



Reading Long term Plan

Year 1: Long term reading plan.

Word reading	Comprehension	Spelling	Common exception words
<p>Read words with the endings -s, -es, -ing, -ed and -est.</p> <p>Read words of more than one syllable which contain GPCs known</p> <p>Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</p> <p>Read some phonically-decodable books, closely matched to current phonic knowledge.</p> <p>Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p>	<p>Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales.</p> <p>Retell familiar stories, showing an awareness of their characteristics. Link what they read to their own experiences.</p> <p>Recognise and join in with predictable phrases in poems and stories.</p> <p>Appreciate some rhymes and poems.</p> <p>Recite some rhymes and poems by heart.</p> <p>Discuss the meanings of new words, linking them to words already known.</p> <p>Listen to, discuss and enjoy a range of non-fiction texts.</p>	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</p> <p>Spell a few common exception words (e.g. I, the, he, said, of)</p> <p>Spell some common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p>	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</p> <p>Planning link</p>

	<p>Draw on what they already know, and on background information and vocabulary provided by the teacher, to help them to make sense of non-fiction texts.</p> <p>Check that texts make sense when reading.</p> <p>Self-correct and re-read inaccurate reading.</p> <p>Talk about the significance of the title and events Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</p> <p>Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</p> <p>Participate in discussion about what is read to them, taking turns and listening to others.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes using the prefix un-</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p>	
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Year 2: Long term reading plan.

Word reading	Comprehension	Spelling	Common exception words
<p>Apply phonic knowledge and skills consistently to decode quickly and accurately. Decode alternative sounds for graphemes.</p> <p>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</p> <p>Read most common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money."</p> <p>Read most words without overtly segmenting and blending, once they are familiar to allow more focus on understanding.</p> <p>Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</p>	<p>Fully engage with reading and take pleasure from books and texts.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</p> <p>Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently.</p> <p>Takes account of what others say."</p> <p>Show understanding of texts read independently; self-correct.</p> <p>Know and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books, and how items of information are related.</p> <p>Make inferences on the basis of what is said and done and answer questions based on a text.</p> <p>Predict what might happen next, according to what has been read so far.</p> <p>Discuss and express views about a range of non-fiction texts which are structured in different ways.</p> <p>Discuss and clarify the meaning of new words.</p> <p>Discuss favourite words and phrases.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Spell many common exception words</p> <p>Spell some words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Planning link</p>

	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Recite a repertoire of poems learnt by heart, using appropriate intonation.</p> <p>Make links between the book they are reading and other books they have read</p>	<p>using the GPCs, common exception words and punctuation taught so far</p>	
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Year 3: Long term reading plan.

Word reading	Comprehension	Spelling	Common exception words
<p>Begin to read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).</p> <p>Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and begin to use phonic skills with more consistency and automaticity to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</p> <p>Begin to prepare poems and play scripts to read aloud and perform.</p> <p>Begin to show appropriate intonation and volume when reciting or reading aloud.</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences</p> <p>Begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</p> <p>Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</p> <p>Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics.</p> <p>Begin to recognise typical presentational features of non fiction texts.</p> <p>Begin to identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play.</p> <p>Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</p> <p>Begin to draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</p> <p>Predict what might happen from details stated and implied. Begin to explain the meaning of words in context</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Use the suffix -ly</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p>	<p>Planning link</p>

	<p>Begin to use dictionaries to check meanings.</p> <p>Check the text makes sense, reading to the punctuation and begin to re-read or self-check.</p> <p>Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.</p> <p>Begin to retrieve and record information from non-fiction texts.</p> <p>Begin to identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. Begin to discuss words and phrases that capture the reader's interest and imagination.</p> <p>During discussion about texts, begin to ask some questions to improve their understanding; take turns and listen to what others have to say.</p> <p>Participate in discussion about books that are read to them and those they have read themselves</p>	<p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	
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Year 4: Long term reading plan.

Word reading	Comprehension	Spelling	Common exception words
<p>Confidently read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books).</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</p> <p>Confidently prepare poems and play scripts to read aloud and perform.</p> <p>Confidently demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</p>	<p>Fully engage with and enjoy reading a wider range of texts, making choices and explaining preferences.</p> <p>Know some text types; talk about books enjoyed both in and out of school and make textual references.</p> <p>Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays.</p> <p>Begin to justify comments.</p> <p>Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.</p> <p>Know how information is signposted in reference books.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script.</p> <p>Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</p> <p>Draw comparisons.</p>	<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation, -ous Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary</p>	<p>Planning link</p>

	<p>Predict what might happen from details stated and implied and use evidence to support answers.</p> <p>Explain the meaning of words in context; use dictionaries to check meanings.</p> <p>Independently use dictionaries to check meanings.</p> <p>Check the text makes sense, reading to the punctuation and confidently re-reading when necessary</p> <p>Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.</p> <p>Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</p> <p>Confidently retrieve and record information from a wide range non-fiction texts.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.</p> <p>Confidently discuss words and phrases that capture the reader's interest and imagination.</p> <p>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</p>	<p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</p>	
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Year 5: Long term reading plan.

Word reading	Comprehension	Spelling	Common exception words
<p>Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying some morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</p> <p>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</p> <p>Begin to use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>	<p>Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</p> <p>Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</p> <p>Recommend books they have read to their peers, begin to give reasons for their choices.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Begin to read and recite age-appropriate poetry which has been learned by heart.</p> <p>Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</p> <p>Discuss their understanding of the meaning of words in context, finding other words which are similar.</p> <p>Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and begin to consider its effect on the reader.</p> <p>Readily ask questions to enhance understanding.</p> <p>Begin to make comparisons within and across texts</p>	<p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn</p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p>	<p>Planning link</p>

	<p>Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this</p> <p>Make predictions based on inferences taken from the text.</p> <p>Distinguish fact from opinion with some success</p> <p>Begin to retrieve, record and present information from non-fiction texts.</p> <p>Summarise main ideas from more than one paragraph, identifying key details which support these.</p> <p>Participate in discussion about books, begin to express and justify opinions, building on ideas, and challenging others' views courteously.</p> <p>Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	
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Year 6: Long term reading plan.

Word reading	Comprehension	Spelling	Common exception words
<p>Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying secure morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p> <p>Confidently use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>	<p>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</p> <p>Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</p> <p>Recommend books to others, giving reasons for their choices; state preferences.</p> <p>Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</p> <p>Demonstrate that they have learned a wide range of poetry by heart.</p> <p>Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning</p> <p>Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</p> <p>Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</p>	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>Distinguish between homophones and otherwords which are often confused (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>Use a thesaurus with confidence</p>	<p>Planning link</p>

	<p>During discussion, ask pertinent questions to enhance understanding.</p> <p>Make accurate and appropriate comparisons within and across different texts.</p> <p>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</p> <p>Make predictions which are securely rooted in the text.</p> <p>Accurately distinguish between fact and opinion.</p> <p>Confidently retrieve, record and present information from non-fiction texts.</p> <p>Identify key details which support main ideas; summarise content drawn from more than one paragraph.</p> <p>Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</p> <p>Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</p>		
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