Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception *Skills focused on ELG's*	Sequencing key events and acquisition of RWInc single set sounds (Set 1) **Stimuli** • Provision • Tales Toolkit • T4W • RWInc focus groups ***Skills and question types*** • Blend CVC words • Blend CVC/ CVCC alien words • Read some red words	Vocabulary focus on topic words and blending of RWInc Single Set sounds + 6 SF's **Stimuli** • Provision • Tales Toolkit • T4W • Small group focuses • RWInc focus groups ***Skills and question types*** • Blend CCVCC words • Read simple multisyllabic words with Set 1 single set sounds • Read aloud simple sentences	**Start introducing VIPRS Dogs and acquisition of Set 2 sounds** **Stimuli** • VIPR Dogs Power Point (Twinkl) with Early Reading link activities • Guided Reading books (banded) with focused teacher • RWInc focus group ***Skills and question types*** • Blend words with Set 2 vowel sounds • Circle the initial sound • Rhyming CVC words • Find the same word	**VIPRS Dogs acquisition of Set 2 sounds** **Stimuli** • VIPR Dogs Power Point (Twinkl) with Early Reading link activities • Guided Reading books (banded) with focused teacher • RWInc focus group ***First PIRA assessment cycle introduced*** ***Skills and question types*** • Identify a word • Identify a picture • Draw a cross on • Circle the word • What and why questions	ELG Read sentences and books consistent with phonetic ability **Stimuli** • RWInc cards • RWInc Set 3 Green/ multisyllabic words • Guided Reading carousels ***Skills and question types*** • Count the phonemes • Match the word to the picture • Read longer sentences at phonetical ability	ELG Read sentences and books consistent with phonetic ability **Stimuli** • RWInc cards • RWInc Set 3 Green/ multisyllabic words • Guided Reading carousels • Introduce retrieval and sequencing domain skills ***Skills and question types*** Who, what where questions

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Year 1	Retrieval	Inference	Prediction	Sequence	Vocabulary	Overview
Vocabulary is taught explicitly throughout most domain sessions regardless of the focus	- Rex retriever for focus task **Stimulus** • Bug Club • Twinkl EBook/ picture focus' • Cracking Comprehension • Guided Reading books (banded) with focused teacher planning in carousel *Skills* • Tick one question • Fastest finger • What, where and when questions	- Inference Iggy for focus tasks **Stimulus** • Short paragraphs/ sentence to differentiate • Guided Reading books (banded) with focused teacher • Classroom Secrets • Cracking Comprehension • SHINE • *Skills* • Using picture clues • Matching questions • Tick one question • Yes or No questions	- Predicting Pip for focus tasks **Stimulus** • Cracking Comprehension • Guided Reading session (banded) • Sound clips **Skills** • What, how and why questions • Picture cards and responses • Sequence links- *'What will happen next'*	- Sequencing Suzi for focus tasks **Stimulus** • Instruction sequences • Jumbled up sentences • Numbering events in sequence • Picture ordering (familiar texts) **Skills** • Numbering • Using time sequencers • Ordering who, what where and when questions	- Victor Vocab for focus tasks **Stimulus** • Guided Reading books (banded) with focused teacher • Cracking Comprehension • SHINE • Short chapter books for Exceeding children **Skills** • Matching meanings • Using vocabulary walls • Inference links to determine unknown meanings	- Recap all reading domains **Stimulus** • PIRA • Classroom Secrets • Bug Club (assessments) • Cracking Comprehension **Skills** • Identifying which skills being used • Exceeding chn using VIPRS to identify

