

English Reading Medium Term Plan

EYFS	
Whole Class Texts	<p>Where's Spot? Dear Zoo Brown Bear, Brown bear, What do you see? Polar Bear, Polar Bear, What do you hear? The Very Hungry Caterpillar Hairy Maclary from Donaldson's Dairy Each Peach Pear Plum Hug The Train Ride Come on, Daisy!</p>
Word Reading	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

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Text Type:	<u>Year One</u>
Whole Class Texts	<p>Jasper's Beanstalk Owl Babies We're Going on a Bear Hunt Zog Handa's Surprise Superworm</p>
Word Reading	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (P5) Read accurately by blending the sounds in unfamiliar words Read common exception words, noting unusual correspondences Read words containing taught GPCs and 's', 'es', 'ing', 'ed', 'er' and 'es' endings. Read other words of more than one syllable that contain taught (P4) Read words with contractions, and understand that the apostrophe represents the omitted letter(s). (P10) 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. (P6) Re-read books to build up their fluency and confidence in word reading.</p>
Comprehension	<p>Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (RV1) Be encouraged to 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. (R3) Recognise and join in with predictable phrases. (R3) Appreciate rhymes and poems, and to recite some by heart. (C1) Discuss word meanings, linking new meanings to those already known. (EX1) 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. (IN2) Predict what might happen on the basis of what has been read so far. (R2) 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. (R1)</p>

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Text Type:	Year Two
Whole Class Texts	<p>Oliver's Vegetables</p> <p>Stick Man</p> <p>Aliens Love Underpants</p> <p>Room on the Broom</p> <p>Lighthouse Keeper's Lunch</p> <p>Winnie the Witch</p>
Word Reading	<p>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>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above. (P1)</p> <p>Read words containing common suffixes. (P2)</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (P3)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (P4)</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
Comprehension	<p>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.</p> <p>Discuss the sequence of events in books and how items of information are related. (R1)</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. (R2)</p> <p>Be introduced to non-fiction books that are structured in different ways. (C1)</p> <p>Recognise simple recurring literary language in stories and poetry. (R2)</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary. (IN4)</p> <p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learned by heart,</p> <p>Appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher. (EX1)</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading. (P5)</p> <p>Make inferences on the basis of what is being said and done. (IN3) (IN1)</p>

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	<p>Predict what might happen on the basis of what has been read so far. (IN6)</p> <p>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. (RV1)</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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	<u>Year Three</u>
Text Type:	
Whole Class Texts	<p>Bill's New Frock</p> <p>The Owl Who Was Afraid of the Dark</p> <p>The Twits</p> <p>The Iron Man</p> <p>Diary of a Wimpy Kid</p> <p>Danny the Champion of the World</p>
Word Reading	<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. (P1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (P4)</p>
Comprehension	<p>Develop positive attitudes to reading and an understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes. (C2)</p> <p>Use dictionaries to check the meaning of words that they have read. (EX1)</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books. (R2)</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination. (C1)</p> <p>Recognise some different forms of poetry (for example, free verse, and narrative poetry).</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (R1)</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. (IN1) (R3)</p> <p>Predict what might happen from details stated and implied. (IN2)</p>

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	<p>Identify main ideas drawn from more than one paragraph and summarise these. (R5)</p> <p>Identify how language, structure and presentation contribute to meaning. (C2)</p> <p>Retrieve and record information from non-fiction. (R4)</p> <p>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. (RV1)</p>
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	<u>Year Four</u>
Text Type:	
Whole Class Texts	<p>George's Marvellous Medicine</p> <p>Why the Whales Came</p> <p>Stig of the Dump</p> <p>Hetty Feather</p> <p>Millions</p> <p>How To Train Your Dragon</p>
Word Reading	<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. (P1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (P2)</p>
Comprehension	<p>Develop positive attitudes to reading and an understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. (RV2)</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read. (EX1)</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books. (R2)</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination. (C1)</p> <p>Recognise some different forms of poetry (for example, free verse, and narrative poetry). (R2)</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (EX2)</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. (IN1-IN5)</p>

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	<p>Predict what might happen from details stated and implied. (IN5)</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. (RV3)</p> <p>Identify how language, structure and presentation contribute to meaning. (C2)</p> <p>Retrieve and record information from non-fiction. (C3)</p> <p>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. (RV1)</p>
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	<u>Year Five</u>
Text Type:	
Whole Class Texts	<p>Kensuke's Kingdom</p> <p>Charlie and the Chocolate Factory</p> <p>Varjak Paw</p> <p>Holes</p> <p>The Amazing Maurice and His Educated Rodents</p> <p>War Horse</p>
Word Reading	<p>To 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. (P1) (P2)</p>
Comprehension	<p>Maintain positive attitudes to reading and understanding of what they read. (RV2)</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (RV1)</p> <p>Read books that are structured in different ways and read for a range of purposes. (RV3)</p> <p>Increase 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. (RV1)</p> <p>Recommend books that they have read to their peers, giving reasons for their choices. (RV1)</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books. (C2)</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare 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.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (EX1)</p> <p>Ask questions to improve their understanding of a text. (R2)</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. (P.E.E) (IN1)</p>

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Predict what might happen from details stated and implied. **(R1)**

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. **(R3)**

Identify how language, structure, and presentation contribute to meaning. **(C1)**

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **(C2)**

Distinguish between statements of fact and opinion. **(IN2)**

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Text Type:	<u>Year Six</u>
Whole Class Texts	Charlotte's Web One Dog and his Boy Carrie's War Boy in the Striped Pyjamas Goodnight Mister Tom Percy Jackson and the Lightning Thief
Word Reading	To 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. (P2)
Comprehension	Maintain positive attitudes to reading and understanding of what they read. (RV2) Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (RV1) Read books that are structured in different ways and read for a range of purposes. (C4) Increase 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. (RV1) Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. (P2) Make comparisons within and across books. (C2) Learn a wider range of poetry by heart. (P2) Prepare 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. (P2) Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (EX1) Ask questions to improve their understanding of a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. (P.E.E) (IN1) Predict what might happen from details stated and implied. (IN2) Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (R2) Identify how language, structure and presentation contribute to meaning. (C3)

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	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (C1)</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction. (R1)</p> <p>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.</p> <p>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>Provide reasoned justifications for their views. (IN2)</p>
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