

Reading Long Term Plan

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>					
<u>Guided Reading will take place using the All Aboard Phonics decodable books from our SSP</u>					
Skills and Strategies: <ul style="list-style-type: none"> • Use a phonics first approach for decoding unfamiliar words and practicing known graphemes • Blend known graphemes together when reading words • Segment known graphemes when decoding words • Identify simple text features such as titles and pictures to indicate what a text is about • Talk about books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words) 					
Throughout Year R Focus on: <ul style="list-style-type: none"> • Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) • Self-correction using phonics first strategy • Show an awareness of full stops when reading • Identify simple text features such as titles and pictures to indicate what the text is about • Show an awareness of the difference between stories and information texts • Choose reading materials and explain what the text is about and why they like it • Use prior knowledge to help understanding • Read Accurately • Read captions • Re-read sentence • Read sentences accuracy and fluently • Recognising increased amount of high-frequency words • Self-correction using phonics 					

Development Matters

- Continue a rhyming string Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together and know which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begin to read words and simple sentences
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read
- Read phonically regular words of more than 1 syllable
- Enjoy an increasing range of books
- Knows that information can be retrieved from books and computers
- Read many irregular but high frequency words
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
- Demonstrate understanding when talking with others about what they have read
- Describe the main events in the simple stories they have read

Early Learning Goal

- **Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
 - **Word reading:** - Say a sound for each letter in the alphabet and at least 10 digraphs;
 - Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Terminology for Pupils:

digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page

Year 1**Guided Reading will take place using the All Aboard Phonics decodable books from our SSP****Word Reading:** Throughout Year 1 Focus on:

- Read words containing taught GPCs
- Read other words of more than one syllable that contain taught GPCs Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- Read all capital letters and the days of the week
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read aloud accurately decodable books that are consistent with their developing phonic knowledge
- Re-read books to build up fluency and confidence
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Build on Previous Term & Focus on:

- Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Reinforce –s, –es, –er, –ing, –ed, and –est endings

Comprehension: Throughout Year 1 Focus on:

- Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- Link what they read or hear read to their own experiences
- Recognise and join in with predictable phrases with increased confidence
- Recite by heart many poems • Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say
- Make inferences on the basis of what is being said and done

Build on Previous Term & Focus on:

- Become familiar with several key fairy stories, retelling them and considering their particular characteristics
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss word meanings and link new meanings to those already known
- Predict what might happen on the basis of what has been read so far
- Discuss significant events in stories
- Make inferences on the basis of what is being said and done

Skills and Strategies: Apply the following reading strategies with increasing independence:

- Use a phonics first approach for decoding unfamiliar words and practicing known graphemes
- Blend known graphemes when reading words
- Segment known graphemes when reading words
- Identify simple text features such as titles and pictures to indicate what a text is about
- Talk about books (when not decoding) make meaning from visual features of the text
 - Develop reading accuracy decodable text
- Self-correction including re-reading words
- Identify and locate pre-taught vocabulary
- Re read sentences for fluency

Build on Previous Term & Focus on:

- Show an awareness of full stops when reading
- Identify simple text features such as titles and pictures to indicate what the text is about
- Show an awareness of the difference between stories, information and poetry
- Discuss prior knowledge of context
- Deepen understanding of story through Book Talk of illustrations
- Understand how captions can give information
- Make simple predictions
- Read aloud with attention to capital letters to start sentences, full stops and question marks.

Content Domain:

1a draw on knowledge of vocabulary to understand texts

1d make inferences from the text

Build on Previous Year and Focus on:

- Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- Predict what might happen on the basis of what has been read so far
- Make inferences from the text
- Identify and explain the sequence of events in texts

Reading Terminology for Pupils Building on Previous Year and throughout Year 1 focus on:
grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 – Everything Under the Son (NF) Unit 2 – A First Book of Animals (P) Unit 3 – The Real Boat (F)	Unit 1 – Celebrations (NF) Unit 2 – Pinocchio (F)	Unit 1 – 101 Aesop's Fables (F) Unit 2 – Poems for Every Season (P)	Unit 1 – The Tunnel (F) Unit 2 – 100 Great Science Experiments (NF)	Unit 1 – The Wild Life of Animals (NF) Unit 2 – 50 Ways to Score a Goal (P)	Unit 1 – Leonora Bolt Secret Inventor (F) Unit 2 – Little People Big Dreams Treasury (NF)
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 – The Usborne Beginner's Cookbook (NF) Unit 2 – Ted Hughes Collected Poems (P) Unit 3 – The Wild Robot (F)	Unit 1 – A World Full of Poems (P) Unit 2 – The Last Firefox (F)	Unit 1 – Charlotte's Web (F) Unit 2 – My Encyclopaedia of Very Important Science (NF)	Unit 1 – My Very Important Human Body Encyclopaedia (NF) Unit 2 – Hello Universe (F)	Unit 1 – Explore (NF) Unit 2 – Weird, Wild and Wonderful (P)	Unit 1 – The Day I Fell Into A Fairy Tale (F) Unit 2 – There's No Such Thing as a Silly Question (NF)
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 – Beowulf (F) Unit 2 – How to Spaghettify Your Dog (NF) Unit 3 – Werewolf Club Rules (P)	Unit 1 – The Travel Book (NF) Unit 2 – The Girl Who Stole an Elephant (F)	Unit 1 – Cherry Moon (P) Unit 2 – Viking Boy (F)	Unit 1 – When Life Gives You Mangoes (F) Unit 2 – Ultimate Footballer (NF)	Unit 1 – Stories from Around the World (F) Unit 2 – Quiz Yourself Clever (NF)	Unit 1 – Atlas of Ocean Adventures (NF) Unit 2 – Poems from a Green and Blue Planet (P)
Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 – Secrets of a Sun King (F) Unit 2 – The Moon (NF) Unit 3 – Wicked World (P)	Unit 1 – The Goldfish Boy (F) Unit 2 – The Explorer (NF)	Unit 1 – Coming to England (NF) Unit 2 – The Highway Man (P)	Unit 1 – Kick (F) Unit 2 – Fia and the Last Snow Deer (P)	Unit 1 – Against the Odds (NF) Unit 2 – No Ballet Shoes in Syria (F)	Unit 1 – Wonder (F) Unit 2 – Three Lionesses (NF)
Year 6					

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Unit 1 – Poems from the Second World War (P) Unit 2 – Safiyyah's War (F) Unit 3 – The Diary of a Young Girl (NF)	Unit 1 – RISE (NF) Unit 2 – Refugee (F)	Unit 1 – The story of science (NF) Unit 2 – The Great Sea Dragon Discovery (F)	Unit 1 – The Wolves of Willoughby Chase (F) Unit 2 – New and Collected Poems for Children (P)	Unit 1 – Survivors (NF) Unit 2 – Orphans of the Tide (F)	Unit 1 – Women in Science (NF) Unit 2 – The Final Year (P)

Highlighted units like to Ready Steady Write Units

Genre:

(F) Fiction NF (Non-Fiction) P (Poetry)