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Year 2	Retrieval	Retrieval	Inference	Prediction	Sequence	Vocabulary
Vocabulary is taught explicitly throughout most domain sessions regardless of the focus	• Rex retriever for focus task	• As Autumn 2 with an introduction	- Inference Iggy for focus tasks	- Predicting Pip for focus tasks	- Sequencing Suzi	- Victor Vocab for focus tasks
	Stimulus • Classroom Secrets • Literacy Shed • Guided Reading books (banded) with focused teacher planning	**Stimulus** • Chapter books with domain focused teacher led sessions for children exceeding • Nonfiction texts introduced **Complete RWInc scheme (most children)**	**Stimulus** • Picture inference focus' • Variety of fiction and nonfiction texts • Chapter books teacher led sessions • Past SATs papers	**Stimulus** • Past SATS papers • Short extracts of unfamiliar texts from Classroom Secrets and Vocabulary Ninja	**Stimulus** • Past SATs paper • Classroom Secrets for explicit teaching on how to answer varied sequencing Questions	**Stimulus** • Vocabulary Ninja for topic vocabulary focuses and activities • Chapter books
	Skills: • Skimming and scanning • Fastest finger • 'Find it' questions: Words and phrases	**Skills:** • Skimming and scanning longer texts • Find and copy techniques- underline or highlight • When, where, how questions	**Skills:** • Forming opinions (prior knowledge and text) • Using clues to support opinions • Make links between own experiences and given text	**Skills** • Using what I have read to predict 'what next' • Answering tick one question	**Skills:** • Matching questions • Using numbers to sequence order of events	**Skills** • What does mean _____? • Multiple choice questions • Matching meaning

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Year 3	Inference	Comprehension	Vocabulary	Inference	Structure	Prediction
Learning challenges demonstrate a sequence of learning of specific domain. *Domains and skills revisited consistently via VIPRs structure* *Vocabulary is taught explicitly throughout most domain sessions regardless of the focus*	**Stimulus:** - Cracking Comprehension - VIPERS - Literacy Shed + - SHINE **Skills and question types** • Finding clues in the text • Making link between previously read material and own life experiences • 'What make you think/ give you the impression that' focused questions • Using texts to justify opinions	**Stimulus:** - Cracking Comprehension - VIPERS - Literacy Shed + - SHINE **Skills and question types** • Circle the word • Draw lines to match • Retrieval skills such as identifying key words and highlighting/ underlining • Fill in the missing words	**Stimulus:** - Cracking Comprehension - VIPERS - Literacy Shed + - SHINE **Skills and question types** • Fastest Finger • Identify synonyms for… • Tick two boxes • Circle the box that means the same • Find one word in the text that proves	**Stimulus:** - Cracking Comprehension - VIPERS - Literacy Shed + - SHINE **Skills and question types** • Finding clues in the text • Making link between previously read material and own life experiences • 'What make you think/ give you the impression that' focused questions • Using texts to justify opinions	**Stimulus:** - Chapter books from LKS2 appropriate list with VIPR focus tasks (The Iron Man) **Skills and question types** • Tick box • Tick two answers • Copy a subheading/ title • Circle the correct words	**Stimulus** - Chapter books from LKS2 appropriate list with VIPR focus tasks - Picture prompts **Skills and questions types** • Make links with inferences, sequence and structure to predict what might or might not happen

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Year 4	Comprehension	Inference	Structure	Vocabulary	Impact	Impact
Learning challenges demonstrate a sequence of learning of specific domain. *Domains and skills revisited consistently via VIPRs structure* *Vocabulary is taught explicitly throughout most domain sessions regardless of the focus*	*Stimulus:* - Literacy Shed - VIPRs - Cracking Comprehension - SHINE **Skills and question types** • Retrieval from the text • Explanation of what has been read • Tick 1 and 2 boxes • Find and copy questions to prove understanding • Discussion	*Stimulus* - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Chapter books from LKS2 appropriate list *Skills and question types* • Using clues from the text • Use evidence to support opinions and answers • Jusitfy own opinions, feelings and expressions • Tick 2 answers • Find and copy phrases	*Stimulus* - Literacy Shed - VIPRs - Cracking Comprehension - SHINE *Skills and question types* • Making link to other familiar text • Draw lines to match each section to its content • Match correct content to correct character or quotation	*Stimulus:* - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Chapter books from LKS2 appropriate list - Previous PIRA questions *Skills and question types* • Circle the word that tells you… • Underline words that you do not know and use inference skills to predict meaning • Synonyms- what words do I know similar to _____	*Stimulus:* - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions *Skills and question types* • Make links between the structure and this affects the reader • Match correct content to correct character or quotation	*Stimulus:* - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions *Skills and question types* • Make links between the structure and this affects the reader • Match correct content to correct character or quotation

