



Longsight Community Primary School

Reading Long Term Plan

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Read Write Inc.)	Read single-letter Set 1 sounds (first 16)	Read all Set 1 single-letter sounds	Read all Set 1 single-letter sounds	Read Set 1 Special Friends	Read 4 double consonants	Read first 6 Set 2 sounds
		Blend sounds into words.	Blend sounds to read words. Read short Ditty stories.	Read Red Storybooks	Read Green Storybooks	Read Green Storybooks
Year 1 (Read Write Inc.)	Read Set 2 sounds	Read first 5 Set 3 sounds	Read 11 Set 3 sounds	Read 17 Set 3 sounds	Read 22 Set 3 sounds	Read all Set 3 sounds and additional graphemes
Objectives	Read Purple Storybooks	Read Pink Storybooks	Read Orange Storybooks	Read Yellow Storybooks	Read Yellow Storybooks	Read Blue Storybooks
Year 2 Whole Class Reading	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary
Objectives	Comprehension Throughout Year 2 Focus on: <ul style="list-style-type: none"> •Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently •Discuss their favourite words and phrases using some of them in their writing •Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 					

	<ul style="list-style-type: none"> •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) <p>Skills and Strategies Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> •Building on phonics subject skills and knowledge •Connect prior knowledge with context •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families •Locate and discuss words and pre taught vocabulary to find out what the text is about •Connect prior knowledge to context <p>All Content Domains covered: 1a, 1b, 1c, 1d, 1e</p>					
Year 3 Whole Class Reading	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Objectives	<p>Comprehension Building on previous year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> •Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Participate in discussion about both books that are read to them and those they can read for themselves •Use dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Increase their familiarity with a wide range of books and retell some of these orally <p>Skills and Strategies Building on phonics subject skills and knowledge</p> <ul style="list-style-type: none"> •Connect prior knowledge with context •Locate and discuss words and pre taught vocabulary to find out what the text is about •Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context •Read a range of texts with increasing accuracy and fluency •Develop fluent and enthusiasm for reading and read widely and frequently •Develop views about what is read with support •Develop positive attitudes to reading and understanding of what is read <p>All Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p>					
Year 4	Science: Living Things/ Habitats/ Animals/ Humans	Reading Breadth: Stories & Poetry – Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry – Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry – Different Forms
Objectives						

Comprehension

Building on previous year and throughout Year 4 focus on:

- 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
- using 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- 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
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- 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.

Reading: Word Reading

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

All Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h

Year 5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends and Plays and Poetry – Wider Range	Geography: North & South America/World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
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Objectives

Building on previous year and throughout Year 5 focus on:

Comprehension

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books
- Recommend books that they have read to their peers, giving simple reasons for their choices
- Learn a wider range of age appropriate poetry by heart
- With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Skills and Strategies

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Read extended texts independently for sustained periods

	<ul style="list-style-type: none"> •Self-correction, including re-reading and reading ahead •Reading widely and frequently for pleasure and information <p>All Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p>					
Year 6	History: War	Reading Breadth: Modern Fiction & Poetry – Wider Range	Science: Evolution and inheritance	Reading Breadth: Literary Heritage and Plays & Poetry – Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry – Wider Range
Objectives	<p>Building on previous year and throughout Year 6 focus on:</p> <p>Comprehension</p> <ul style="list-style-type: none"> •read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books •Increase familiarity with a wide range of books •read books that are structured in different ways and read for a range of purposes •Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •Recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text •Learn a wider range of poetry by heart <p>Skills and Strategies</p> <ul style="list-style-type: none"> •Recognise and read all Year 5&6 Word List words with automaticity •Make meaning from words and sentences, including knowledge of phonics, word roots, word families, •Make meaning from text organisation •Make meaning by drawing on prior knowledge •Read increasingly complex texts independently for sustained periods •Find the main idea of a paragraph and text <p>All Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h</p>					