

Long Term Reading Plan 2018-2019



Band Y1			
	KPIs	National Curriculum	Year 1 Criteria for Reading (NC 2014)
Whole words	<ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 		apply phonic knowledge and skills as the route to decode words
			respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
			read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
			read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
			read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
			read other words of more than one syllable that contain taught GPCs
			read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
			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
Comprehension	<ul style="list-style-type: none"> check that the text makes sense to them as they read and correcting inaccurate reading predict what might happen on the basis of what has been read so far 	develop pleasure in reading, motivation to read, vocabulary and understanding	re-read these books to build up their fluency and confidence in word reading.
			listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
			With encouragement, link what they read or hear read to their own experiences
			become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
		understand both the books that they can already read accurately and fluently and those that they listen to by	recognise and join in with predictable phrases
			appreciate rhymes and poems, and recite some by heart
			discuss word meanings, linking new meanings to those already known
			draw on what they already know or on background information and vocabulary provided by the teacher
	check that the text makes sense to them as they read and correct inaccurate reading		
	discuss the significance of the title and events		
	make inferences on the basis of what is being said and done		
	predict what might happen on the basis of what has been read so far		

Gold Band Y2

	KPIs	National Curriculum	Year 2 Criteria for Reading (NC 2014)
Whole words	<ul style="list-style-type: none"> read accurately words of two or more syllables that contain the same graphemes as above. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge 		continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
			read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
			read accurately words of two or more syllables that contain the same graphemes as above
			read words containing common suffixes
			read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
			read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
			read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
			re-read these books to build up their fluency and confidence in word reading
Comprehension	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related retell a wider range of stories, fairy stories and traditional tales make inferences on the basis of what is being said and done answer and ask questions 	develop pleasure in reading, motivation to read, vocabulary and understanding	listen to, discuss and express 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
			discuss the sequence of events in books and how items of information are related
			become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
			be introduced to non-fiction books that are structured in different ways
			recognise simple recurring literary language in stories and poetry
			discuss and clarifying the meanings of words, linking new meanings to known vocabulary
			discuss their favourite words and phrases
			continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
		understand both the books that they can already read accurately and fluently and those that they listen to by	draw on what they already know or on background information and vocabulary provided by the teacher
			check that the text makes sense to them as they read and correcting inaccurate reading
			make inferences on the basis of what is being said and done
			answer and asking questions
			predict what might happen on the basis of what has been read so far
			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
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			

Band Y3			
	KPIs	National Curriculum	Year 3 Criteria for Reading (NC 2014)
Whole words	<ul style="list-style-type: none"> read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word 		<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>
			<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>
Comprehension	<ul style="list-style-type: none"> draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings ask questions to enhance understanding of the text make predictions based on details stated explain and discuss their understanding of what they have read identify basic themes and conventions retrieve and record information from non-fiction texts 	<p>develop positive attitudes to reading and understanding of what they read by:</p>	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
			read books that are structured in different ways and reading for a range of purposes
			use dictionaries to check the meaning of words that they have read
			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
			check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
			ask questions to improve their understanding of a text
			draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
			predict what might happen from details stated and implied
			identify main ideas drawn from more than one paragraph and summarise these
			identify how language, structure, and presentation contribute to meaning
			check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
retrieve and record information from non-fiction			
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			

Band Y4			
	KPIs	National Curriculum	Year 4 Criteria for Reading (NC 2014)
Whole words	<ul style="list-style-type: none"> when reading aloud and reading for meaning – apply a growing knowledge of root words, prefixes and suffixes. (English Appendix 1: Spelling) read further exception words & note the unusual correspondences between spelling and sound 		<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, 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
Comprehension	<ul style="list-style-type: none"> draw on contextual evidence to make sense of what is read; explain and justify personal opinion; comment on how language, including figurative language, is used to contribute to meaning; make comparisons within and across different texts; deduce characters' feelings from their actions; distinguish between statements of fact and opinion 	develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes use dictionaries to check the meaning of words that they have read 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 Check poetry criteria!
		understand what they read, in books they can read independently	<ul style="list-style-type: none"> check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ask questions to improve their understanding of a text draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied identify main ideas drawn from more than one paragraph and summarise these identify how language, structure, and presentation contribute to meaning check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context retrieve and record information from non-fiction 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

Band Y5			
	KPIs	National Curriculum	Year 5 Criteria for Reading (NC 2014)
Whole words	<ul style="list-style-type: none"> read aloud and understand the meaning of new words (English Appendix 1: Spelling) 	This element is integrated into spelling, grammar, reading comprehension and writing lessons	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet.
			read books that are structured in different ways and reading for a range of purposes
			use dictionaries to check the meaning of words that they have read
			continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
			increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
			recommending books that they have read to their peers, giving reasons for their choices
			identifying themes and conventions in a wide range of books
			making comparisons within and across books
			Check poetry criteria!
			Comprehension
ask questions to improve their understanding			
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
predict what might happen from details stated and implied			
summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			
identify how language, structure and presentation contribute to meaning			
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
distinguish between statements of fact and opinion			
retrieve, record and present information from non-fiction			
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 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			

Band Y6			
	KPIs	National Curriculum	Year 6 Criteria for Reading (NC 2014)
Whole words	<ul style="list-style-type: none"> read aloud and understand the meaning of new words (English Appendix 1: Spelling) 	<p>This element is integrated into spelling, grammar, reading comprehension and writing lessons</p>	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words that they meet.
			read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
			continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
			read books that are structured in different ways and reading for a range of purposes
			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
			recommending books that they have read to their peers, giving reasons for their choices
			identifying themes and conventions in a wide range of books
			making comparisons within and across books
			Check poetry criteria!
Comprehension	<ul style="list-style-type: none"> explain how language, structure, and presentation, can contribute to the meaning of a text comment on how language, including figurative language, is used to contribute to meaning make comparisons within and across different texts draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence make predictions based on details stated and implied distinguish between statements of fact and opinion in non-fiction, retrieve, record and present information to the reader identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph 	<p>understand what they read, in books they can read independently</p>	check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
			ask questions to improve their understanding
			draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
			predict what might happen from details stated and implied
			summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
			identify how language, structure and presentation contribute to meaning
			discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
			distinguish between statements of fact and opinion
			retrieve, record and present information from non-fiction
			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 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