Poulton Lancelyn KS2 Reading LTP

Reading Lessons

In LSK2, lessons will take place in the following sequence for autumn term (using Nelson resources):

Day 1 – read the text together as a class and answer the 'support questions' in the 'resources and assessment' book (only choose questions you see appropriate).

Day 2 – focus on the 'understanding the text' questions in pupil book – focusing the pupils onto 2b (fact retrieval) and 2d (inference). Pupils to complete independently and go through answers as a class.

Day 3 – focus on 'looking at language' questions in pupil book – focusing the pupils onto 2a (vocabulary), 2f (meaning) and 2g (language). Pupils to complete independently and go through answers as a class.

Day 4 – focus on the 'exploring' questions in pupil book – this is a general overview of content domains. Some of these questions focus on text familiarisation, which Y3 teachers have said is something Y3 are less confident with.

Day 5 – reading widely opportunity. Teacher to keep focus group to practise further (either reading fluency or question corrections from the week).

In LSK2, lessons will take place in the following sequence for spring/summer term (using Cracking Comprehension resources):

Day 1 – read first text in the unit together as a class. Identify any vocabulary pupils are ensure of and support pupils in answering the listening questions displayed on Cracking Comprehension.

Day 2 – recap work from yesterday and focus input on a specific content domain (highlighted as a concern from previous reading sessions). Pupils to independently complete reading comprehension questions based on the text read on Day 1. Teachers to mark these questions and identify any content domains or pupils that need to be focussed on next lesson.

Day 3 – go through answers to the questions from the previous day. Focus attention to particular content domains pupils have struggled with.

Day 4 – recap work from previous days. Provide pupils with a new text to read together or with partners. Pupils to independently complete reading comprehension questions based on this text. Teachers to have a focus group (highlighted in reading feedback book) to support with this new text and questions.

Day 5 – reading widely opportunity. Teacher to keep focus group to practise further (either reading fluency or comprehension questions).

In Y3, during autumn term and spring 1, identified children will continue with the RWI phonics programme and complete comprehension activities as part of these daily sessions. By spring 2, all of the Y3 will follow the comprehension LTP.

In UKS2, lessons will take place in the following sequence **during autumn term:**

Day 1 – read a CGP text together as a class and complete text familiarisation. Choose a set of questions focussing on one content domain as the focus for the week. Spend the lesson creating a success criteria for the chosen content domain and practise (as a class) completing these content domain questions.

Day 2 – read a new CGP text and recap the success criteria to successfully answer the chosen content domain. Pupils to independently complete questions based on chosen content domain. Teacher to mark these questions and identify any pupils who need support in further lessons (in reading feedback book).

Day 3 – go through answers to questions and focus on specific questions, which were highlighted as an issue.

Day 4 – read a new CGP text and recap the success criteria to successfully answer the chosen content domain. Pupils to independently complete questioned based on chosen content domain. Teachers to have focus group of children (who were identified as needing support in earlier lessons).

Day 5 – reading widely opportunity. Teachers to work with specific children in need of support (with reading fluency or comprehension).

In UKS2, during spring and summer term, pupils are given a variety of content domains based around one text to answer throughout the week.

Y3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	*Unit 1 – The Laughing Snowman* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 1 – The Hodgeheg* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 1 – The Ugly Duckling* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 2 – Looking for Information* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 2 – What's Out in Space?* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 2 – Sport for All!* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 3 – Understanding Shape Poems* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely
Autumn 2	*Unit 3 – Rhythm Machine* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 3 – Stereo Headphones* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 4 – Walls and Towers* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 4 – The World's Great Canals* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	*Unit 4 – Let's Find Out About Bridges* Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Assessment Week	
Spring 1	*Unit 5 – Perseus is Given the Quest* Day 1 – Support Qs as a class	*Unit 5 – The Quest Begins* Day 1 – Support Qs as a class	*Unit 5 – Perseus Meets Medusa* Day 1 – Support Qs as a class	*Unit 6 – How to Play Charades* Day 1 – Support Qs as a class	*Unit 6 – How to Make Chocolate Fudge Sauce* Day 1 – Support Qs as a class	*Unit 6 – How to Find Your Way!* Day 1 – Support Qs as a class	

