




MTP READING: 2023 – 2024

EYFS
YEAR 1
YEAR 2
MIXED YEAR 3&4
YEAR 5
YEAR 6



Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<p>1a - I can draw on knowledge of vocabulary to understand texts. (See overview below for week-by-week progression)</p> <p>1c - I can identify and explain the sequence of events in texts.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Number the sentences below from 1 to 3 to show the order they happen in the story. <p>1e - I can predict what might happen on the basis of what has been read so far.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what do you think might happen next? (Multiple-choice responses) 							
	Quote, What does the word ... mean in this sentence? (multiple choice) (3 days)	Quote, What does the word ... mean in this sentence? (multiple choice)	Quote, What does the word... mean in this sentence? (open response)	Quote, What does the word... mean in this sentence? (open response)	Quote, What does this tell you about... (multiple choice)	Quote, What does this tell you about... (multiple choice)	Quote, What does this tell you about... (open response)	Quote, What does this tell you about... (open response) (4 days)
YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 2	<p>1a - I can draw on knowledge of vocabulary to understand texts. (See overview below for week-by-week progression)</p> <p>1c - I can identify and explain the sequence of events in texts.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> What happened after...? (multiple-choice response) <p>1e - I can predict what might happen on the basis of what has been read so far.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what do you think might happen next? (Multiple-choice responses) 							
	Circle a word from the text above that shows that... (one sentence)	Circle a word from the text above that shows that... (paragraph)	Find and copy a word from the text above that means/tells you... (one sentence)	Find and copy a word from the text above that means/ tells you... (paragraph)	Find and copy a word from the text above that means/ tells you... (paragraph)	Find and copy two words that mean/ tell you... (paragraph)	Find and copy a word from the text above that means/ tells you... (whole page)	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring 1	1b – I can identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (See overview below for week-by-week progression) 1c - I can identify and explain the sequence of events in texts. End each week with the following question: ○ Number the sentences below from 1 to 4 to show the order they happen in the story. 1e - I can predict what might happen on the basis of what has been read so far. End the week with the following question: ○ Based on what you have read, what do you think might happen next? (Short sentence response)							
	Multiple choice one-word responses that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (4 options) (cue to the text) Multiple choice one-word responses that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (4 options) (no cue)	One-word responses to questions that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (Cue to the text) One-word responses to questions that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (No cue)	Multiple choice one-word responses that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (4 options) (cue) Multiple choice one-word responses that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (4 options) (no cue)	One-word responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (Cue) One-word responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (No cue)	True or False tables (direct semantic match) True or False tables (low semantic match)			
YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring 2	1b – I can identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (See overview below for week-by-week progression) 1c - I can identify and explain the sequence of events in texts. End each week with the following question: ○ Match the events to when they happened. 1e - I can predict what might happen on the basis of what has been read so far. End the week with the following question: ○ Based on what you have read, what do you think might happen next? (Short sentence response)							
	Short two-part responses to questions that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (Cue to the text)	Short two-part responses to questions that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (No cue to the text)	Short two-part responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (Cue)	Short two-part responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (No cue)	Short two-part responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/ How? (No cue)			

