



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



Medium term plan for Reading

Year	Objectives to be simmering throughout the year.		
4	<ul style="list-style-type: none"> • Uses phonic knowledge to decode regular words and attempts to read some common irregular 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 • Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words. • Reads other words of more than one syllable that contain beyond taught GPCs. • Reads aloud more complex books, including those beyond their chronological age. • Reading is seen as a pleasurable activity • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Participates in discussion about what is read to them, taking turns and listening to what others say. • Explain how a story, poem or non-fiction topic makes them feel. • Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. • When draw inferences such as characters' feelings, thoughts and motives from their actions. • Give an opinion about a story and give a simple reason for this. • Use knowledge of how a dictionary is structured to find out the meaning of words. • Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. 		
	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> • Generally reads fluently, decoding most new words, beginning to read further exception words. • Applies own knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. (2a) 	<ul style="list-style-type: none"> • Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. • Attempt to match what they decode to words already heard but may not have seen in print e.g. in reading the word technical. • Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word. 	<ul style="list-style-type: none"> • Reads a wider of challenging texts that are above chronological age with fluency and understanding. • Reading silently with increasing stamina and appraises the text. (2a)



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



Literal Comprehension

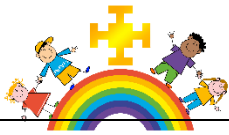
- Check text makes sense, discussing understanding and explaining the meaning of the words in context. (2a)
- Read accurately at speed with appropriate intonation and re reads passage to ensure understanding. (2a)
- Read, re reading and discussing a variety of texts around known authors. (2b)
- Use contents page in non-fiction text to retrieve information and can use the index with support. (2b)
- Retrieve information from fiction or non-fiction and, with support, record this information. (2b)
- Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context. (2a / 2b)
- Summarise and present a familiar story in my own words. (2b / 2c)

- Confidently reading aloud and performing with clear intonation to show understanding. (2f / 2g)
- When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. (2a / 2b)
- Read and understand books that are structured in different ways and reading for a range of purposes. (2b)
- Choose from a wider range of books including new authors not previously chosen and discuss these. (2b / 2f)
- Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. (2b / 2f / 2g)
- Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. (2b / 2c / 2f / 2g)
- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered. (2b / 2c / 2f)
- Ask a question they would like to find the answers to in a fiction or non-fiction book. (2b)

- Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. (2b / 2f)
- Check that text makes sense, discussing their understanding and explaining meaning of words in context. (2a / 2b)
- Retrieve and record information from fiction and non-fiction. (2b)

Inference

- Draw inferences such as characters'
- Discuss the style and type of vocabulary
- Make a plausible prediction about what



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



	<p>feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. (2d)</p> <ul style="list-style-type: none"> Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction. (2e) 	<p>used by the author to support comprehension of texts. (2d / 2e)</p> <ul style="list-style-type: none"> Identifies main ideas drawn from more than one paragraph and summarises these. (2d) Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. (2d) 	<p>might happen next in a story, and when prompted can explain reasons. (2d / 2e)</p> <ul style="list-style-type: none"> Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. (2d) Predict what might happen from what is stated and implied in a text. (2e)
Responding to the Text	<ul style="list-style-type: none"> Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. (2b / 2c / 2f) Use appropriate actions and gestures to convey the meaning of a poem or play script. (2f / 2g) 	<ul style="list-style-type: none"> Justifying predictions with evidence from the text. (2c / 2e) Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. (2b / 2c) 	<ul style="list-style-type: none"> Participate in discussion about books, taking turns and listening to what others say. (2b / 2c) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (2b / 2c)
Language for Effect	<ul style="list-style-type: none"> Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination. (2a / 2b / 2g) Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. (2a) 	<ul style="list-style-type: none"> Use a dictionary to quickly check the meaning of a word that is unfamiliar to them. (2a) 	<ul style="list-style-type: none"> Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. (2a / 2g)



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



Themes and Conventions

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Begin to recognise some themes and conventions in fairy stories and traditional tales. (2b / 2h)• Recognise some different forms of poetry. (2b / 2g/ 2h) | <ul style="list-style-type: none">• Identify key themes and conventions in a range of books. (2b / 2h) | <ul style="list-style-type: none">• Read books that are structured in different ways and for a range of purposes. (2b / 2h)• Identify how language, structure and presentation contribute to meaning.(2f / 2h)• Increase familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts. (2b / 2f / 2h)• Identify some of the ways in which fiction texts are structured, e.g. through use of chapters. (2f / 2g / 2h) |
|--|--|---|