

Littlebourne Reading Guidance

Initiate:

Discrete teaching of reading skills during our guided reading sessions. Children will cover one or two key focuses during each session that are built upon from the Little Wandle guided reading scheme in EYFS and Year 1.

Immersion, analysis, discrete teaching and exploration opportunities will give children time to not only develop their prosody but also strategies to unpick and understand the text.

Model:

Together, model reading aloud and strategies to unpick and comprehend a range of texts with KS1/KS2 domain questions.

Teachers and TA's will model reading and thinking aloud to support children witnessing and understanding the reading process.

Enable:

Children will be given opportunities for shared, guided, peer and independent reading (including reading for pleasure) each week.

Suggested Timetable EYFS – Year 1:

Monday	Tuesday	Wednesday	Thursday	Friday
Guided reading session – Decoding focus	CT/TA – 1:1 reading	Guided reading session – Prosody focus	Guided reading session – Comprehension focus	Reading for Pleasure Children's choice of book. CT/TA – 1:1 reading

Suggested Timetable From Year 2:

Monday	Tuesday	Wednesday	Thursday	Friday
Whole class guided reading session - skills focus. CT/TA – focus chn during task.	Whole class guided reading session - skills focus. CT/TA – focus chn during task.	Whole class guided reading session - skills focus. CT/TA – focus chn during task.	Whole class guided reading session - skills focus. CT/TA – focus chn during task.	Reading for Pleasure Children's choice of book. CT/TA – 1:1 reading

Yr 2 and 3 – Eagles Cycle A

<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>	<u>T6</u>
Images and film clips Gold - Rumpelstiltskin	White – Changing Designs	Year 2 – The Great Chapatti Race (White) Year 3 – How to be an Egyptian in 12 Easy Stages (Copper)	Year 2 – There's an Alien in my Spaghetti (White Plus) Year 3 – Snow White and Rose Red (Copper)	The Last Bear – English unit	Year 2 - (Lime / Lime Plus) Wild Weather Year 3 – Spotlight on Brazil (Topaz)

Yr 2 and 3 – Eagles Cycle B

<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>	<u>T6</u>
Images and film clips Gold - My Favourite Day	White – Famous Explorers	White plus – Fossils	Lime – Where on Earth?	Lime Plus – Toga in a Tangle	Copper – Animals on the Move

Yr 4 and 5 – Tigers Cycle A (Emerald, Sapphire, Diamond)

<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>	<u>T6</u>
Theseus and minotaur Still I Rise	Sapphire - How to be an Ancient Greek	Cloud Tea Monkeys Lion, Witch and the wardrobe	Emerald - Christmasaurus The Wild Way Home	The Creakers Journey	Our Planet

Yr 4 and 5 – Tigers Cycle B (Emerald, Sapphire, Diamond)

<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>	<u>T6</u>
	Cosmic	The Creature			

The Boy, Mole, Fox and Horse			The Great Chocoplot	Lizzy and The Cloud	Aladdin and The Enchanted Lamp The River
Children of the Benin kingdom					

<u>Yr 6 – Lions (Diamond and Pearl)</u>					
<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>	<u>T6</u>
Linnaeus: Organising Nature The Story of Us: Becoming Human	Kensuke's Kingdom	The Shang Dynasty Crime and Punishment Through the Ages	Cogheart	Cogheart	I have a dream Why do we need maths?

Book Band Progression:

<u>Year</u>	<u>Term</u>	<u>Book Band</u>	
EYFS – On Track	Autumn	Pink (Phase 2)	
	Spring	Blue (Phase 3)	
	Summer	Green (Phase 4)	
Year 1 – On Track	Autumn	Green (Phase 4)	
	Spring	Mustard/Orange (Phase 5)	
	Summer	Turquoise	
Year 2 – On Track	Autumn	Purple	
	Autumn	Gold	
	Spring	White	
	Summer	White plus	
	Summer	Lime	Lime Plus
Year 3 – On Track	Autumn	Lime plus	Copper
	Spring	Copper	
	Summer	Topaz	
Year 4 – On Track	Autumn	Ruby	
	Spring	Emerald	
	Summer	Emerald	
Year 5 – On Track	Term 1/2	Sapphire	
	Term 2/3	Diamond	
Year 6 – On Track	Term 1/2	Diamond	
	Term 2/3	Pearl	

