

# Year 5/6 (Cycle A): Reading Long Term Plan

Academic Year 2022-23



THE PYTHON HILL ACADEMY

LABOR OMNIA VINCIT

***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in core subjects;*  
*all teachers are committed to personal improvement and fulfil their responsibilities;*  
*all children receive a broad and balanced curriculum;*  
*all academies strive to be outstanding.*



# Reading Long Term Plan

## Year 5&6 Cycle A



### Autumn Term 1

Week	1	2	3	4	5												
<b>Genre</b>	<b>Fiction</b> Modern Fiction	<b>Non-Fiction</b> Non-Chronological Report	<b>Fiction</b> Traditional/Fables	<b>Non-Fiction</b> Interview	<b>Poetry</b> Free Verse												
<b>Content Domain</b>	2a - Define	2a - Define	2b - Retrieval	2b - Retrieval	2b - Retrieval												
<b>Question Type</b>	What does this word mean...  <i>Quote</i> What does ... mean in this sentence? _____ 1 mark	Give the meaning to ...  <i>Quote</i> Give the meaning of the word <i>Quote</i> in this sentence. _____ 1 mark	Who, what, where questions	Multiple choice – True or False <table border="1" style="display: inline-table;"><tr><td></td><td>True</td><td>False</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>		True	False										Fact and opinion questions
	True	False															
<b>Vocabulary</b>	authority constitute assign define cooperate	economy environment establish factor finance	formula individual involve legislate major	method occur period principle proceed	require specific structure vary administrative												

### Autumn Term 2

Week	1	2	3	4	5										
<b>Genre</b>	<b>Fiction</b> Myths	<b>Non-Fiction</b> Non-Chronological Report	<b>Fiction</b> Fables	<b>Non-Fiction</b> Interview	<b>Poetry</b> Classic Poetry										
<b>Content Domain</b>	2a - Define	2b - Retrieval	2d - Inference	2c - Summarising	2d - Inference										
<b>Question Type</b>	What does this word suggest about?  Look at the paragraph beginning: <i>Quote</i>  What does the word <i>Quote</i> suggest about ...?	Three things the that you about... 1. _____ 2. _____ 3. _____	Give one piece of evidence	Look at the section – complete the sentence  <i>Quote...</i> <table border="1" style="display: inline-table;"><tr><td></td><td>Tick one:</td></tr><tr><td></td><td><input type="checkbox"/></td></tr><tr><td></td><td><input type="checkbox"/></td></tr><tr><td></td><td><input type="checkbox"/></td></tr><tr><td></td><td><input type="checkbox"/></td></tr></table>		Tick one:		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Statement / Find evidence
	Tick one:														
	<input type="checkbox"/>														
	<input type="checkbox"/>														
	<input type="checkbox"/>														
	<input type="checkbox"/>														
<b>Vocabulary</b>	affect aspect category community distinct	injure invest diverse obtain potential	primary purchase range regulate secure	survey exceed alternative component considerable	contribute fund imply instance corporate										



# Reading Long Term Plan

## Year 5&6 Cycle A

### Spring Term 1:

Week	1	2	3	4	5																						
<b>Genre</b>	<b>Fiction</b> Stories From Other Cultures	<b>Non-Fiction</b> Discussion	<b>Fiction</b> Fairy Tales	<b>Non-Fiction</b> Recount (Newspaper)	<b>Poetry</b> Modern Poetry																						
<b>Content Domain</b>	2b - Retrieval	2d - Inference	2d - Inference	2d - Inference	2d - Inference																						
<b>Question Type</b>	Three things the that you about... 1. _____ 2. _____ 3. _____	Give two impressions The author describes <i>Quote</i> as <i>Quote</i> . This makes her sound <i>Quote</i> . What other impressions do you get of <i>Quote</i> ? Give <b>two</b> impressions.] 1. _____ 2. _____	Give two impressions and evidence Look at page... What impressions do you get of <i>Quote</i> at this point in the extract? Give <b>two</b> impressions, using evidence from the text to support your answer. <table border="1" style="display: inline-table; margin-left: 20px;"> <thead> <tr> <th style="background-color: #ffffcc;">Impression</th> <th style="background-color: #ffffcc;">Evidence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Impression	Evidence																					Explain two ways – using evidence Explain <b>two</b> ways, using evidence from the text to support your answer. 1. _____ _____ _____ 2. _____ _____ _____ 3 marks	Explain two ways – using evidence Explain <b>two</b> ways, using evidence from the text to support your answer. 1. _____ _____ _____ 2. _____ _____ _____ 3 marks
Impression	Evidence																										
<b>Vocabulary</b>	civil commit concentrate cycle domestic	justify layer supplement outcome physical	proportion react sequence shift technical	volume swarm adequate approximate attitude	grant hence hypothesis implement mechanism																						

