

'Shine like stars in the world. 'Philippians 2:15



St Paul's Church of England Primary School

Reading Long Term Curriculum 2022/23

Long Term Phonics/Reading Plan – 2022/23

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|--|--|--|---------------|---|---|---------------|
| Decoding / Fluency | <p>Children use phonic knowledge to decode regular words and read them aloud accurately. They read and understand simple sentences.</p> <p>September 2020 Children can say a sound for each letter of the alphabet and at least 10 diagraphs. They read words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p> | <p>Children read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes.</p> <p>They have a growing number of words they can read automatically including common suffixes, multi-syllabic words and contractions. Children are beginning to read using appropriate expression.</p> | <p>Children can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. They can read common suffixes and exception words, noting unusual correspondences.</p> <p>They can read at a speed of 90 words per minute accurately without overt sounding and blending. Children demonstrate expression when reading aloud, particularly where characters are speaking in a story</p> | | <p>Children can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed.</p> | <p>Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p> <p>They can read silently, aloud and chorally automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p> | |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|---|---|--|---------------|---|--|---------------|
| Reading for pleasure | <p>Children listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they hear or read to their own experiences</p> <p>Children are becoming very familiar with key stories and traditional tales and can retell them through role-play. They can join in with well-known or repeated phrases in stories.</p> | <p>Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they read or hear read to their own experiences</p> <p>Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics. They recognise and join in with predictable phrases.</p> | <p>Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Children are becoming increasingly familiar with and retelling a wider range of stories and traditional tales. They recognise simple recurring literary language in stories and poetry.</p> | | <p>Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum.</p> <p>Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends – they are able to retell some of these orally. They are beginning to identify themes and</p> | <p>Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books.</p> <p>Children are increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They are able to identify and discuss themes and conventions in and across a wide range of writing.</p> | |

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| | | | | | conventions in a wide range of books. | | |
| Questioning | With support, children can generate simple questions using who, when, what, how and why | Children can generate literal recall questions. They are taught how to ask questions before, during and after reading. | Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text. | Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc. | Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles etc. | Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text. | Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text. |
| Inference | Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience. | Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text. | Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references | Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text | Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text. | Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text | |