	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely
Spring 2	_Unit 7 – The Lion and the Mouse_ Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	_Unit 7 – What is a Friend?_ Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	_Unit 7 – The Village Dinosaur_ Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 1 – Fantastic Mr Fox - class Day 2 – Fantastic Mr Fox – independent Day 3 – Fantastic Mr Fox - answers Day 4 – Who's a Clever Girl, Then? Day 5 – reading widely	Day 1 – Mr Majeika – class Day 2 – Mr Majeika – independent Day 3 – Mr Majeika – answers Day 4 – Worst Witch Day 5 – reading widely	
Summer 1	Day 1 – The Lost Happy Endings – class Day 2 – The Lost Happy Endings – independent Day 3 – The Lost Happy Endings – answers Day 4 – Clarice Bean – Utterly Me Day 5 – reading widely	Day 1 – Grandpa's Indian Summer - class Day 2 – Grandpa's Indian Summer – independent Day 3 – Grandpa's Indian Summer – answers Day 4 – Whose Mother Was a Pirate Day 5 – reading widely	Day 1 – Mountains – class Day 2 – Mountains – independent Day 3 – Mountains – answers Day 4 – Coasts Day 5 – reading widely	Day 1 – From Spawn to Frog – class Day 2 – From Spawn to Frog – independent Day 3 – From Spawn to Frog – answers Day 4 – From Spawn to Frog 2 Day 5 – reading widely	Day 1 – The World – class Day 2 – The World – independent Day 3 – The World – answers Day 4 – The UK Day 5 – reading widely	Day 1 – Walking With my Iguana – class Day 2 – Walking With my Iguana – independent Day 3 – Walking with my Iguana – answers Day 4 – A Big Surprise Day 5 – reading widely

| Summer 2 | Day 1 – Scissors – class
Day 2 – Scissors – independent
Day 3 – Scissors – answers
Day 4 – New School
Day 5 – reading widely | Day 1 – Assessment Task 1 – class
Day 2 – Assessment Task 1 – independent
Day 3 – Assessment Task 1 – answers
Day 4 – Assessment Task 2
Day 5 – reading widely | Day 1 – Assessment Task 3 – class
Day 2 – Assessment Task 3 – independently
Day 3 – Assessment Task 3 – answers
Day 4 – Assessment Task 4
Day 5 – reading widely | Day 1 – Assessment Task 5 – class
Day 2 – Assessment Task 5 – independent
Day 3 – Assessment Task 5 – answers
Day 4 – Assessment Task 6
Day 5 – reading widely | Day 1 – Assessment Task 7 – class
Day 2 – Assessment Task 7 – independent
Day 3 – Assessment Task 7 – answers
Day 4 – Assessment Task 8
Day 5 – reading widely | | |

Y4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Unit 1 – Leaving London Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 1 – Dad's Double Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 1 – The Crash Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 2 – Marathon Marvel Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 2 – On Your Bike Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 2 – Three Times the Pain! Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 3 – Quieter Than Snow Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely
Autumn 2	Unit 3 – The Hills Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 3 – One Moment in Summer Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 4 – Let's Find Out About Argentina Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 4 – Let's Find Out About China Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 4 – Let's Find Out About Australia Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Unit 5 – Webbo Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	
Spring 1	Unit 5 – Trouble With Miss Grotwick Day 1 – Support Qs as a class	Unit 5 – The Balaclava Boys Day 1 – Support Qs as a class	Unit 6 – How Does Your Heart Work? Day 1 – Support Qs as a class	Unit 6 – How do we Move? Day 1 – Support Qs as a class	Unit 6 – How do our Lungs Work? Day 1 – Support Qs as a class	Unit 7 – Bigfoot Day 1 – Support Qs as a class	

