English Long Term Plan Reading

Intent	Implementation	Measuring Impact
We intend for every child in our school to leave us with a thorough knowledge of how to read a wide range of texts in order to thrive in the world, giving them a fantastic stepping stone to becoming successful in their future. We intend for our pupils to read for enjoyment and read a range of diverse, quality texts.	English is of high priority across the curriculum. In EYFS and KS1 phonics is taught daily. Pupils in KS2 also have regular phonic sessions if required. All KS2 classes have daily reading and vocabulary sessions. All classes have daily English lessons and reading and writing knowledge is taught and practised regularly across the curriculum. Long term planning makes expected progress clear	Summative and formative assessments measure impact. Termly, pupils are assessed formally against the National Curriculum and staff are held accountable for progress. Senior leaders moderate judgements termly and regularly examine books for evidence of progress. English is a key part of our pupil review meetings

	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences	• 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 • reading books that are structured in different ways and reading for a range of purposes	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
Familiarity with texts		• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books	• 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 • identifying and discussing themes and conventions in and across a wide range of writing	• 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 • identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	To listen to and join in with stories and poems, one-to-one and also in small groups.	• 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	• preparing poems and play scripts to read aloud and to perform, showing	• preparing poems and play scripts to read aloud and to perform, showing	• learning a wider range of poetry by heart • preparing poems and	• learning a wider range of poetry by heart • preparing poems and

	To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.		and reciting some, with appropriate intonation to make the meaning clear	understanding through intonation, tone, volume and action • recognising some different forms of poetry	understanding through intonation, tone, volume and action • recognising some different forms of poetry	plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	• discussing word meanings, linking new meanings to those already known	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	• using dictionaries to check the meaning of words that they have read	• using dictionaries to check the meaning of words that they have read		
Understanding	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	• 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	• discussing the sequence of events in books and how items of information are related • 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, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		• 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 • answering and asking questions	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction		• predicting what might happen on the basis of what has been read so far	• predicting what might happen on the basis of what has been read so far	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied
Authorial Intent				• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction			• being introduced to non-fiction books that are structured in different ways	• retrieve and record information from non-fiction	• retrieve and record information from non-fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
Discussing reading		• participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	• participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to	• 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 discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	• recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they	• recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they

			and those that they read for themselves			have read, including through formal presentations and debates, *provide reasoned justifications for their views	have read, including through formal presentations and debates, • provide reasoned justifications for their views