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| **Guided Reading Plan: Level 1-Magenta** | | |
| Reading Level: 1,2 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Relate pictures to print  Scan pictures as clue to meanings  Control directionality  Know the correct starting position on the page  Read from left to right  Re-read to gain meaning  Develop memory for text  Recognise early high frequency words in context  Match 1:1  Listen to and participate in reading of stories, rhymes and poems | | Handle books correctly  Explore and develop recognition of capital letters and full stops  Discriminate among picture, text, cover, letter, word, first etc.  Develop an awareness of rhyme, rhythm and alliteration  Relate own experiences to the story  Anticipate what may happen next  Understand that stories must make sense  Draw a picture to describe the story  Retell a simple story in sequence  Identify some sounds in sequence |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |

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| **Guided Reading Plan: Level 1-Red** | | |
| Reading Level: 3, 4, 5 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Make links between illustration and print  Use Directional movement  Secure 1:1 matching  Re-read to confirm and self correct  Use initial and final letters as cues  Retain many high frequency words  Use the terms fiction and non-fiction  Demonstrate front and back of book  Participate in discussions on rhyming words, word endings, full stops and capital letters  Identify rhythm, alliteration and rhyming words in text (orally)  Develop a memory for the text  Retell a simple story in more detail  Identify simple ideas from expository text | | Develop understanding of question marks  Build some simple word families  Use terms like character, illustration, true  Read text in unconventional layouts such as speech bubbles  Read bisyllabic words such as away with appropriate 1:1 matching  Discuss favourite books  Relate text to own experience  Notice details in illustrations  Link the text to meaning  Use pictures to predict text  Predict what the next text might be about  Predict the next event in the story  Provide an alternative ending to a story  Describe a character, at a beginning level |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |

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| **Guided Reading Plan: Level 1-Yellow** | | |
| Reading Level: 6, 7, 8 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Re-read and self-correct when meaning is lost  Use initial letters and endings to help decode  Scan words and use chunks of letters  Cross-check meaning, structure, grapho-phonic and visual cues  Consolidate awareness of rhyme, rhythm and alliteration  Identify speech marks and ellipses  Establish concepts about print  Build word patterns using initial consonants, vowels, endings  Read text with a variety of prepositions  Understand the difference between questions and answers  Hear and distinguish the dominant sounds within a word | | Use some letter-sound links correctly in reading  Talk about plot and characters  Discuss favourite books and recommend them to others  Discuss a sequence of events  Distinguish between fantasy and realism though illustrations, layout and storyline  Retell the story with greater sophistication  Explain an idea from factual text  Use the library fully  Be enthusiastic about books and reading  Grasp the main idea of the story  Use illustration, context and own experience to assist with meaning  Understand the difference between a letter and a word |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |
| **Guided Reading Plan: Level 1-Blue** | | |
| Reading Level: 9, 10, 11 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Review structures and word endings  Become more fluent  Cross-check cues  Scan words and sentences  Analyse compound words using word analysis skills  Develop reading vocabulary  Know why question marks, commas, speech marks and ellipses are used  Interpret punctuation such as exclamation marks  Build word patterns using consonant blends and diagraphs  Provide a more developed response to the text  Build spelling vocabulary  Retell the story in sequence  Be confident in attempting to read a variety of books  Use terms like author, illustrations, title  Identify changes in font  Identify different types of text | | Make inferences and accept other people’s points of view  Comment on specific aspects of plot, character and sequence of events  Compare books in terms of text, illustrations and print conventions  Ask questions about the text  Refer to the text to identify information  Hear an increasing number of sounds in words for writing independently  Negotiate a personal response to the text to share with others  Predict ideas in stories with growing confidence and success  Cope with the greater complexities of text  Become more aware of punctuation and apply this knowledge in oral reading  Read silently for a purpose |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |
| **Guided Reading Plan: Level 1-Green** | | |
| Reading Level: 12, 13, 14 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Consistently cross-check cues  Read punctuation correctly when reading orally  Read selectively for pleasure and information  Create meaning from an increasingly wide range of texts and illustrations  Build knowledge of word patterns, blends such as thr and root words  Identify poems, letters, instructions, notices and plays  Identify features such as headings and diagrams  Use punctuation correctly in writing  Recognise an increasing number of contractions  Discuss book characters, scenes and episodes with understanding  Distinguish between direct and indirect speech  Habituate concepts about print  Understand there may be more than one interpretation of a text | | Talk confidently about plot, characters and sequence of events  Summarise discussion about the content of factual text  Initiate a personal response to text and share with others  Give an alternative ending to a story  Use appropriate reading strategies more frequently  Read for meaning and understanding  Be confident about taking risks and making approximations in reading and writing  Increase skill in reasoning and predicting  Increase independence in reading a variety of books  Read silently for a purpose  Develop expressive oral reading using punctuation |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |
| **Guided Reading Plan: Level 1-Orange** | | |
| Reading Level: 15, 16 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Integrate the use of cues across a range of texts  Read with fluency and expression  Analyse multisyllabic words in text  Be conversant with a wide range of genres  Identify and name features such as blends and alliteration  Be conversant with paragraphs  Use contractions from a base of consolidated  knowledge  Be conversant with fables, myths, legends and fairy stories | | Be confident about changes of font  Make more in-depth predictions and justifications  Make more sophisticated inference from text  Ask others questions during discussions  Discuss plot, setting and character  Summarise text in detail on own words  Innovate on a wide variety of text types  Use a dictionary to find the meaning of words  Build a secure bank of high frequency words  Re-run and read on to gain meaning  Understand and use a table of contents  Read independently by choice  Read with increased fluency and phrasing |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |

