

The Bishop Harvey Goodwin Long Term Curriculum Plan - Reading

Cycle A		Word reading				
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Phonics and Decoding	EYFS	Year 1 *70wpm	Year 2 / 3 *90 – 110 wpm	Year 3/ 4 *110 - 140 wpm	Year 5 *150 wpm	Year 6 *150-200 wpm
	Say a sound for each letter in the alphabet and at least 10 digraphs	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To read most words fluently and attempt to decode anyunfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* (<i>detailed in the spelling lists</i>) and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Read words consistent with their phonic knowledge by sound-blending	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-and auto-to begin to read aloud.* (<i>detailed in the spelling lists</i>)	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.* (<i>detailed in the spelling lists</i>)	
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To read words containing taught GPCs.	To accurately read most words of two or more syllables.	To apply their growing knowledge of root words and prefixes	
Common Exception Words		To read words containing -s, -es, -ing,-ed and -est endings.	To read most words containing common suffixes.* (<i>detailed in the spelling lists</i>)			
		To read words with contractions, e.g. I'm, I'll and we'll.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. T-L-5089-Common-Exception-Words-Years-1-and-2-Word-Mat ver 2.pdf	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. English Appendix 1 - Spelling.pdf	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word English Appendix 1 - Spelling.pdf	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word English Appendix 1 - Spelling.pdf
Fluency		To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. T-L-5089-Common-Exception-Words-Years-1-and-2-Word-Mat ver 2.pdf	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. T-L-5089-Common-Exception-Words-Years-1-and-2-Word-Mat ver 2.pdf			
		To read Y3/Y4 exception words.* (<i>detailed in the spelling lists</i>) English Appendix 1 - Spelling.pdf	To read most Y3/Y4 exception words.* (<i>detailed in the spelling lists</i>) English Appendix 1 - Spelling.pdf			
Reading – Comprehension						
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	EYFS	Year 1	Year 2 / 3	Year 3 / 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and	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 check that the text makes sense to them as they read and to correct inaccurate reading.			

Comparing, Contrasting and Commenting	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.	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, locating key features. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail, in chronological order. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding, expressing their views and annotating key features of a text. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales, in their own words. To identify the purpose of key features in a wide range of texts, using appropriate terminology when discussing texts (plot, character, setting). To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text, retrieving key details. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial 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). To identify how language, structure and presentation contribute to meaning. To identify and record main ideas drawn from more than one paragraph in sequential order and summarise these. To annotate the main ideas/details of a story/non-fiction text using own words. To ask and answer questions about a text, retrieving key details.	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. To 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. To identify and record main ideas across chapters/ drawn from more than one paragraph and to summarise these, using their own words in chronological order. To recommend texts to peers based on personal choice.	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. To recognise more complex themes in what they read (such as loss, heroism, moral, lesson and general themes). 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice (Vocabulary – V)		To discuss word meaning and link new meanings to those already known. To identify unfamiliar vocabulary.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary and discussing their understanding and explaining the meaning of words in context. To discuss their favourite words and phrases To identify words that give emotive effect in a text	Discuss vocabulary used by the author to capture readers' interest and imagination To retrieve words for a given meaning – retrieval match for synonyms To recognise, use and apply strategies to clarify meaning of new, unfamiliar vocabulary choices.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader / tone of the text. To link words with similar meaning or groups of words to a similar phrase	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 To recognise words close in meaning, explain the meaning of words and phrases drawing upon selected synonyms to evaluate
Inference and Prediction		To begin to make simple inferences. To make "likely predictions" predict what might happen on the basis of what has been read so far.	To make inferences and identify emotions on the basis of what is being said and done. To make "likely predictions" predict what might happen on the basis of what has been read so far To predict several possible outcomes from implied details To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied, locating evidence to support opinions. To prove or disprove a given opinion (justify based on evidence given) To begin to explain an opinion and justify with evidence	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text, through written structures responses, with evidence to prove them To prove or disprove a given opinion (justify based on evidence given) To fully explain an opinion and justify with evidence	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 through texts by drawing inferences based on indirect clues. To make predictions based on details stated and implied, justifying them in detail with evidence from the text, through written structures responses, with evidence to prove them
Poetry and Performance		To recite simple poems by heart.	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. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). 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.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction			To recognise that non-fiction books are often structured in different ways. To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. 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).