig – Dick King-Smith<br>The Fastest Boy in The World – Elizabeth Laird<br>Operation Gadget Man – Malorie Blackman<br>Just So Stories – Rudyard Kipling<br>Coming to England – Floella Benjamin<br>My Magic Family – Lotte Jeffs                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Traditional<br>Fantasy<br>Historical Fiction<br>Traditional<br>Different culture<br>Familiar setting/ Black author<br>Different Culture<br>Black author<br>Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Moorside Primary Academy Year 4 Reading Long-Term Plan Cycle B

|         |         |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|---------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |         | Suggested Class Texts<br>Writing Pathways               | Gorilla by Anthony Browne<br>Leon and the Place Between by Graham Baker-Smith                                                                                                                                                                                                                                                                                                                                                                                       | Escape From Pompeii by Christina Balit<br>Big Blue Whale by Nicola Davies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Alba the Hundred Year Old Fish by Lara Hawthorne<br>A Stage full of Shakespeare Stories by Angela McAllister<br>(Julius Caesar)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | Suggested Poetry                                        | Family Album                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Roman’s Centurian Song                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Look!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | Reading | Word Reading                                            | <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         |                                                         | Words that are homophones<br>Words with the prefix ‘in-’<br>Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’<br>Words with the prefix ‘sub-’<br>Words with the prefix ‘inter-’<br>Words ending in ‘-ation’<br>Words ending in ‘-ation’<br>Words ending ‘-ly’<br>Words ending ‘-lly’<br>Words where ‘ch’ makes a /sh/ sound                                                                                                                                            | Words ending in ‘-sion’<br>Words ending in ‘-ous’<br>Words ending in ‘-ous’ where the ge from the root word remains<br>Words where ‘i’ makes an /ee/ sound<br>Words ending in ‘-ious’ and ‘eous’<br>Words where ‘au’ makes an /or/ sound<br>Words ending in ‘-tion’<br>Words ending in ‘-sion’<br>Words ending in ‘-cian’<br>Words that are adverbs of manner                                                                                                                                                                                                                | Words that are homophones<br>Words spelled with ‘c’ before ‘i’ and ‘e’<br>Words containing ‘sol’ and ‘real’<br>Words containing ‘phon’ and ‘sign’<br>Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’<br>Words with the prefix ‘bi-’<br>Words containing an apostrophe for possession                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |         | Comprehension                                           | Texts include wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / textbooks and dictionaries (NC p 35/36)                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         |                                                         | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2h - make comparisons within the text (fiction) | 2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2b -Retrieve and record information/identify key details (poetry) |
|         |         |                                                         | J K Rowling<br>Emma Carroll                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | Author Study                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | Poetry Spine                                            | Sensational Poems for the Senses – Roger McGough<br>Hot Like Fire and Other Poems- Valerie Bloom                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |         | Reading Spine<br>(Books read for pleasure in any order) | Iron Man -Ted Hughes<br>The Firework Makers Daughter – Philip Pullman<br>Harry Potter -J K Rowling<br>Varjak Paw – S F Said<br>The Secrets of A Sun King - Emma Carroll<br>The Boy at the Back of the Class - Onjali Q. Raúf*<br>When the Mountains Roar Jess Butterworth<br>How to Train Your Dragon – Cressida Cowell<br>Hurricane Child – Kacen Callenda                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Traditional<br>Different culture<br>Fantasy/Magical<br>Fantasy<br>Historical Fiction<br>Familiar setting<br>Different culture<br>Fantasy<br>Black author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Moorside Primary Academy Year 5 Reading Long-Term Plan Cycle B

|         |         |                                                         | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|---------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |         | Suggested Class Texts<br>Writing Pathways               | Race to the Frozen North by Catherine Johnson<br>Young, Gifted and Black by Jamia Wilson<br>The Place For Me: Stories about the Windrush Generation by K.N. Chimbiri                                                                                                                                                                                                                                                                                                                                                                 | Kai and the Monkey by Joe Todd-Stanton<br>The Darkest Dark by Chris Hadfield                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Manfish by Jennnifer Berne<br>Poetry For Kids William Shakespeare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|         |         | Suggested Poetry                                        | Blitz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Guarding Secrets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | For Forest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | Reading | Word Reading                                            | <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         |                                                         | Words with the short vowel sound /i/ spelled ‘y’<br>Words with the long vowel sound /igh/ spelled ‘y’<br>Adding the prefix ‘-over’<br>Words with the suffix ‘-ful’<br>Words that can be nouns and verbs<br>Words with an /oa/ sound spelled ‘ou’ or ‘ow’<br>Words with a ‘soft c’ spelled ‘ce’                                                                                                                                                                                                                                       | Words with a ‘soft c’ spelled ‘ce’<br>Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’<br>Words with a /f/ sound spelled ‘ph’<br>Words with origins in other countries and languages<br>Words with unstressed vowel sounds<br>Words ending with /shuhl/ spelled ‘cial’<br>Words ending with /shuhl/ spelled ‘tial’<br>Words beginning with ‘acc’<br>Words with the suffix ‘-ably’<br>Words with the suffix ‘-ible’<br>.Adding the suffix ‘-ibly’ to create an adverb<br>Words ending in ‘-ent’ and ‘-ence’<br>Words ending in ‘-er’, ‘-or’ and ‘-ar’                                                                               | Adverbs synonymous with determination<br>Adjectives to describe settings<br>Adjectives to describe feelings<br>Adjectives to describe characters<br>Grammar Vocabulary 1<br>Grammar Vocabulary 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |         | Comprehension                                           | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books (NC p 43)                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         |                                                         | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry)<br>2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2h - make comparisons within the text (fiction)<br>2a - give / explain the meaning of words in context (non-fiction) | 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2b - Retrieve and record information / identify key details (poetry)<br>2c - summarise main ideas from more than one paragraph (fiction) |
|         |         |                                                         | Vashti Hardy<br>Robert Westall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         | Poetry Spine                                            | The Works 4 – Pie Corbett<br>Juggling with Gerbils – Brian Moses<br>The Magic Box – Kit Wright                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         | Reading Spine<br>(Books read for pleasure in any order) | Journey to the River Sea – Eva Ibbotson<br>Kensuki’s Kingdom – Michael Morpurgo<br>Good Theives – Katherine Rundell<br>BrightStorm – Vashti Hardy<br>When Hitler Stole Pink Rabbit Judith Kerr<br>Oranges in no Man’s Land – Elizabeth Laird<br>Street Child – Bertie Doherty<br>Refugee Boy - Benjamin Zephania<br>Me. My Dad and the End of the Rainbow – Benjamin Dean                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Adventure<br>Traditional<br>Mystery<br>Fantasy/ adventure<br>Historical fiction<br>Different culture<br>Historical fiction<br>Black author/ familiar setting<br>Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Moorside Primary Academy Year 6 English Long-Term Plan Cycle B

