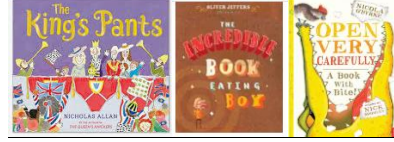


English Reading Long Term Plan


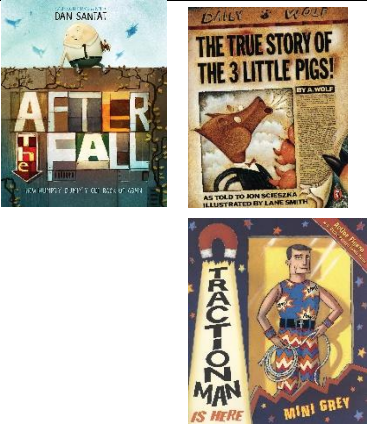
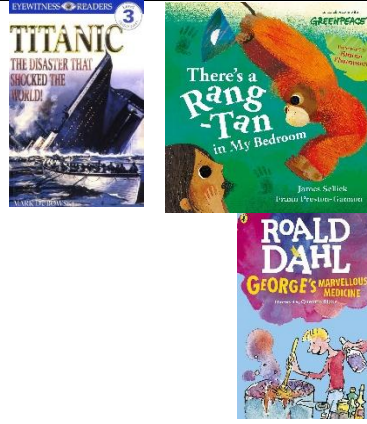
Reception									
Autumn 1 – Marvellous Me!			Spring 1 – All Around the World			Summer 1 – Growth & Life Cycles			
									
									
									
Autumn 2 – Let's Celebrate!			Spring 2 – We Love Books!			Summer 2 – In the Summertime			
									
									



Progression in the 5 reading strands – EYFS

Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Picture prompts to organise events.</p> <p>Picture in the middle of event and choose things before and after it.</p> <p>Practical washing line with pictures to order – correctly and spot the error.</p> <p>Discuss beginning/middle/end</p>	<p>Teacher led session where adults scribes ideas.</p>	<p>Matching an emotion to a character/event.</p> <p>Underpin the emotion behind the emoji.</p> <p>Begin to select from 2 emojis and orally justify decision.</p>	<p>Use an emoji and given evidence from the text about a character.</p> <p>Use terms like 'What do we know?' and 'How do we know?' (teacher led)</p> <p>Through quality texts children meet a variety of characters, settings and plots.</p>	<p>Develop an understanding of what is an important event.</p> <p>Identify an important event.</p>

Year 1				
Autumn		Spring		Summer
				
Progression in the 5 reading strands – KS1				
Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Order up to 5 given events using pictures and/or text.</p> <p>Work up to 5 events using a partially completed timeline.</p> <p>Using a given event, children identify what happens before and after.</p>	<p>Begin to match hashtags to events.</p> <p>Write 2 hashtags for the children to choose from – one correct and one incorrect.</p> <p>Teacher led sessions to create purposeful hashtags to summarise extracts of texts.</p>	<p>Emoji provided and children select evidence to justify the emoji.</p> <p>Evidence provided and children select the appropriate emoji.</p>	<p>Give the children the impressions of the day/setting/characters and children find the evidence.</p> <p>Provide the evidence and children need to create an impression of the day/setting/character.</p> <p>Use terms like 'What do we know?' and 'How do we know?'</p>	<p>Use non-fiction texts and identify 3 important things.</p> <p>List events, which are important and justify.</p> <p>Use alongside emojis and hashtags.</p>

Year 2				
Autumn		Spring		Summer
				
Progression in the 5 reading strands – KS1				
Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Order up to 5 given events using pictures and/or text.</p> <p>Work up to 5 events using a partially completed timeline.</p> <p>Using a given event, children identify what happens before and after.</p>	<p>Begin to match hashtags to events.</p> <p>Write 2 hashtags for the children to choose from – one correct and one incorrect.</p> <p>Teacher led sessions to create purposeful hashtags to summarise extracts of texts.</p>	<p>Emoji provided and children select evidence to justify the emoji.</p> <p>Evidence provided and children select the appropriate emoji.</p>	<p>Give the children the impressions of the day/setting/characters and children find the evidence.</p> <p>Provide the evidence and children need to create an impression of the day/setting/character.</p>	<p>Use non fiction texts and identify 3 important things.</p> <p>List events, which are important and justify.</p> <p>Use alongside emojis and hashtags.</p>

			Use terms like 'What do we know?' and 'How do we know?'	
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Year 3		
Autumn	Spring	Summer
  	 	  