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer 1	1b – I can identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (See overview below for week-by-week progression) 1c - I can identify and explain the sequence of events in texts. End each week with the following question: o What happened before lunch? (Response required in the form of a sentence) 1d – I can make inferences from the text. (See overview below for week-by-week progression) 1e - I can predict what might happen on the basis of what has been read so far. End the week with the following question: o What do you think might happen next? Why do you think this? (Short sentence response)							
	Sentence responses to questions that have a direct semantic match e.g. What?/When?/Why?/Where?/Who?/How? (Cue to the text)	Sentence responses to questions that have a direct semantic match e.g. hat?/When?/Why?/Where?/Who?/How? (No cue)	Sentence responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/How? (Cue to the text)	Sentence responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/How? (No cue)	Sentence responses to questions that have a low semantic match e.g. What?/When?/Why?/Where?/Who?/How? (No cue) (4 days)	How did X feel when... Why did X act/say... (Multiple choice)	How did X feel when... Why did X act/say... (Multiple choice with one distractor)	
YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer 2	1c - I can identify and explain the sequence of events in texts. End each week with the following question: o Read the whole story. Order events 1-5 to show the order they happen in the story. 1e - I can predict what might happen on the basis of what has been read so far. End the week with the following question: o What do you think might happen next? Why do you think this? (Short sentence response)							
	How did X feel when... Why did X act/say... (Open, short response) (3 days)	Find and copy a word that shows that X felt Y. (Cue to the text)	Find and copy a word that shows that X felt Y. (No cue)	Quote - How do you know that X feels Y? (Multiple choice)	Quote - How do you know that X feels Y? (Multiple choice with one distractor)	Quote - How do you know that X feels Y? (Open response)	Book Talk: See Book Talk objectives for Year 2. (4 days)	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<p>2a – I can give and explain the meaning of words in context. 2c - I can summarise main ideas from more than one paragraph. End each week with the following question: ○ Which of the following subheadings would best sum up this section of the text? (Multiple choice) 2e - I can predict what might happen from details stated and implied. End the week with the following question: ○ Based on what you have read, what does the last paragraph suggest might happen next? (Multiple choice) 2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question: ○ What is the main theme of this text? (Multiple choice) 2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question: ○ Quote. This suggests the subject was/is... (Multiple choice) 2h – I can make comparisons within a text. (book talk)</p>							
	Quote. In this sentence, the word _ is closest in meaning to... (multiple choice) (3 days)	Quote. In this sentence, the word _ is closest in meaning to... (own choice)	Quote. Find and copy a word that shows...	In the paragraph beginning... Find and copy a word that shows...	Find and copy a word that shows... (whole text)	Quote. Find and copy a phrase that shows...	In the paragraph beginning... Find and copy a phrase that shows...	Find and copy a phrase that shows... (whole text) (4 days)
Autumn 2	<p>2a – I can give and explain the meaning of words in context. 2b – I can retrieve and record key details from fiction and non-fiction texts. 2c - I can summarise main ideas from more than one paragraph. End each week with the following question: ○ Number the following events in order. (1-3) 2e - I can predict what might happen from details stated and implied. End the week with the following question: ○ Based on what you have read, what does the last paragraph suggest might happen next? (Multiple choice) 2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question: ○ What is the main theme of this text? (Multiple choice) 2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question: ○ Quote. This suggests the subject was/is... (Multiple choice) 2h – I can make comparisons within a text. (book talk)</p>							
	Quote What does this tell you/suggest about... (multiple choice – no deliberate distractors)	Quote What does this tell you/suggest about... (multiple choice - deliberate distractors)	Quote What does this tell you/suggest about... (own response)	Multiple choice one-word responses (direct semantic match) Multiple choice one-word responses (low semantic match)	One-word responses (direct semantic match – cue to paragraph)	One-word responses (low semantic match – cue to paragraph)	One-word responses (low semantic match – no cue)	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring 1	<p>2b – I can retrieve and record key details from fiction and non-fiction texts. 2c – I can summarise main ideas from more than one paragraph. End each week with the following question:</p> <ul style="list-style-type: none"> Number the following events in order. (1-5) <p>2e – I can predict what might happen from details stated and implied. End the week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what does the last paragraph suggest might happen next? (Open response) <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:</p> <ul style="list-style-type: none"> What is the main theme of this section of the text? (Open response) <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</p> <ul style="list-style-type: none"> In the paragraph beginning __, find and copy the word/phrase that suggests... <p>2h – I can make comparisons within a text. (book talk)</p>							
	Find and copy one... (direct semantic match) Find and copy two/three... (direct semantic match)	Find and copy one... (low semantic match)	Find and copy two/three... (low semantic match)	True or False – one statement (direct semantic match) True or False – multiple statements (close semantic match)	True or False – multiple statements (low semantic match)			
Spring 2	<p>2b – I can retrieve and record key details from fiction and non-fiction texts. 2c – I can summarise main ideas from more than one paragraph. End each week with the following question:</p> <ul style="list-style-type: none"> Suggest another subheading for this part of the text. <p>2e – I can predict what might happen from details stated and implied. End the week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what does the last paragraph suggest might happen next? (Open response) <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:</p> <ul style="list-style-type: none"> What is the main theme of this section of the text? (Open response) <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</p> <ul style="list-style-type: none"> In the paragraph beginning __, find and copy the word/phrase that suggests... <p>2h – I can make comparisons within a text. (book talk)</p>							
	Open response – who? / where? / when? / what? etc. (direct semantic match – cue to the text)	Open response – who? / where? / when? / what? etc. (direct semantic match – no cue)	Open response – who? / where? / when? / what? etc. (low semantic match – cue to the text)	Open response – who? / where? / when? / what? etc. (low semantic match – no cue)	Open response – who? / where? / when? / what? etc. (low semantic match – no cue) (4 days)			