	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	
Spring 2	_Unit 7 – Tripods Trilogy_ Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	_Unit 7 – Search for the Loch Ness Monster_ Day 1 – Support Qs as a class Day 2 – Understanding the Text independently Day 3 – Looking at Language independently Day 4 – Exploring the Text independently Day 5 – Reading Widely	Day 1 – The Children of Green Knowe – class Day 2 – The Children of Green Knowe – independent Day 3 – The Children of Green Knowe – answers Day 4 – War Boy Day 5 – reading widely	Day 1 – The Diary of a Killer Cat – class Day 2 – The Diary of a Killer Cat – independent Day 3 – The Diary of a Killer Cat – answers Day 4 – Harriet's Hare Day 5 – reading widely	Day 1 – Gangsta Granny – class Day 2 – Gangsta Granny – independent Day 3 – Gangsta Granny – answers Day 4 – The Better Brown Stories Day 5 – reading widely	Assessment Week	
Summer 1	Day 1 – Mackerel and Chips – class Day 2 – Mackerel and Chips – independent Day 3 – Mackerel and Chips – answers Day 4 – Oliver Twist's Childhood Day 5 – reading widely	Day 1 – Knight Survival Guide – class Day 2 – Knight Survival Guide – independent Day 3 – Knight Survival Guide – answers Day 4 – Knight Survival Guide 2 Day 5 – reading widely	Day 1 – Are you wasting good food? – class Day 2 – Are you wasting good food? – independent Day 3 – Are you wasting good food? – answers Day 4 – Would you eat less than perfect fruit? Day 5 – reading widely	Day 1 – What is a robot? - class Day 2 – What is a robot? – independent Day 3 – What is a robot? – answers Day 4 – Robots in Films and TV Day 5 – reading widely	Day 1 – Childhood Tracks – class Day 2 – Childhood Tracks – independent Day 3 – Childhood Tracks – answers Day 4 – Hot Food Day 5 – reading widely	Day 1 – A Small Dragon – class Day 2 – A Small Dragon – independent Day 3 – A Small Dragon – answers Day 4 – The Spirit of Place Day 5 – reading widely	

| Summer 2 | Day 1 – Assessment Task 1 – class
Day 2 – Assessment Task 1 – independent
Day 3 – Assessment Task 1 – answers
Day 4 – Assessment Task 2
Day 5 – reading widely | Day 1 – Assessment Task 3 – class
Day 2 – Assessment Task 3 – independent
Day 3 – Assessment Task 3 – answers
Day 4 – Assessment Task 4
Day 5 – reading widely | Day 1 – Assessment Task 5 – class
Day 2 – Assessment Task 5 – independent
Day 3 – Assessment Task 5 – answers
Day 4 – Assessment Task 6
Day 5 – reading widely | Day 1 – Assessment Task 7 – class
Day 2 – Assessment Task 7 – independent
Day 3 – Assessment Task 7 – answers
Day 4 – Assessment Task 8
Day 5 – reading widely | | | |

Y5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	2b M – ghost (f) T – elephants (nf) W - elephants (nf) T – wind (p) F – wind (p)	2a M - ghost T - elephants W - elephants T – wind F - wind	2d M - ghost T - elephants W - elephants T – wind F - wind	2e M- paws (nf) T- Jake/Bill W- Jake/Bill T- croc tale F- croc tale	2c/2h M –visiting day -C T – ghost - C W – elephants - C T – visiting day - h F – wind - h	2g/2f M – wind - f T – ghost - f W – jake/bill - f T – elephants - g F – peppermint - g	2b M – visiting day T – pawsitively W – pawsitively T – Jake/Bill F - Jake/Bill
Autumn 2	2a M – visiting day T – pawsitively W – pawsitively T – Jake/Bill F - Jake/Bill	2d M – visiting day T – pawsitively W – pawsitively T – Jake/Bill F - Jake/Bill	2c/2h/2e M – C – Crocodile tale T – C - pawsitively W – h – inuit people T – h – dective nimble F – e – pawsitively	2g/2f M – e- chiokes chance T –g – take off W – g - pirates T – f - outdoos F – f - tiger	Pirates b, d, a, c, g	Alternative Santa b, d, a, c, h	Assessment Week/Christmas
Spring 1	Alternative Santa b, d, a, c, h	Pirates b, d, a, c, g	Inuit people b, d, a, c, h	Ready for take off b, d, a, c, g	Adventures outdoors b, d, a, c, f	Tiger b, d, a, c, f	
Spring 2	problem with plastic b, d, a, c, g	The Perfect Pluto b, d, a, c, f	Test week Free reading	Diving the depths b, d, a, c, h	The Dragonfly b, d, a, g, h	Beneath the Waves b, d, a, c, g	
Summer 1	sketches to cinema b, d, a, c, f	can't go over or under b, d, a, c, f	Chioke's Chance b, d, a, c, e	angle of the north b, d, a, c, e	Cows on the beach b, d, a, c, e		
Summer 2	Welcome to York b, d, a, c, f	Detective Nimble b, d, a, c, h	Test week Free reading	Peppermint path b, d, a, c, g	Crocodile tale b, d, a, c, e		