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| **Guided Reading Plan: Level 1-Turquoise** | | |
| Reading Level: 17, 18 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Read text with complex sentence structure  Read more challenging vocabulary  Enjoy reading longer stories and articles  Draw inferences from text  Know the purpose of headings, diagrams, tables of contents and indexes  Be conversant with a range of contractions  Recognise and use compound words  Develop a curiosity about language and words  Relate text to the world around them | | Realise that they may not agree with everything that is read  Compare different styles of illustrations  Take initiative in responding to books  Talk about own interpretation of text such as advertisements  Use references such as atlases and dictionaries  Use a table of contents and index  Look at deeper meaning in stories where not everything is spelt out  Justify own opinions of text  Discuss setting of a story |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |

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| **Guided Reading Plan: Level 1-Purple** | | |
| Reading Level: 19, 20 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Read a range of texts silently  Read for pleasure  Read texts with more specialised vocabulary  Maintain meaning over longer and more complex structures  Discuss own purpose for reading  Talk confidently about books and authors when reporting and retelling  Summarise a range of texts in detail  Confidently ask others questions during  Justify own reading choices | | Point out and explain features such as table of contents, index, diagrams, maps and headings  Be conversant with terms such as chapter, event, question and comment  Discuss major characters, minor characters, the parts they play , the sequence of events  Compare and contrast settings of stories  Justify own opinions of text  Discuss morals and values  Discuss in detail differences between fact and fiction  Compare storylines of books read  Understand varying points of view |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |

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| **Guided Reading Plan: Level 2-Gold** | | |
| Reading Level: 21, 22 Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Read a wide range of texts for pleasure and information  Skim a range of texts, locate specific information and summarise in own words  Cope with more complex characters and less predictable storylines  Extend reading interests  Use a table of contents, glossary and index with confidence  Use headings, diagrams, maps, graphs and tables to scan and locate information in a variety of texts  Ask reflective questions  Use the library effectively as a source of information  Respond critically to both fiction and non-fiction texts | | Discuss book characters, scenes and episodes with confidence  Identify common features of different stories by the same author  Compare concepts such as setting, theme, plot and characters  Discuss morals and values in greater depth  Recognise a story within a story  Respond critically to a range of texts  Build on or respond to comments about books  Compare and contrast information such as the features of different stories or factual texts  Summarise different texts in different ways (such as key ideas)  Use information from a text to present a poster  Be enthusiastic about extending reading interests  Sustain long periods of silent reading |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |
| **Guided Reading Plan: Level 2-Silver** | | |
| Reading Level: 23, 24, Term: Week: | | |
| **Achievement Objective:** Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.  **Key Competencies:** Using language, symbols and text. Participating and contributing. Thinking | | |
| **Specific Learning Outcomes:**  Read a wide range of genres for pleasure and information  Clarify vocabulary or meaning independently  Skim a range of texts, locate specific information and summarise in their own words  Extend reading interests  Use a table of contents, glossary and index with confidence  Use headings, diagrams, maps, graphs and tables to scan and locate information in a variety of texts  Identify homonyms, synonyms and antonyms  Identify how the author uses language to convey meaning and influence the reader | | Identify and reflect on information while reading  Listen to and interact with others when discussing issues that arise in different text forms  Justify their own opinion about the story  Identify literal meaning  Identify inferential meaning  Compare and contrast information such as the features of different stories or factual texts  Use key words effectively  Locate key information and content  Use a dictionary and thesaurus  Use information technology to access material in a library |
| **Independent Reading Activities**  Browsing boxes (at appropriate levels for fluent reading), library books, magnetic letters, whiteboards and pens, poetry books/cards, big book selection, word study activities, handwriting cards, reading games, word bingo. | | |
| Students |  | Anecdotal notes: |
|  | Monday  Follow up activity |  |
| Tuesday  Follow up activity |
| Wednesday  **LIBRARY DAY** |
| Thursday  Follow up activity |
| Friday  Follow up activity |