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer 1	<p>2c - I can summarise main ideas from more than one paragraph. End each week with the following question:</p> <ul style="list-style-type: none"> What is the main message of the text? (Multiple choice) <p>2d - I can make inferences from the text and justify inferences with evidence. 2e - I can predict what might happen from details stated and implied. End the week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from the text to support your answer. <p>2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:</p> <ul style="list-style-type: none"> What is the main theme of the text? (Open response) <p>2g - I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</p> <ul style="list-style-type: none"> 'Quote' What does this tell you about ^? (open response) <p>2h - I can make comparisons within a text. (book talk)</p>							
	Find and copy a word that shows that ^ felt (cue)	Find and copy a group of words that show that ^ felt... (cue)	Find and copy a word that shows that ^ felt (no cue)	Find and copy a group of words that show that ^ felt... (no cue)	Quote. What does this tell you about...? (multiple choice) (4 days)	Quote. What does this tell you about...? (open, short response)	Quote. Why do you think ...? (multiple choice) How do you think ^ felt about *? (multiple choice) Why do you think ^ did ~? (multiple choice)	
Summer 2	<p>2c - I can summarise main ideas from more than one paragraph. End each week with the following question:</p> <ul style="list-style-type: none"> Which of the statements best summarises this section of the text? (Multiple choice) <p>2d - I can make inferences from the text and justify inferences with evidence. 2e - I can predict what might happen from details stated and implied. End the week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from the text to support your answer. <p>2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:</p> <ul style="list-style-type: none"> What is the main theme of the text? (Open response) <p>2g - I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</p> <ul style="list-style-type: none"> 'Quote' What does this tell you about ^? (open response) 2h - I can make comparisons within a text. (book talk) 							
	Quote. Why do you think ...? (open, short response) (3 days)	Explain how ^ felt about *. (open, short response) Why do you think ^ did ~? (open, short response)	Quote. Explain why... Use additional evidence from the text to support your answer.	Explain how ^ felt about *. Use evidence from the text to support your answer.	Explain why you think ^ did ~. Use evidence from the text to support your answer.	What do you learn about the character of ^ in this story? (One example)	What do you learn about the character of ^ in this story? (Two examples) (4 days)	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<p>2a – I can give and explain the meaning of words in context. 2c - I can summarise main ideas from more than one paragraph. End each week with the following question: ○ What is the main message of this section of the text? (multiple choice)</p> <p>2e - I can predict what might happen from details stated and implied. End the week with the following question: ○ Based on what you have read, what does the last paragraph suggest might happen next? (multiple choice)</p> <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question: ○ What is the main theme of the text? (multiple choice)</p> <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question: ○ The author is suggesting that ^ is *. Which words suggest this? (multiple choice)</p> <p>2h – I can make comparisons within a text. (book talk)</p>							
	'Quote' In this sentence, the word ____ is closest in meaning to... (choice of 4 alternative words including one deliberate distractor) (3 days)	Find and copy a word that shows... (cue into the text)	Find and copy a word that shows... (no cue)	Find and copy a phrase that shows... (cue into the text)	Find and copy a phrase that shows... (no cue)	Mixed - Find and Copy a word/phrase that shows... (no cue)	Find and copy two different words that show that... (cue)	Find and copy two different words that show that... (no cue) (4 days)
Autumn 2	<p>2a – I can give and explain the meaning of words in context. 2c - I can summarise main ideas from more than one paragraph. End each week with the following question: ○ Number the events 1-5 to show the order that they happened. (first one is done for you)</p> <p>2e - I can predict what might happen from details stated and implied. End the week with the following question: ○ Based on what you have read, what does the last paragraph suggest might happen next? (multiple choice)</p> <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question: ○ What is the main theme of the text? (multiple choice)</p> <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question: ○ The author is suggesting that ^ is *. Identify 2 words that suggest this.</p> <p>2h – I can make comparisons within a text. (book talk)</p>							
	'What does 'vocabulary example' mean...? (Multiple choice – include deliberate distractor)	'What does 'vocabulary example' mean...? (open response)	Explain 1 thing that the words 'Vocabulary example' suggest about...	Explain 1 thing that the words 'Vocabulary example' suggest about...	Explain 2 things that the words 'Vocabulary example' suggest about...	Explain 2 things that the words 'Vocabulary example' suggest about...	The ^ are described as *. Explain how the description of ^ supports the idea that they are *. Use evidence from the text to support your answer.	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring 1	<p>2b – I can retrieve and record key details from fiction and non-fiction texts.</p> <p>2c - I can summarise main ideas from more than one paragraph.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Which statement is the best summary of the full text? (multiple choice) <p>2e - I can predict what might happen from details stated and implied.</p> <p>End the week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from the text to support your prediction. <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> What is the main theme of this text? (open response) <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Find and copy one word that suggests that the character ^ is *. <p>2h – I can make comparisons within a text. (book talk)</p>							
	Multiple choice one-word responses (direct semantic match)	One-word responses to questions that use similar vocabulary to aid locating the answer	One-word responses to questions that use a low semantic match in vocabulary to aid locating the answer	Find and copy one... (direct semantic match)	Find and copy two/three... (low semantic match)			
Spring 2	<p>2b – I can retrieve and record key details from fiction and non-fiction texts.</p> <p>2c - I can summarise main ideas from more than one paragraph.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Number the events in the order that they happened from 1-5. <p>2e - I can predict what might happen from details stated and implied.</p> <p>End the week with the following question:</p> <ul style="list-style-type: none"> Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from the text to support your prediction. <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> Draw lines to match each section to its main content. <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.</p> <p>End each week with the following question:</p> <ul style="list-style-type: none"> 'example' How do these words make the reader feel about ^? <p>2h – I can make comparisons within a text. (book talk)</p>							
	Open responses where there is a direct semantic match between the task wording and information in the text (cued into the text)	Open responses where there is a direct semantic match between the task wording and information in the text (no cue to the text)	Open responses where there is a low semantic match between the task wording and information in the text (no cue to the text)	Questions which ask pupils to retrieve key points and support these with a piece of evidence.	Questions which ask pupils to retrieve key points and support these with a piece of evidence.			
					(4 days)			

