

Reading Long Term Plan – Key Stage 1 & 2

Intent:

We aim to equip learners with skills that will enable them to engage with a wide range of texts whilst also fostering a love of reading. At Key Stage 1 we ensure that pupils take part in daily phonics lessons in order that they can identify sounds and have strategies to decode unfamiliar words. At Key Stage 2 we expose learners to a rich variety of fiction and non-fiction texts during their English lessons and in adult-led literacy skills lessons. We employ a range of strategies to check that pupils understand what they are reading and we encourage reading engagement in a range of contexts (including with community volunteers). Staff give pupils opportunities to read in class as part of routine teaching and links are made to reading in 'the real world' through enrichment activity and the routine use of key words, linked to termly topics.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cherry	Word Reading						
	Decode single grapheme, digraph, split digraph and trigraph Decode unfamiliar words using phonic knowledge. Check and correct errors. Read some of the common exception words	Read words with contractions Blend all cvc words, words containing digraphs, words with split digraphs. Check alternative phoneme/graphemes in words Read more of the common exception words	Blend words with trigraphs. Read words with the ending –s, –es, –er –ing, –ed, –est Read words which start with un-. Add –ing, –ed, and –er to verbs where no change is needed to the root word. Read words of more than one syllable. Read the Y1 & y2 common exception words	Read accurately most words of two or more syllables. Read most words containing common suffixes, i.e. –ment, –ness, –ful, –less, –ly Read most common exception words. Read most words accurately from age appropriate books without overt sounding and blending,	Sound out most unfamiliar words accurately, without undue hesitation Begin to read fluently begin to focus on understanding and decoding of individual words.	Read aloud most suitable books accurately, showing fluency and confidence	
	Understand Texts						
	Say what we like and do not like about a text Listen to the opinion of others. Talk about the characters within a well known story. Check that our reading makes sense and re read to try and make sense.	Draw inferences from the text and/or the illustrations Make predictions about what might happen Explain what we think the text is about based on what we already know. Retell familiar key stories that I have heard	Make inferences based on what we are reading independently. Read longer, more challenging texts	Check reading makes sense, correcting any inaccurate reading. Answer questions about a text. Make some inferences based on what is said and done. Explain what has happened so far.	Recognise the sequence of events in books Identify the key information. Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Ask questions about a text. Predict what might happen. Recognise how non-fiction books are structured in different ways. Recognise simple recurring literacy language in stories and poems.	Make inferences and plausible predictions about what might happen Make links between the book current and previous books alongside own experiences.	
	Word Reading						
	Read aloud independently, taking turns and listening to others.	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words: -in-,	Read further exception words, noting the	Read further exception words, noting different pronunciations.	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words	Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words	

Willow	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.	mis-, dis-, il-, im-, ir-, re-, sub-, inter, - un Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words: -ly, -ous, -tion, -sion, -ssion, -cian	unusual correspondences between spelling and sound.	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.		
	Understand Texts					
	Draw inferences, such as inferring character's feelings, thoughts and motives for their actions. Use a dictionary to check the meaning of words. Predict what might happen based on details. Identify the main point of a text. Summarise ideas within a paragraph.	Ask questions to get a better understanding of a text. Use non-fiction texts to retrieve information. Identify and discuss the author's use of word choices to engage and capture the reader's interest and imagination.	Comment on the structure and presentation of a text and explain how these contribute to meaning Explain how impressions are conveyed through choice of detail and language. Decipher meanings of unfamiliar words in context. Justify predictions by referring to the story. Read more widely, selecting books by favourite authors or selecting appropriate non-fiction books to support our own interests.	Draw inferences such as inferring character's feelings, thoughts and motives, and begin to justify these with appropriate evidence. Explain the meaning of words in context. Predict what might happen from details stated and implied. Ask relevant questions to improve our understanding of a text.	Identify the main ideas drawn from more than one paragraph and summarise them. Retrieve relevant information from non-fiction texts. Identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.	Comment on the structure, presentation and language of a text and explain how these contribute to meaning. Identify simple themes in texts. Locate and use information from a range of sources, both fiction and non-fiction. Talk widely about different authors. Refer to the text when providing evidence to support our predictions, inferences and opinions
Oak	Word Reading					
	Read aloud with intonation that shows understanding.	Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words.	Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Read age-appropriate books with confidence and fluency (including whole novels). *As learners progress through primary they will begin to focus more on understanding texts as they should have already built fluency and understanding	Read age-appropriate books with confidence and fluency (including whole novels).
	Understand Texts					
	Express a personal point of view about a text, explaining opinions in increasing detail. Ask questions to improve understanding.	Recommend books to peers, giving reasons for choices. Make comparisons within and across books.	Learn a wide range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.	Identify and discuss themes and conventions in and across a wide range of writing.	Retrieve and record information from non-fiction.
Maple	Word Reading					
	Read age-appropriate books with confidence and fluency (including whole novels).					
	Understand Texts					
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied.	Identify how language, structure and presentation contribute to meaning.	Distinguish between statements of fact and opinion.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Participate in discussion about books, taking turns and listening and responding to what others say. Provide reasoned justifications for views.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.