### Spring 2:

Week	1	2	3	4	5																										
<b>Genre</b>	<b>Fiction</b> Story from our literary heritage	<b>Non-Fiction</b> Biography	<b>Fiction</b> Playscript	<b>Non-Fiction</b> Persuasion	<b>Poetry</b> Sonnets																										
<b>Content Domain</b>	2a – Define 2b – Retrieval 2d - Inference	2a – Define 2d – Inference 2h - Compare	2a – Define 2c – Summarise 2d - Inference	2a – Define 2d – Inference 2e - Predict	2d – Inference 2f - Relate 2g – Explore 2h - Compare																										
<b>Question Type</b>	Fact or Opinion Using information from the text, tick one box in each row to show whether each statement is a <b>fact</b> or an <b>opinion</b> . <table border="1" style="display: inline-table; margin-left: 20px;"> <thead> <tr> <th></th> <th style="background-color: #ffffcc;">Fact</th> <th style="background-color: #ffffcc;">Opinion</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Fact	Opinion										Similar and Different Look at page... According to the text, give one way that <i>Quote</i> are... (a) similar to <i>Quote</i> _____ 1 mark (b) different from <i>Quote</i> _____ 1 mark	Which is the best summary? Which of the following would be the most suitable summary of the whole text? <table border="1" style="display: inline-table; margin-left: 20px;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> Tick one. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											Yes/no or maybe and explain your choice. Do you think that <i>Quote</i> will...? Tick one. yes <input type="checkbox"/> no <input type="checkbox"/> maybe <input type="checkbox"/> Explain your choice fully, using evidence from the text. <table border="1" style="display: inline-table; margin-left: 20px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>					Give one example of humour ... Give <b>one</b> example of the use of <b>humour</b> in the text _____
	Fact	Opinion																													
<b>Vocabulary</b>	incidence phase regime resolve retain	inhibit undertake aware clause consult	energy equivalent expand external image	license margin medical acknowledge modify	precise psychology stable substitute sustain																										



# Reading Long Term Plan

## Year 5&6 Cycle A



### Summer 1:

Week	1	2	3	4	5
<b>Genre</b>	<b>Fiction</b> Traditional Tales	<b>Non-Fiction</b> Non-Chronological Report	<b>Fiction</b> Science-Fiction	<b>Non-Fiction</b> Brochure	<b>Poetry</b> Humorous Poetry
<b>Content Domain</b>	2h – Making Comparisons	2h – Making Comparisons	2a - Define	2a - Define	2a - Define
<b>Question Type</b>	Look at page... According to the text, give <b>one</b> way that <b>Quote</b> are... (a) similar to <b>Quote</b> _____ 1 mark (b) different from <b>Quote</b> _____ 1 mark	Look at page... According to the text, give <b>one</b> way that <b>Quote</b> are... (a) similar to <b>Quote</b> _____ 1 mark (b) different from <b>Quote</b> _____ 1 mark	<b>Quote</b> Find and copy <b>two</b> different words from the sentence above that show <b>Quote</b> 1. _____ 2. _____ 1 mark	<b>Quote</b> What does ... mean in this sentence? _____ 1 mark	Look at the paragraph at... Find and copy <b>one</b> word that shows... _____ 1 mark
<b>Vocabulary</b>	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)

### Summer 2:

Week	1	2	3	4	5																												
<b>Genre</b>	<b>Fiction</b> Legends	<b>Non-Fiction</b> Explanation	<b>Fiction</b> Historical Story	<b>Non-Fiction</b> Instructions	<b>Poetry</b> Classic Poetry																												
<b>Content Domain</b>	2d - Inference	2d - Inference	2e - Prediction	2b - Retrieval	2d - Inference																												
<b>Question Type</b>	Look at page... What impressions do you get of <b>Quote</b> at this point in the extract? Give <b>two</b> impressions, using evidence from the text to support your answer. <table border="1" style="width: 100%;"><thead><tr><th>Impression</th><th>Evidence</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table> 3 marks	Impression	Evidence							Look at page... What impressions do you get of <b>Quote</b> at this point in the extract? Give <b>two</b> impressions, using evidence from the text to support your answer. <table border="1" style="width: 100%;"><thead><tr><th>Impression</th><th>Evidence</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table> 3 marks	Impression	Evidence							Do you think that <b>Quote</b> is...? Tick one: yes <input type="checkbox"/> no <input type="checkbox"/> maybe <input type="checkbox"/> Explain your choice fully, using evidence from the text. _____ _____ _____ _____ 3 marks	Using information from the text, put a tick in the correct box to show whether each statement is <b>true</b> or <b>false</b> . <table border="1" style="width: 100%;"><thead><tr><th></th><th>True</th><th>False</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>		True	False										Look at page... <b>Quote</b> Explain <b>two</b> ways, giving evidence from the text to support your answer. _____ _____ _____ _____ 3 marks
Impression	Evidence																																
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<b>Vocabulary</b>	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)	Revision of Tier 2 Words (group specific)																												