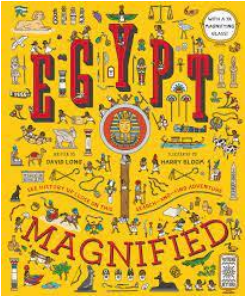

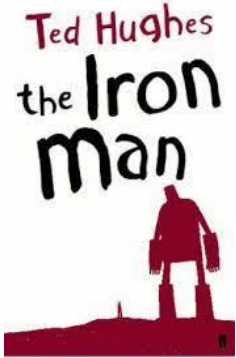
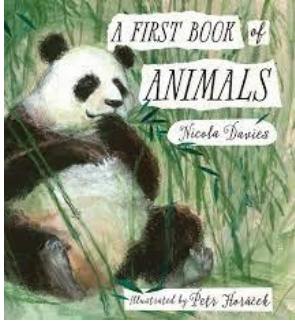
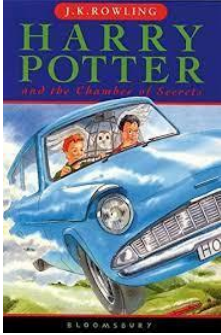
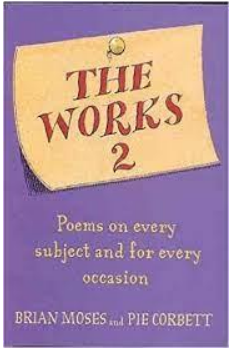


Lower Key Stage 2 Reading Long Term Plan

Cycle A

Learning Journey 1 The Egyptians	Learning Journey 1 European Study	Learning Journey 1 Railways	Learning Journey 1 The Amazon Rainforest	Learning Journey 1 Stone Age to Iron Age	Learning Journey 1 Extreme Weather
<p>Marcy and the Riddle of the Sphinx</p> 	<p>The story of Ferdinand by Monroe Leaf</p> 	<p>The Promise by Nicola Davies (picture book)</p> 	<p>The Jungle Book by Rudyard Kipling</p> 	<p>Stone Age Boy by Satoshi Kitamura</p> 	<p>Flood by Alvaro F. Villa (picture book)</p> 
<p>Predict what might happen from details stated and implied (inference)</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions (Inference)</p> <p>Discussing words and phrases that capture the reader's interest and imagination (Respond and Explain)</p> <p>Justifying inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions (Inference)</p> <p>Discussing words and phrases that capture the reader's interest and imagination (Respond and Explain)</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Identify how language, structure, and presentation contribute to meaning</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Justifying inferences with evidence</p> <p>Infer underlying themes</p>	<p>Identify how language, structure and presentation contribute to meaning (Language for Effect)</p> <p>Discuss the effect of specific language on the reader (Language for Effect)</p> <p>Locate and retrieve information using skimming, scanning and text marking (Select and Retrieve)</p>	<p>Discuss words and phrases that capture the reader's interest and imagination (Respond and Explain)</p> <p>Identifying how language, structure and presentation contribute to meaning (Summarise)</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions (Inference)</p>	<p>Predict what might happen from details stated and implied (inference)</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions (inference)</p> <p>Justify inferences with evidence (inference)</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Egypt Magnified by David Long</p> 	<p>Polar Bear by Jenni Desmond</p> 	<p>Iron Man by Ted Hughes</p> 	<p>First book of Animals by Nicola Davies</p>  <p>(poetry)</p>	<p>Harry Potter and the Chamber of Secrets by J. K. Rowling</p> 	<p>The Works 2 Poems by Brian Moses (environmental poems)</p> 
<p>Retrieve and record information from non-fiction (Select and Retrieve)</p> <p>Read books that are structured in different ways and show some awareness of the various purposes for reading (themes and conventions)</p> <p>Identify themes and conventions in a wide range of books (themes and conventions)</p>	<p>Locate and retrieve information using skimming, scanning and text marking. (Select and Retrieve)</p> <p>Discuss words and phrases that capture the reader's interest and imagination (Language for Effect)</p>	<p>Make plausible predictions based on knowledge of the text (Inference)</p> <p>Discuss the effect of specific language on the reader (Language for Effect)</p> <p>Discuss understanding as it develops and explain the meaning of words in context (Clarify)</p>	<p>Show understanding through intonation, tone, volume and action when performing poems and playscripts(Language for Effect)</p> <p>recognising some different forms of poetry (Themes and Conventions)</p> <p>Use specific vocabulary, and ideas expressed in the text, to support own responses (Respond and Explain)</p>	<p>Predict what might happen from details stated and implied (Inference)</p> <p>Ask questions to improve their understanding of a text (Clarify)</p> <p>Discuss understanding as it develops and explain the meaning of words in context (clarify)</p>	<p>Show understanding through intonation, tone, volume and action when performing poems and play scripts (Language for Effect)</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through (Language for Effect) intonation, tone, volume and action</p> <p>Recognise different forms of poetry Themes and Conventions)</p>