



SGSM Whole School Reading Medium Term Plan



EYFS

Early Learning Goals

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Birth to 3

I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

I repeat words and phrases from familiar stories.

I notice some print, such as the first letter of my name, a bus or door number or a familiar logo.

3 & 4 year olds

I understand the 5 key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of different parts of a book
- Page sequencing.

I am developing my phonological awareness, so that I can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother.

Reception

I can read individual letters.

I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.

I can read some letter groups that each represent one sound and say sounds for them.

I can read a few common exception words.

I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

	Year 1
Autumn	<p><u>Word reading</u></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. • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. <p><u>Comprehension</u></p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognising and joining in with predictable phrases. <p><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Discussing the significance of the title and events.
Spring	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. <p><u>Comprehension</u></p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences. • Learning to appreciate rhymes and poems, and to recite some by heart. <p><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></p> <ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Predicting what might happen on the basis of what has been read so far.

Word reading

- 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).
- To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- Making inferences on the basis of what is being said and done.
- Explain clearly their understanding of what is read to them.

Year 2

Autumn

Word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- 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.
- To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.

Spring	<p><u>Word reading</u></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 these books to build up their fluency and confidence in word reading. • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Summer	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • Read words containing common suffixes. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • Discussing their favourite words and phrases. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • To make links between the text they are reading and other texts they have read (in texts that they can read independently). <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Year 3

Autumn

Word reading

- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
- To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
- To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
- To begin to read Y3/Y4 exception words.

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Using dictionaries to check the meaning of words that they have read.
- To discuss authors' choice of words and phrases for effect.

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- Identifying main ideas drawn from more than one paragraph and summarising these.

Spring	<p><u>Word reading</u></p> <ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words. <p><u>Comprehension</u></p> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> To use appropriate terminology when discussing texts (plot, character, setting). Reading books that are structured in different ways and reading for a range of purposes. Recognising some different forms of poetry [for example, free verse, narrative poetry]. <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Summer	<p><u>Word reading</u></p> <ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words. <p><u>Comprehension</u></p> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure, and presentation contribute to meaning.

	Year 4
Autumn	<p><u>Word reading</u></p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. <p><u>Comprehension</u></p> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read for a range of purposes. Using dictionaries to check the meaning of words that they have read. Discussing words and phrases that capture the reader's interest and imagination. <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these.
Spring	<p><u>Word reading</u></p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. <p><u>Comprehension</u></p> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Recognising some different forms of poetry [for example, free verse, narrative poetry]. <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Word reading

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
- To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Understand what they read, in books they can read independently, by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- To identify how language, structure and presentation contribute to meaning.

Year 5

Autumn

Word reading

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- 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.
- To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- 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.
- Reading books that are structured in different ways and reading for a range of purposes.

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Recommending books that they have read to their peers, giving reasons for their choices.

Spring	<p><u>Word reading</u></p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 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. To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing. <p><u>Understand what they read by:</u></p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Making comparisons within and across books.
Summer	<p><u>Word reading</u></p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 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. To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. Learning a wider range of poetry by heart. Preparing 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. <p><u>Understand what they read by:</u></p> <ul style="list-style-type: none"> To evaluate the use of authors' language and explain how it has created an impact on the reader. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

	Year 6
Autumn	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Understand what they read by:</u></p> <ul style="list-style-type: none"> • To draw out key information and to summarise the main ideas in a text. • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Recommending books that they have read to their peers, giving reasons for their choices.

Spring	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> • To recognise more complex themes in what they read (such as loss or heroism). • Identifying and discussing themes and conventions in and across a wide range of writing. • Making comparisons within and across books. <p><u>Understand what they read by:</u></p> <ul style="list-style-type: none"> • To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. • 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. • To discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Predicting what might happen from details stated and implied.
Summer	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Comprehension</u></p> <p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> • 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 confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. <p><u>Understand what they read by:</u></p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning. • To retrieve, record and present information from non-fiction texts.