Name	T1	T2	T3	T4	T5	T6

	Content Domain Reference	Fiction	Non-fiction
1a	<i>Draw on knowledge of vocabulary to understand texts</i>	Find a copy one word that shows ... Read this sentence: what do the words ... mean? (Multiple choice) E.g. The boat hit the rocks <i>with a great crunch</i> . This means that it made: a huge squeak / a big splash / a long creak / a loud crash. ... <i>tried to peep around her legs</i> ... What does this tell you about Bryn?	Look at the paragraph beginning... Find and copy one word which means the same as ... What does the word <i>famous</i> mean? Find and copy one word that makes apples sound tasty. What word does the writer use to tell us that ... E.g. Which words tell you that houses were warm and cosy? Write two words which tell you what the dough feels like. Find and copy one word that means the same as 'rotten'.
1b	<i>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i>	Write down one thing you are told about ... What did the character do? Where did the event happen? E.g. Where did Bella take William's message? Where were the two neighbours walking? When did this happen? There are two men in the story. Which man is kind and which is greedy? At the end of the story, Bella was happy. Why? (Answer easy to locate in text.) Who drives the tractor on the farm?	What did the children usually learn on a Monday? What are three types of weather in this poem? What would be another good title for the text? (Multiple choice) What do seeds grow into? What takes the flour to the bakery? When did ...happen? Who did knights protect the land from? Who did most castles belong to? (Multiple choice) The houses were built from: wool/bricks/stone/wood etc. Table given: Tick to show ... e.g. what jesters and servants did in castles (cleaning/ dancing / juggling / cooking) Where do the sorters work?
1c	<i>identify and explain the sequence of events in texts</i>	Look at the whole story. Number the sentences 1 to 4 to show the order in which they happen in the story. The first one has been done for you.	Look at the section about apple juice. Number the sentences below from 1 to 4 to show the order they happen.
1d	<i>make inferences from the text</i>	When Bella was learning to fly, she ... (was lazy/ did not try hard / did not give up / found it easy) – implicit information. How is the child in the poem like a parcel? (e.g. wrapped up / protected) Why did the event happen? E.g. <i>The greedy man searched for a wounded bird</i> . Why did he do this? Give two things the character does that tell you ... (implicit in text) Who does the poet think will find his boats? (answer implied) Why was Bryn surprised when he met his cousin?	What made castles smelly places? (Infer the information from a range a clues.) Why did ... e.g. Why did people in Iceland want to live in Greenland? How do you know that...? Why do you think...? Why did this (event) happen? Give one reason why ... Why is <i>Statues</i> a good name for this game?
1e	<i>predict what might happen on the basis of what has been read so far</i>	What do you think will happen next? What do you think the character might do next? How do you think the character will feel when...? What do you think is most likely to have happened to the character, and why? (needs a text-based reason)	What do you think will happen to this place in the future? Why is... a threat to the future of forests / bees / oceans? What do you think might have happened to ...? E.g. What might have happened to the vegetables left in the warm room?

