

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. 	<ul style="list-style-type: none"> • Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. • Reads further exception words, noting 	<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

		the usual correspondences between spelling and sound where these occur in the word.	stamina and appraises the text
Literal Comprehension	<ul style="list-style-type: none"> • Read accurately at speed with appropriate intonation and re reads passage to ensure understanding. • Read and re reading a variety of texts around known authors. • Use contents page in non-fiction text to retrieve information and can use the index with support. • Retrieve information from fiction or non-fiction and, with support, record this information. • 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. 	<ul style="list-style-type: none"> • Confidently reading aloud and performing with clear intonation to show understanding. • When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. • Read books that are structured in different ways and reading for a range of purposes. • Choose from a wider range of books including new authors not previously chosen. • Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. • 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. • 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 	<ul style="list-style-type: none"> • 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. • Check that text makes sense, discussing their understanding and explaining meaning of words in context. • Retrieve and record information from fiction and non-fiction.

		<p>information they have discovered.</p> <ul style="list-style-type: none"> • Ask a question they would like to find the answers to in a fiction or non-fiction book. 	
Inference	<ul style="list-style-type: none"> • Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. • 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. 	<ul style="list-style-type: none"> • Discuss the style and type of vocabulary used by the author to support comprehension of texts. • Identifies main ideas drawn from more than one paragraph and summarises these. • Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. 	<ul style="list-style-type: none"> • Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons. • Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. • Predict what might happen from what is stated and implied in a text.
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. • Use appropriate actions and gestures to convey the meaning of a poem or play script. 	<ul style="list-style-type: none"> • Justifying predictions with evidence from the text. • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. 	<ul style="list-style-type: none"> • Participate in discussion about books, taking turns and listening to what others say. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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. • Usually recognise, when reading, an 	<ul style="list-style-type: none"> • Use a dictionary to quickly check the meaning of a word that is unfamiliar to them. 	<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.

	unfamiliar word, and can use a dictionary to find the meaning of the word.		
Themes and Conventions	<ul style="list-style-type: none"> • Begin to recognise some themes and conventions in fairy stories and traditional tales. • Recognise some different forms of poetry. 	<ul style="list-style-type: none"> • Identify key themes and conventions in a range of books. • 	<ul style="list-style-type: none"> • Read books that are structured in different ways and for a range of purposes. • Identify how language, structure and presentation contribute to meaning. • 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. • Identify some of the ways in which fiction texts are structured, e.g. through use of chapters.