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer 1	<p>2c - I can summarise main ideas from more than one paragraph. End each week with the following question:</p> <ul style="list-style-type: none">What is the main message of the text? Use evidence from the text to support your answer. <p>2d – I can make inferences from the text and justify inferences with evidence. 2e - I can predict what might happen from details stated and implied. End the week with the following question:</p> <ul style="list-style-type: none">Based on what you have read, do you think that ^ will change their behaviour in the future? Yes/No/Maybe. Explain your answer fully and provide evidence from the text. <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:</p> <ul style="list-style-type: none">The character/setting of this extract appears to change through the extract. Find an example in the text of where this happens. <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</p> <ul style="list-style-type: none">What message is the author trying to convey to the reader? Use evidence from the text to support your answer. <p>2h – I can make comparisons within a text. (book talk)</p>							
	Find and copy a group of words that show that ^ felt... (no cue) How can you tell that/do you know that ^ was *? (no cue)	How can you tell that/do you know that ^ was *? (no cue)	Quote. What does this tell you about...? (multiple choice) Quote. What does this tell you about...? (open, short response)	What evidence in the text suggests that ^ ... ? / ^ is * (Find one example).	What evidence in the text suggests that ^ ... ? / ^ is * (Find two examples). (4 days)	Why was ^ feeling *? (multiple choice)	Why was ^ feeling *? (open, short response.	
Summer 2	<p>2c - I can summarise main ideas from more than one paragraph. End each week with the following question:</p> <ul style="list-style-type: none">What does the first/last paragraph tell us? Use evidence from the text to support your answer. <p>2d – I can make inferences from the text and justify inferences with evidence. 2e - I can predict what might happen from details stated and implied. End the week with the following question:</p> <ul style="list-style-type: none">Based on what you have read, do you think that ^ will change their behaviour in the future? Yes/No/Maybe. Explain your answer fully and provide evidence from the text. <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:</p> <ul style="list-style-type: none">The character/setting of this extract appears to change through the extract. Find an example in the text of where this happens. <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</p> <ul style="list-style-type: none">What message is the author trying to convey to the reader? Use evidence from the text to support your answer. <p>2h – I can make comparisons within a text. (book talk)</p>							
	How do you think ^ felt about *? (multiple choice) (3 days)	Explain how ^ felt about *. (open, short response)	Why do you think...? (multiple choice)	Why do you think ...? (open, short response)	What does this section on the text suggest about ^'s character? Explain one feature using evidence.	What impression do you get about (place, character). Give one impression supported with evidence from the text.	How is ^ made to seem *? Find one piece of evidence to support this. (4 days)	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	<p>2a – I can give and explain the meaning of words in context.</p> <p>2c - I can summarise main ideas from more than one paragraph.</p> <p>End each week with the following question:</p> <p>○ X</p> <p>2e - I can predict what might happen from details stated and implied.</p> <p>End the week with the following question:</p> <p>○ X</p> <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</p> <p>End each week with the following question:</p> <p>○ X</p> <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.</p> <p>End each week with the following question:</p> <p>○ X</p>							
	<p>‘Quote’ In this sentence, the word _____ is closest in meaning to... (choice of 4 alternative words)</p> <p>‘What does ‘vocabulary example’ mean...? (Multiple choice)</p> <p>‘What does ‘vocabulary example’ mean...? (open response)</p> <p>(3 days)</p>	<p>Find and copy a word that shows... (cue into the text)</p> <p>Find and copy a word that shows... (no cue)</p>	<p>Find and copy a phrase that shows... (cue into the text)</p> <p>Find and copy a phrase that shows... (no cue)</p>	<p>Find and copy two different words that show that... (cue children into the correct paragraph/section of text)</p> <p>Find and copy two different words that show that... (no cue)</p>	<p>Explain 1 thing that the words ‘<i>Vocabulary example</i>’ suggest about...</p>	<p>Explain 1 thing that the words ‘<i>Vocabulary example</i>’ suggest about...</p>	<p>Explain 2 things that the words ‘<i>Vocabulary example</i>’ suggest about...</p>	<p>Mixed 2a practise.</p> <p>(4 days)</p>
Autumn 2	<p>2b – I can retrieve and record key details from fiction and non-fiction texts.</p> <p>2c - I can summarise main ideas from more than one paragraph.</p> <p>End each week with the following question:</p> <p>○ X</p> <p>2e - I can predict what might happen from details stated and implied.</p> <p>End the week with the following question:</p> <p>○ X</p> <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</p> <p>End each week with the following question:</p> <p>○ X</p> <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.</p> <p>End each week with the following question:</p> <p>○ X</p>							
	<p>Multiple choice one-word responses (direct semantic match)</p> <p>Multiple choice one-word responses (low semantic match)</p>	<p>One-word responses to questions that use similar vocabulary to aid locating the answer</p> <p>One-word responses to questions that use a low semantic match in vocabulary to aid locating the answer</p>	<p>One-word responses to questions that use a low semantic match in vocabulary to aid locating the answer</p>	<p>Find and copy one... (direct semantic match)</p> <p>Find and copy two/three... (direct semantic match)</p>	<p>Find and copy two/three... (low semantic match)</p>	<p>Open responses where there is a direct semantic match between the task wording and information in the text (cued into the text)</p> <p>Open responses where there is a direct semantic match between the task wording and information in the text (no cue to the text)</p>	<p>Open responses where there is a low semantic match between the task wording and information in the text (no cue to the text)</p>	