	Content Domain Reference	Fiction	Non-fiction
2a	<i>Give / explain the meaning of words in context</i>	Find and copy one word meaning... Which word most closely matches...? Find one word which suggests that... What does this word suggest about...? Choose the word which mostly closely matches ...in this sentence. What do the words <i>vividly recall</i> mean? Which of the following is closest in meaning to ...?	Give the meaning of the word ... in this sentence. Which word most closely matches ...? <i>They provide spectacular scenes of mountains, meadows, moorlands and wetlands.</i> What does the word <i>spectacular</i> mean in this sentence? (Multiple choice given) <i>... cutting off a vital food supply.</i> What does the word <i>vital</i> mean in this sentence?
2b	<i>Retrieve and record information / identify key details from fiction and non-fiction</i>	Write down two / three things you are told about ... Which drawing best represents...? What did the character have to do in order to...? How did the character...? When did things go wrong? What helped to solve the problem? What was revealed at the end of the story? What was one effect of ...?	Using information from the text, tick one box in each row to show whether each statement is true or false. Write down a number of things you are told about ... Which illustration best represents...? Look at the paragraph beginning ...Give two reasons why... Complete this table to show whether these are fact or opinion. (Choices provided) When did ... occur? How do you know? What happened before this? Where is the evidence? Who was responsible for...? Why was this necessary? According to the text, why are ... ?
2c	<i>Summarise main ideas from more than one paragraph</i>	Number these sentences from 1 to 6 to show the order in which they appear. What is the main message / theme in this text? Summarise the key events of this story. What motivated the character to ...?	Which statement is the best summary for the whole page? Tick one. What is the main message / theme of this text? This text was written to inform people about ... Give two features of the text that support this. What is the author's view of ...? What evidence justifies your answer? Which of these choices would be the most suitable replacement for this subheading? (Multiple choice)
2d	<i>Make inferences from the text / explain and justify inferences with evidence from the text</i>	How can you tell that...? Look at the paragraph beginning ... What impressions of ... do you get? Why did the character find it difficult to...? How did the character react to ...? What evidence is there that the character felt angry / sad /disappointed...? Explain what this description suggests about ... In what ways might this character appeal to many readers? Explain what the poet finds <i>weird</i> about his grannie.	What evidence in the text is there that ...? Why were e.g. <i>dodos curious and unafraid</i> ? (not explained in the text) According to the text, how did the discovery of ... help to change the image of ...? How do you know when ... occurred? (not given explicitly) <i>Tourism in National Parks has both positive and negative outcomes.</i> Explain fully what these outcomes are, referring to the text in your answer. (3-mark response) Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.
2e	<i>Predict what might happen from details stated and implied</i>	Do you think the character will change her behaviour in future? Explain your choice, using evidence from the text. Is the character likely to ... ? Give your reasons based on the text. Which of these two consequences is more probable? Explain why, using the text to support your view.	Do you think that ... will happen in future? Explain your answer with evidence from the text. What might happen as a result of this? Which consequence is more likely? Use evidence from the text to support your view. What is the likely outcome, if people continue to ...? Why is... a danger to mankind? Why is... a threat to the future of forests / bees / oceans?

2f	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole</i>	Draw lines to match each part of the story with the correct quotation from the text. In the final paragraph, how do the events resolve the situation for the characters?	Draw lines to match each group of words to the correct quotation from the text (e.g. title / subheading / explanation / conclusion). Choose a suitable sub-heading for the final paragraph of the text. (Multiple choice) How does the final paragraph link to the introduction?
2g	<i>Identify / explain how meaning is enhanced through choice of words and phrases</i>	Read this quotation: give two impressions this gives you of ... How do these words add to the character's feelings? How does this alter the description of the forest? What effect do these words have on ...?	Read this quotation: why does the author/reporter describe... this way? Which words in the paragraph beginning ... emphasise the importance /danger of the event? Explain your choice. Explain the effect of the words in bold in each of these sentences?
2h	<i>Make comparisons within the text</i>	Read the paragraph beginning... How does the atmosphere compare with that of the opening paragraph? When ... occurs, describe the changes in the character's feelings and behaviour. How does the author achieve a contrast between this section ... and the final paragraph? Compare the openings of these two paragraphs: which description is more effective in showing suspense? Explain your answer using the text.	Read the first two paragraphs. What is the main difference between the information of each paragraph? Look at the paragraph beginning: <i>Many National Parks around the world...</i> Give one thing that is different about the National Parks in England compared with those in the rest of the world. Look at these two sections: which one is more likely to persuade a customer to buy the product? Explain your answer using evidence from the text. According to the text, give one way that giant pandas are similar to other bears.