|         |         |                                           | Block 1 (weeks 1-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Block 2 (weeks 12 – 24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Block 3 (Weeks 24 - 36)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|---------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |         | Suggested Class Texts<br>Writing Pathways | Race to the Frozen North by Catherine Johnson<br>Young, Gifted and Black by Jamia Wilson<br><br>The Place For Me: Stories about the Windrush<br>Generation by K.N. Chimbiri                                                                                                                                                                                                                                                                                                                                                          | Kai and the Monkey by Joe Todd-Stanton<br>The Darkest Dark by Chris Hadfield                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Manfish by Jennnifer Berne<br>Poetry For Kids William Shakespeare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|         |         | Suggested Poetry                          | Blitz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Guarding Secrets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | For Forest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | Reading | Word Reading                              | <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         |                                           | Words with the short vowel sound /i/ spelled ‘y’<br>Words with the long vowel sound /igh/ spelled ‘y’<br>Adding the prefix ‘-over’<br>Words with the suffix ‘-ful’<br>Words that can be nouns and verbs<br>Words with an /oa/ sound spelled ‘ou’ or ‘ow’<br>Words with a ‘soft c’ spelled ‘ce’                                                                                                                                                                                                                                       | Words with a ‘soft c’ spelled ‘ce’<br>Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’<br>Words with a /f/ sound spelled ‘ph’<br>Words with origins in other countries and languages<br>Words with unstressed vowel sounds<br>Words ending with /shuhl/ spelled ‘cial’<br>Words ending with /shuhl/ spelled ‘tia’<br>Words beginning with ‘acc’<br>Words with the suffix ‘-ably’<br>Words with the suffix ‘-ible’<br>Adding the suffix ‘-ibly’ to create an adverb<br>Words ending in ‘-ent’ and ‘-ence’<br>Words ending in ‘-er’, ‘-or’ and ‘-ar’                                                                                 | Adverbs synonymous with determination<br>Adjectives to describe settings<br>Adjectives to describe feelings<br>Adjectives to describe characters<br>Grammar Vocabulary 1<br>Grammar Vocabulary 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |         | Comprehension                             | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books (NC p 43)                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         |                                           | 2b - Retrieve and record information / identify key details (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction & non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction, non-fiction & poetry)<br>2e - predict what might happen from details stated and implied (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2a - give / explain the meaning of words in context (fiction) | 2e - predict what might happen from details stated and implied (fiction, non-fiction & poetry)<br>2b - Retrieve and record information / identify key details (non-fiction)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction & non-fiction)<br>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2c - summarise main ideas from more than one paragraph (fiction & non-fiction)<br>2h - make comparisons within the text (fiction)<br>2a - give / explain the meaning of words in context (non-fiction) | 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction)<br>2e - predict what might happen from details stated and implied (fiction)<br>2a - give / explain the meaning of words in context (fiction)<br>2h - make comparisons within the text (poetry)<br>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction)<br>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction & non-fiction)<br>2b - Retrieve and record information / identify key details (poetry)<br>2c - summarise main ideas from more than one paragraph (fiction) |
|         |         |                                           | Vashti Hardy<br>Robert Westall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         | Poetry Spine                              | The Works 4 – Pie Corbett<br>Juggling with Gerbils – Brian Moses<br>The Magic Box – Kit Wright                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |         | Reading & Poetry Spine                    | Skellig – David Almond<br>Rooftoppers – Katherine Rundell<br>Holes – Louis Sachar<br>Girl of Ink and Stars – Kiran Millwood Hargrave<br>Goodnight Mr Tom -Michelle Magorian<br>Kick – Mitch Johnson<br>King and the Dragonflies – Kacen Callend<br>The Secret Sunshine Project – Benjamin Dean                                                                                                                                                                                                                                       | Familiar setting<br>Adventure<br>Familiar setting<br>Fantasy/ adventure<br>Historical fiction<br>Different culture<br>Black author<br>Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

