

Misson Primary School

Literacy – Reading Long Term Plan 2016

SEPTEMBER 2016

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	<ul style="list-style-type: none"> • Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>To read words accurately</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode 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. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where 	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. <p>(Note: this should be through normal reading rather than direct teaching.)</p>

these occur in the word.

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and

	<p>blending, when they have been frequently encountered.</p> <ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. 		
<p>To understand texts</p>	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences 	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that

	<p>and events.</p> <ul style="list-style-type: none">• Make inferences on the basis of what is being said and done.	<p>with evidence.</p> <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.• Ask questions to improve understanding of a text.	<p>support the main ideas.</p> <ul style="list-style-type: none">• Identify how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieve and record information from non-fiction.• Participate in discussion about books, taking turns and listening and responding to what others say.
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