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Year 5	Inference	Comprehension	Vocabulary	Impact	Comparison/Structure	Prediction/Summary
Domains and skills revisited consistently via VIPRs structure	**Stimulus** - Literacy Shed - VIPERs - Cracking Comprehension - SHINE - Chapter books from UKS2 appropriate list	**Stimulus:** - Literacy Shed - VIPERs - Cracking Comprehension - SHINE - Short extracts/stories - Chapter books from UKS2 appropriate list	**Stimulus:** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Chapter books from UKS2 appropriate list - Previous PIRA questions	**Stimulus:** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions - Chapter books from UKS2 appropriate list	**Stimulus** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions - Chapter books from UKS2 appropriate list	**Stimulus** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions - Chapter books from UKS2 appropriate list
	Skills and question types • Using clues from the text • Use evidence to support opinions and answers • Justify own opinions, feelings and expressions • Why do characters feel a certain way… • Tick 2 answers • Find and copy phrases • Find and copy evidence - 3 pieces • P.E.E – Point. Evidence. Explain	***Skills and question types*** • Retrieval from the text • Explanation of what has been read • Tick 1 and 2 boxes • Tick 4 statements that are correct • Fill in gaps with relevant information • Find and copy questions to	***Skills and question types*** • Find and copy the word that means the same as/shows that… • Which word could be replaced by… • Underline words that you do not know and use inference skills to predict meaning	***Skills and question types*** • Make links between the structure and this affects the reader • Match correct content to correct character or quotation • Tick 2 reasons why the writer has included…	***Comparison Skills and question types*** • Draw lines to show what a character is thinking/feeling in parts of the text ***Structure Skills and question types***	***Prediction Skills and question types*** • Do you think … will have… • What might happen to.. • If there were a paragraph … what would it be about? • What do you think the character will say?

		prove understanding • Discussion • Which /what happened when… how… • Fact or opinion	• Synonyms- what words do I know similar to • Which word is a best replacement for…? • Which other word emphasis how		• Making link to other familiar text • Draw lines to match each section to its content • Match correct content to correct character or quotation • What effect does this have…	*Summary Skills and question types* • What is main idea of para…/the text • Order these events…

Gorse Hill Primary School Guided Reading (domain focused) long-term overview 2022-23

Year 6	Inference	Comprehension	Vocabulary	Impact	Comparison/Structure	Prediction/Summary
Domains and skills revisited consistently via VIPRs structure	**Stimulus** - Literacy Shed - VIPERs - Cracking Comprehension - SHINE - Chapter books from UKS2 appropriate list - Past SATs papers ***Skills and question types*** - Using clues from the text - Use evidence to support opinions and answers - Justify own opinions, feelings and expressions - Tick 2 answers - Find and copy phrases - Find and copy evidence - 3 pieces P.E.E – Point. Evidence. Explain	***Stimulus:*** - Literacy Shed - VIPERs - Cracking Comprehension - SHINE - Short extracts/stories - Chapter books from UKS2 appropriate list - Past SATs papers ***Skills and question types*** - Retrieval from the text - Explanation of what has been read - Tick 1 and 2 boxes - Tick 4 statements that are correct - Fill in gaps with relevant information - Find and copy questions to	***Stimulus:*** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Chapter books from UKS2 appropriate list - Previous PIRA questions - Past SATs papers - ***Skills and question types*** - Find and copy the word that means the same as/shows that… - Which word could be replaced by… - Underline words that you do not know and use inference skills to predict meaning	***Stimulus:*** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions - Past SATs papers - Chapter books from UKS2 appropriate list ***Skills and question types*** - Make links between the structure and this affects the reader - Match correct content to correct character or quotation - Tick 2 reasons why the writer has included…	**Stimulus** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions - Past SATs papers - Chapter books from UKS2 appropriate list ***Comparison Skills and question types*** - Draw lines to show what a character is thinking/feeling in parts of the text ***Structure Skills and question types***	**Stimulus** - Literacy Shed - VIPRs - Cracking Comprehension - SHINE - Previous PIRA questions - Past SATs papers - Chapter books from UKS2 appropriate list ***Prediction Skills and question types*** - Do you think … will have… - What might happen to.. ***Summary Skills and question types***

		prove understanding	• Synonyms- what words do I know similar to		• Making link to other familiar text	• What is main idea of para…/the text
		• Discussion	• Which word is a best replacement for…?		• Draw lines to match each section to its content	
					• Match correct content to correct character or quotation	