Progression in the 5 reading strands – LKS2				
Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Order 5 given events.</p> <p>Giving the beginning and end events and focus on ordering the middle parts.</p> <p>Using the timeline to order events and/or emotions.</p>	<p>Match hashtags to events.</p> <p>Create own hashtags to summarise extracts of texts.</p>	<p>Tracking a character's emotions through the text.</p> <p>Select an emoji and identify when that appears through a text e.g which characters are happy at which points in the text.</p> <p>Inferential evidence provided and children infer the appropriate emoji.</p>	<p>Use terms like 'What do we know?' and 'How do we know?' along side the terms impression and evidence.</p> <p>Give a choice of impressions- pupils choose the best one and find the evidence.</p>	<p>Children identify 5 important parts of the texts and order them from most to least.</p> <p>Justify decisions.</p>



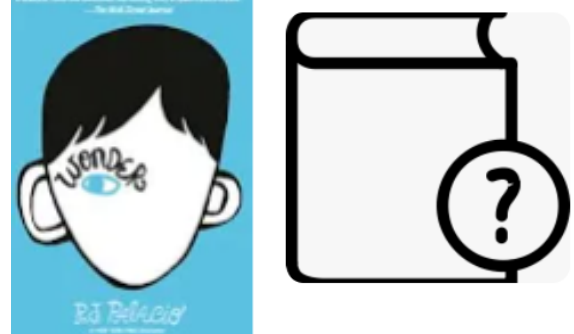
Year 4

Autumn	Spring	Summer
		

Progression in the 5 reading strands – LKS2

Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Order 5 given events.</p> <p>Giving the beginning and end events and focus on ordering the middle parts.</p> <p>Using the timeline to order events and/or emotions.</p>	<p>Match hashtags to events.</p> <p>Create own hashtags to summarise extracts of texts.</p>	<p>Tracking a character's emotions through the text.</p> <p>Select an emoji and identify when that appears through a text e.g which characters are happy at which points in the text.</p> <p>Inferential evidence provided and children infer the appropriate emoji.</p>	<p>Use terms likes 'What do we know?' and 'How do we know?' along side the terms impression and evidence.</p> <p>Give a choice of impressions- pupils choose the best one and find the evidence.</p>	<p>Children identify 5 important parts of the texts and order them from most to least.</p> <p>Justify decisions.</p>

Year 5				
Autumn		Spring		Summer
				
Progression in the 5 reading strands – UKS2				
Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Order 5 given events.</p> <p>Selecting up to 5 significant events to order.</p> <p>Timeline of a focus character to include events and emotions</p> <p>Using the timeline to order events and emotions.</p>	<p>Create own hashtags to summarise extracts of texts.</p> <p>Order the hashtags as they appear in the text.</p> <p>Using longer texts, children hashtags individual paragraphs.</p> <p>Hashtag – then write a paragraph to summarise.</p>	<p>Select event then emoji and then justify the choice using evidence from the text.</p> <p>Select an emoji and identify when that appears through a text e.g which characters are happy at which points in the text – make links to cause and effect.</p> <p>Use emojis to determine how characters are feeling at different points of the text – make links to cause and effect.</p>	<p>Children need to give evidence to back up an idea created from reading a text.</p> <p>Impressions of more vague contexts – settings; relationships.</p>	<p>5 most important people/ moments/ points/ decisions/ dialogue and justify choices.</p>

Year 6				
Autumn		Spring		Summer
				
Progression in the 5 reading strands – UKS2				
Timeline	Hashtag	Emoji	Impression/Evidence	Most Important Things
<p>Order 5 given events.</p> <p>Selecting up to 5 significant events to order.</p> <p>Timeline of a focus character to include events and emotions</p> <p>Using the timeline to order events and emotions.</p>	<p>Create own hashtags to summarise extracts of texts.</p> <p>Order the hashtags as they appear in the text.</p> <p>Using longer texts, children hashtags individual paragraphs.</p> <p>Hashtag – then write a paragraph to summarise.</p>	<p>Select event then emoji and then justify the choice using evidence from the text.</p> <p>Select an emoji and identify when that appears through a text e.g which characters are happy at which points in the text – make links to cause and effect.</p> <p>Use emojis to determine how characters are feeling at different points of the text – make links to cause and effect.</p>	<p>Children need to give evidence to back up an idea created from reading a text.</p> <p>Impressions of more vague contexts – settings; relationships.</p>	<p>5 most important people/ moments/ points/ decisions/ dialogue and justify choices.</p>

