



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

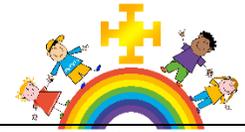


## Medium term plan for Reading

Year	Objectives to be simmering throughout the year.		
4	<ul style="list-style-type: none"> <li>• Uses phonic knowledge to decode regular words and attempts to read some common irregular words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.</li> <li>• Reads other words of more than one syllable that contain beyond taught GPCs.</li> <li>• Reads aloud more complex books, including those beyond their chronological age.</li> <li>• Reading is seen as a pleasurable activity</li> <li>• Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Participates in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain how a story, poem or non-fiction topic makes them feel.</li> <li>• Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read</li> <li>• Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• 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.</li> <li>• When draw inferences such as characters' feelings, thoughts and motives from their actions.</li> <li>• Give an opinion about a story and give a simple reason for this.</li> <li>• Use knowledge of how a dictionary is structured to find out the meaning of words.</li> <li>• Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.</li> </ul>		
	Autumn	Spring	Summer
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Generally reads fluently, decoding most new words, beginning to read further exception words.</li> <li>• Applies own knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. (2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</li> <li>• Attempt to match what they decode to words already heard but may not have seen in print e.g. in reading the word technical.</li> <li>• Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads a wider of challenging texts that are above chronological age with fluency and understanding.</li> <li>• Reading silently with increasing stamina and appraises the text. (2a)</li> </ul>



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**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



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



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**Themes and Conventions**

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