Y6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Fact Retrieval M – Baking Battle T – Old Photo W – Old Photo answers Th – World of Jam F – World of Jam answers	Summary M – Baking Battle T – Old Photo W – Old Photo answers Th – World of Jam F – World of Jam answers	Decode M – Baking Battle T – Old Photo W – Old Photo answers Th – World of Jam F – World of Jam answers	Infer M – Baking Battle T – Old Photo W – Old Photo answers Th – World of Jam F – World of Jam answers	Predict M – Dragons Are Hiding T – Battle W – Battle answers Th – Menlo Park F – Menlo Park answers	Compare M - Old Photo T – World of Jam W – Hill Farm Th – Answers x2 F – Reading Widely	Meaning M – Baking Battle T – Battle W – Battle answers Th – Out in the Snow F – Out in the Snow answers
Autumn 2	Fact Retrieval M – Frozen Escapes T – Hill Farm W – Hill Farm answers Th – Frost F – Frost answers	Summary M – Frozen Escapes T – Hill Farm W – Hill Farm answers Th – Frost F – Frost answers	Decode M – Frozen Escapes T – Hill Farm W – Hill Farm answers Th – Frost F – Frost answers	Infer M – Frozen Escapes T – Hill Farm W – Hill Farm answers Th – Frost F – Frost answers	Predict M – Night With a Wolf T – Sea Turtles W – Sea Turtles answers Th – P.ground probs F – P.ground probs answers	Compare M – Fireworks T – Great Fire W – Great Fire answers Th – Huddle F – Huddle answers	Assessment Week/Christmas
Spring 1	Language M – Frozen Escapes T – Huddle W – Huddle answers Th – Kon Tiki F – Kon Tiki answers	Mixed Qs M – Sea Turtles T – Sea Turtles answers W – Great Fire Th – Great Fire answers F – free reading	Mixed Qs M – Rush Hour Jam T – Rush Hour Jam answers W – Theseus Th – Theseus answers F – free reading	Mixed Qs M – Flight T – Flight answers W – Fireworks Th – Fireworks answers F – free reading	Mixed Qs M – P.ground probs T – P.ground probs answers W – Dragons Hiding Th – Dragons Hiding answers F – free reading	Mixed Qs M – Blackbeard T – Blackbeard answers W – Journey Th – Journey answers F – free reading	
Spring 2	Mixed Qs M – Menlo Park T – Menlo Park answers W – Treasure Island Th – Treasure Island answers F – free reading	Mixed Qs M – Winds of Change T – Winds of Change answers W – Jason and Args Th – Jason and Args answers F – free reading	Mixed Qs M – Eureka T – Eureka answers W – Endangered Species Th – Endangered Species answers F – free reading	Mixed Qs M – Out in the Snow T – Out in the Snow answers W – 1950s America Th – 1950s America answers F – free reading	Assessment Week	CGP Test/answers	
Summer 1							
Summer 2							