Medium Term Plan: Reading

Academic Year 2023 - 2024

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring 1	<p>2b – I can retrieve and record key details from fiction and non-fiction texts.</p> <p>2c - I can summarise main ideas from more than one paragraph.</p> <p>End each week with the following question:</p> <p>○ x</p> <p>2e - I can predict what might happen from details stated and implied.</p> <p>End the week with the following question:</p> <p>○ x</p> <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</p> <p>End each week with the following question:</p> <p>○ x</p> <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.</p> <p>End each week with the following question:</p> <p>○ x</p>							
	Questions which ask pupils to retrieve key points and support these with a piece of evidence.	Questions which ask pupils to retrieve key points and support these with a piece of evidence.	Mixed 2b practise.	Mixed 2a and 2b practise.	Find and copy a group of words that show that ^ felt... (no cue)			
	PM Revision: 2a	PM Revision: 2a	PM Revision: 2a	PM Revision: 2a	PM Revision: 2a			
Spring 2	<p>2c - I can summarise main ideas from more than one paragraph.</p> <p>End each week with the following question:</p> <p>○ x</p> <p>2d – I can make inferences from the text and justify inferences with evidence.</p> <p>2e - I can predict what might happen from details stated and implied.</p> <p>End the week with the following question:</p> <p>○ x</p> <p>2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</p> <p>End each week with the following question:</p> <p>○ x</p> <p>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.</p> <p>End each week with the following question:</p> <p>x</p>							
	Quote. What does this tell you about...? (open, short response)	What evidence in the text suggests that ^ ... ? / ^ is * (Find two examples).	Why do you think ...? / Why was ^ feeling...? (open, short response)	Explain how ^ felt about *. (open, short response)	What does this section on the text suggest about ^'s character? Explain one feature using evidence. / What impression do you get about (place, character). Give one impression supported with evidence from the text.			
	PM Revision: 2b	PM Revision: 2b	PM Revision: 2b	PM Revision: 2b	PM Revision: 2b			

Medium Term Plan: Reading

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