



Long-term planning for reading at Alderman Jacobs School



Reading focuses	Pre-School	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word reading and decoding</p> <p>Phonics and Decoding</p>	<p>To develop children’s phonological awareness, so that they can spot and suggest rhymes</p> <p>To count or clap syllables in a word</p> <p>To recognise words with the same initial sound, such as money and mother</p>	<p>To read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,d is-, mis-, un-, re-,sub-, inter-,super-, anti-and auto-to begin to read aloud.</p> <p>To apply</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p>



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		<p>To explore and notice words that rhyme and sound the same</p> <p>To play a variety or rhyming games</p> <p>ELG: To say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>ELG: To read words consistent with their phonic knowledge by sound-blending;</p> <p>ELG: To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>GPCs. To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll</p>	<p>read most words of two or more syllables. To read most words containing common suffixes.</p>	<p>their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>			
Common Exception		To read a few common	To read Y1 common	To read most Y1 and Y2	To begin to read Y3/Y4	To read all Y3/Y4	To read most Y5/Y6 exception	



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<p>Words</p>		<p>exception words matched to the school's phonic programme.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>exception words.</p>	<p>exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
<p>Fluency</p>		<p>To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words.</p> <p>To reread</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread</p>	<p>To begin to recognise when what they have read does not make sense and to reread for understanding.</p> <p>To read fluently in chunks of meaning.</p> <p>To read with some</p>	<p>To recognise when what they have read does not make sense and to reread for understanding.</p> <p>To begin to use the punctuation to guide their fluency by altering their tone, pace, volume and</p>	<p>To recognise when what they have read does not make sense and to reread for understanding.</p> <p>To read ahead to check for the correct tone, expression and volume to use in accordance with sentence structures and vocabulary choices.</p>	<p>To read ahead to make deliberate and accurate choices with reference to sentence structures, punctuation and connotations associated with the vocabulary.</p> <p>To read fluently so that they can persevere with more challenging text.</p>



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			sentences to build fluency and confidence.	these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts	alterations to their pace, tone, volume	expression.  To begin to use the connotation of the word to reflect the manner in which they read.  To be able to use text marking to be able to alter the way in which they read the text.	To use punctuation to guide their fluency by altering their tone, pace, volume and expression.	To read with the correct rhyme and pace to allow for the meaning of the text to be revealed.
Self-checking strategies whilst reading		To re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment  To enjoy reading for pleasure and is building up	To check that a text makes sense to them as they read and to self correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	To recognise when what they have read does not make sense and to reread for understanding.	To recognise when what they have read does not make sense and to reread for understanding  To begin to use skim	To skim read to gain an understanding of a section or across a section of text.	To skim read in order to gain an understanding of the text as a whole.



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		<p>confidence, fluency and understanding when reading</p> <p>To ask questions to find out more and to check they understand what has been said to them</p>		<p>To check that the text makes sense to them as they read and to correct.</p>		<p>reading strategies to gain understanding</p>		
<p>Listening and responding to texts</p>		<p>To enjoy sharing books with an adult</p> <p>To engage in story time, building familiarity and understanding</p> <p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>To use appropriate terminology when discussing texts (plot, character,</p>	<p>To discuss and compare texts from a wide variety of genres.</p> <p>To read for a range of purposes,</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes</p>



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	<p>vocabulary.</p> <p>ELG: Anticipate – where appropriate – key events in stories;</p>	<p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To recognise simple recurring literary language in stories and poetry. To ask and answer</p>	<p>expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related</p>	<p>setting).</p>	<p>style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and</p>	<p>themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p>
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			<p>questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in text that they can read independently).</p>			summarise these.		<p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
Word meaning		<p>To listen to longer stories and is beginning to explain what is read to them, answering questions relating to vocabulary</p> <p>ELG: Use and understand recently introduced vocabulary during</p>	<p>To discuss word meaning and link new meanings to those already known</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss</p>	<p>Discuss vocabulary used to capture readers' interest and imagination</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>



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		discussions about stories, non-fiction, rhymes and poems and during role-play		words and phrases.	authors' choice of words and phrases for effect.  To identify vocabulary that captures the reader's interest.		reader	To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Retrieval		To enjoy listening to longer stories and can remember much of what happens  To listen to longer stories and begin to explain what is read to them, answering closed questions involving literal and retrieval	To discuss the sequence of events in books and how items of information are related.  To be introduced to different text type and the features that they contain  To be able to join in to predictable phrases	To identify main points with reference to the text (who, what, where, when, how, why answers)  To begin to identify the text type according to key features.  To read closely/ have read to so to obtain specific	To show understanding of main points with reference to the text (who, what, where, when, how, why)  To identify the text type according to key features.  To retrieve and record information from non-fiction texts using	To understand and explain the main points from what they have read, with direct reference to the text.  To discuss the text type according to key features.  To use all of the organisational devices available within a non	To retrieve key details and some quotations from the text to demonstrate understanding of key details/information in a text  To discuss the text type according to key features.  To use knowledge of texts and organisational devices to retrieve, record and discuss	To retrieve key details and quotations to demonstrate understanding of character, events and information  To discuss and compare the text type according to key features.  To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful



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				information	contents and glossary to locate it.  To read closely to obtain specific information	- fiction text to retrieve, record and discuss information.	information from fiction and non-fiction texts.  To distinguish between fact and opinion.	information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).  To recognise bias, fact and opinion.
Inference		To understand 'why' and 'how' questions.	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately , including some simple inference questions based on characters' feelings, thoughts and	To ask and answer questions appropriately , including some simple inference questions based on characters' feelings, thoughts and	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop



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					motives	motives		through texts by drawing inferences based on indirect clues
Prediction		To listen to longer stories and begin to explain what is read to them, answering questions relating to prediction and sequence.	To make some simple predictions on the basis of what they have read so far  To use the appropriate language of prediction with prompting	To predict what might happen on the basis of what has been read so far in a text.  To use the appropriate language of prediction	To predict what might happen on the basis of what has been read so far in a text with some relevant evidence	To justify predictions using evidence from the text with relevant evidence	To justify predictions from details stated and implied.  To be able to adjust predictions when gaining more information	To justify predictions by using information from across the text.  To be able to adjust predictions when gaining more information to either clarify or change.  To make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.



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<p>Poetry and performance</p>		<p>To recite rhymes, poems and songs independently</p> <p>To share and perform the learning that has taken place</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To begin to recognise different forms of poetry (e.g. free verse or na</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	<p>To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
<p>Non-fiction Organisational and structure</p>	<p>To know print has meaning To know print can</p>	<p>To enjoy listening to/reading a wide range of</p>		<p>To recognise that non - fiction books are often</p>	<p>To retrieve and record information from non -</p>	<p>To use all of the organisational devices</p>	<p>To use knowledge of texts and organisation</p>	<p>To retrieve, record and present information from non -fiction texts</p>



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	<p>have different purposes</p> <p>To know we read English text from left to right and from top to bottom</p> <p>To know the names of the different parts of a book</p> <p>To understand page sequencing</p>	<p>books, fiction and non-fiction and can explain the difference</p> <p>To explain what the job of an author and illustrator are.</p> <p>To find the blurb and explain what its purpose is.</p>		<p>structured in different ways.</p>	<p>fiction texts using contents and glossary to locate it.</p>	<p>available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To distinguish between fact and opinion</p>	<p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). To recognise bias, fact and opinion</p>
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