



Holy Trinity C.E. Academy
Reading Long Term Plan



Word Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic Knowledge		apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
	Say a sound for each letter in the alphabet and at least 10 digraphs	respond speedily with the correct sound to graphemes(letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds					
	Read words consistent with their phonic knowledge by sound-blending	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for				



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Common Exception Words	Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words.	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
Suffixes		read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	read words containing common suffixes	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Spelling long term plan, both to read aloud and to understand the meaning of new words they meet		apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Spelling Long Term plan, both to read aloud and to understand the meaning of new words that they meet.	
Syllables		read other words of more than one syllable that contain taught GPCs	read accurately words of two or more syllables that contain the same graphemes as above				
Contractions		read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)					



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Reading aloud	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without			
Accurate reading		read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
Fluency	re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.				

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Comprehension

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pleasure in Reading, motivation to read and understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Year 3 - , stories with familiar settings, adventure, letters, non-chronological reports, instructions, shape poems, calligrams, nonsense verse Year 4 - myths, newspapers, stories with familiar settings, recounts, explanation, persuasion, haiku, kennings, list poems		continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference Year 5 - persuasion, letters, diaries, instructions, recounts, stories from other cultures, myths and legends, narrative poetry Year 6 - short stories, novels from a range of genres, journalistic writing, biography, non-chronological, explanation, instructional, diaries,	
	Predict– where appropriate – key events in stories	being encouraged to link what they read or hear read to their own	discussing the sequence of events in books and how items of information				
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteris-	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
			being introduced to non-fiction books that are structured in different ways	reading books that are structured in different ways and reading for a range of purposes <i>Non-fiction organised showing examples of different text types</i>		reading books that are structured in different ways and reading for a range of purposes <i>Non-fiction which include range of text types in one book to make comparisons</i>	
						recommending books that they have read to their peers, giving reasons for their choices	
				identifying themes and conventions in a wide range of books <i>main theme of book such as friendship, escape, survival</i>		identifying and discussing themes and conventions in and across a wide range of writing <i>Examples such as finding strength from within, heroism, hope</i>	
						making comparisons within and across books	

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Pleasure in Reading, motivation to read and understanding	recognising and joining in with predictable phrases	recognising simple recurring literary language in stories and poetry				
					learning a wider range of poetry by heart	
	learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		preparing 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	
			recognising some different forms of poetry (e.g performance poems, shape poems, riddles, nonsense verse, narrative poetry)			
	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	using dictionaries to check the meaning of words that they have read		<i>Clarifying - Use of Reciprocal Reading to clarify unfamiliar vocabulary—use of context initially and dictionaries to check</i>	
		discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination		<i>Discussing author's use of language—why specific words and phrases have been selected? Use of emotive language to have an effect on the reader.</i>	

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Understanding what they read and what is read to them	drawing on what they already know or on background information and vocabulary provided by the teacher drawing on what they already know or on background information and vocabulary provided by the teacher					
	checking that the text makes sense to them as they read and correcting inaccurate reading checking that the text makes sense to them as they read and correcting inaccurate reading		checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <i>Clarification strategies</i>	
	discussing the significance of the title and events					
	making inferences on the basis of what is being said and done making inferences on the basis of what is being said and done		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (<i>why? How? What?</i>)		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (<i>how do you know? What evidence?</i>)	
		answering and asking questions	asking questions to improve their understanding of a text <i>Use of inference questions and retrieval. Use of clues in the text</i>		asking questions to improve their understanding <i>Use of questioning in Reciprocal Reading (how do you know/why?)</i>	
	predicting what might happen on the basis of what has been read so far		predicting what might happen from details stated and implied		<i>Use of Reciprocal Reading to predict what may be happening next - use of clues focus on what is implied</i>	
			identifying main ideas drawn from more than one paragraph and summarising these <i>In three sentences</i>		summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
			identifying how language, structure, and presentation contribute to meaning <i>use of organisational features such as bullet points, numbers, paragraphs, word choice</i>		identifying how language, structure and presentation contribute to meaning - <i>why has the author used specific words and phrases? Difference between formal and informal,</i>	
					discuss and evaluate how authors use language, including	

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Understanding what they read and what is read to them						distinguish between statements of fact and opinion <i>Year 6 to include biased language/propaganda</i>
			retrieve and record information from non-fiction			retrieve, record and present information from non-fiction
	participate in discussion about what is read to them, taking turns and listening to what others say	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
						provide reasoned justifications for their views <i>Use evidence from the text</i>