



## English – Reading Long Term Plan

### Year 1 Reading

Pupils in Year 1 will:

- 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, etc.)
- Read multi-syllabic word containing taught gpcs.
- Read contractions and understanding use of apostrophe.
- 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.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- 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 significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Explain clearly their understanding of what is read to them.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English Units</b>	The Wonderful Night-time	Antarctic Adventure	Operation Rocket Squad	The Wolf's Tale	The Wolf's Tale	Message In A Bottle
<b>Cross Curricular links</b>	The local Area	Animals	Journeys		Seasons and Weather	



# English – Reading Long Term Plan

## Year 2 Reading

Pupils in Year 2 will:

- Secure phonic decoding until reading is fluent.
- Read accurately by blending, including alternative sounds for graphemes.
- Read multi-syllabic words containing these graphemes.
- Read common suffixes.
- Read exception words, noting unusual correspondences.
- Read most words quickly & accurately without overt sounding and blending.
- 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.
- Recognise simple recurring literary language in stories and poetry
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing the sequence of events in books and how items of information are related
- Making inferences on the basis of what is being said and done.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Units</b>	<p>The Very Hungry Caterpillar.</p> <p>The Way Back Home/ Lost and Found/Stuck by Oliver Jeffers</p>	<p>Big Write- Planning a Day Out- letters</p>	<p>Non fiction books on instructions</p> <p>Traditional tales from other cultures- 'Hansel and Gretel' by Anthony Brown; <i>Hansel and Gretel</i> - Ladybird. <i>Three Little Pigs (More TBC)</i></p> <p>Florence Nightingale topic week - Florence Nightingale biography; sense writing (Scutari hospital) and letter writing</p>	<p>The Great Fire of London non-fiction books (linked to diary entries.</p> <p>Recounts - 'Diary of a Wombat'</p> <p>Big Write- Jack and the Beanstalk</p>	<p>The Twits</p> <p>Biography - Roald Dahl</p> <p>George's Marvellous Medicine</p> <p>Matilda</p> <p>BFG</p> <p>James and the Giant Peach</p> <p>Humorous Poems- Aliens Love Underpants</p>	
<b>Cross Curricular links</b>	Local study/Habitats	Explorers	Florence Nightingale The Great Fire of London		Roald Dahl	



## English – Reading Long Term Plan

### Year 3 Reading

Pupils in Year 3 will:

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud.
- Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.
- Retelling some of these (fairy tales, traditional tales, etc.) orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Recognising some different forms of poetry.
- Using dictionaries to check the meaning of words that they have read.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Drawing inferences such as inferring characters' feelings, thought and motives for their actions.
- Justify inferences with evidence.
- Discussing words and phrases that capture the reader's interest and imagination.
- Identifying how language contributes to meaning.
- Identifying how structure and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Units</b>	<b>Information Texts</b> <b>Stories in imagined worlds - Charlie &amp; the Chocolate factory</b> - Language Play riddles and humorous poems <b>Poetry</b> -Shape Poems and Calligrams	<b>Reports</b> -Mayans and Aztecs  Advertisements - story	<b>Stories with Familiar Settings</b> <b>Hunter and Gatherer myths</b> 'Hatchet'	<b>Dialogue and Plays</b> Traditional tales <b>Older Literature - Macbeth</b>	<b>Authors and Letters</b> Evacuee letters Instructions WW2 recipes	<b>Adventure Stories</b> 'Good Night Mister Tom' by Michelle Magorian
<b>Cross Curricular links</b>	<b>Chocolate - Mayans and Mexico</b>	<b>Neolithic Hunter Gatherers</b>	<b>An Arable Farm</b>	<b>World War Two</b>	<b>World War Two</b>	



## English – Reading Long Term Plan

### Year 4 Reading

Pupils in Year 4 will:

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud.
- Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.
- Retelling some of these (fairy tales, traditional tales, etc.) orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Recognising some different forms of poetry.
- Using dictionaries to check the meaning of words that they have read.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Drawing inferences such as inferring characters' feelings, thought sand motives for their actions.
- Justify inferences with evidence.
- Discussing words and phrases that capture the reader's interest and imagination.
- Identifying how language contributes to meaning.
- Identifying how structure and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Units</b>	<b>Narrative</b> <b>Stories from other cultures</b> Shamen's Apprentice The great Kapok Tree.  <b>Persuasive writing</b> Rainforest texts	<b>Kennings</b>  <b>Non-Chronological texts</b> <b>Rainforest</b>	<b>Narrative</b> -linked to stories about Egyptian Gods  <b>Poetry</b> -Descriptive poetry lined to topic	<b>Narrative - Historical stories</b>  <b>Explanations</b> linked to topic	<b>Instructions</b>  <b>Newspapers</b> -link to Boudicca or Pompei  Fables	<b>Poetry:</b> Performance Poems  <b>Playscripts</b> -linked to the Easter play  <b>Myths and Legends</b>
<b>Cross Curricular links</b>	<b>Rainforest</b>	<b>Rainforest</b>	<b>Ancient Egypt</b>	<b>Ancient Egypt</b>	<b>Romans</b>	<b>Romans</b>



## English – Reading Long Term Plan

### Year 5 Reading

Pupils in Year 5 will:

- 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.
- Making comparisons within and across books.
- 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.
- 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.
- Predicting what might happen from details stated and implied.
- 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.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Participate in discussions about books, building 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,
- Provide reasoned justifications for their views.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English Units</b>	Significant authors: Kensuke's Kingdom (6 wks)  Poetry – the power of the metaphor (1 wks)	Legends: Beowulf (4 weeks)  Poetry – making the familiar scary (1wks)	Greek Myths (2 wks)  Greek Theatre and Plays (2 wks)  Greek Gods (1 wks)	Older literature: Romeo and Juliet (3 wks)  Poetry: The Highwayman (2 wks)	Historical Texts: War Game (4 wks)	Stories from other cultures: Bread Winner (5 wks)
<b>Cross Curricular links</b>	Wonderful Water The Anglo Saxons and Vikings		Ancient Greece		Learning from the past and shaping the future – Conflict and Resolution	



# English – Reading Long Term Plan

## Year 6 Reading

Pupils in Year 6 will:

- 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.
- Making comparisons within and across books.
- 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.
- 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.
- Predicting what might happen from details stated and implied.
- 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.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Participate in discussions about books, building 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,
- Provide reasoned justifications for their views.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Units	<b>African Myths</b> <b>Biographies and Autobiographies</b> -Nelson Madela <b>Journey to Jo'burg</b>	<b>Report Writing</b> - One Well: The Story of Water on Earthy by Rochelle Strauss. Our World of Water by Beatrice Hollyer.  <b>Newspapers and journalistic articles of journalism to report on real or imagined events.</b>	<b>Text based unit</b> - <b>'Street Child'</b> by Berlie Doherty	<b>SATs survival revision unit</b>	<b>Non-chronological reports</b> - Volcanoes  <b>Explanation texts,</b> <b>'Until I met Dudley'</b> by <a href="#">Roger McGough</a> and Chris Riddell	<b>Narrative 'The arrival'</b> by Shaun Tan  <b>Poetry</b> - Linked to Britain topic  <b>The Silver Sword</b>
Cross Curricular links	Africa		The Victorians		Volcanoes & Earthquakes Britain since 1948	