

## Reading Long Term Plan Progression in Reading – Years F – 6

**Year 1 – 6 Whole class Reading objectives** – what we are teaching, when and why through a ‘two-tiered’ approach as follows:

- To be included in the Phase 1: ‘Stimulate and Generate’ of Learning Journeys through ‘immersion’ in the text
- To be included in discrete **Reciprocal Reading** sessions

**Objectives**

- link to our ‘Whole School’ Reading Assessment Bookmarks (Continuous assessment approach)
- Explicit NC objectives are included for specific Year Groups
- Additional objectives to develop a ‘deeper’ understanding and response to reading

They are not intended to be used in **Reading Journals** and must be adapted and broken down to a ‘child friendly’ focus

Year Group	TERM 1 Texts	Term 2 Texts	Term 3 Texts	Term 4 Texts	Term 5 Text	Term 6 Texts
Year 1	<p><b>Learning Journey Text</b> The Toy Museum (F) <b>Reciprocal Reading Texts</b> Old Bear Collection (F)</p>	<p><b>Learning Journey Text</b> Stanley’s Stick (Prose) Toys and Games (NF) <b>Reciprocal Reading Texts</b> Pumpkin Soup (Picture Book)</p>	<p><b>Learning Journey Text</b> The Queen’s Hat (F) <b>Reciprocal Reading Texts</b> Lost and Found (Picture Book)</p>	<p><b>Learning Journey Text</b> Seasons (NF) The Great Fire of London <b>Reciprocal Reading Texts</b> Tiddler (Picture Book)</p>	<p><b>Learning Journey Text</b> If I Built a School (Prose) <b>Reciprocal Reading Texts</b> Mighty Maurice (Emily Gale – local Author and ex pupil of BPS)</p>	<p><b>Learning Journey Text</b> Little Red Riding Hood (F) Whiffy Wilson (F) <b>Reciprocal Reading Texts</b> Whiffy Wilson Collection (F)</p>
Year 2	<p><b>Learning Journey Text</b> Stardust (F) <b>Reciprocal Reading Texts</b> Voices in the Park (Picture Book) Whole Class Read</p>	<p><b>Learning Journey Text</b> Rosa Parks (NF) Snow (Poetry) <b>Reciprocal Reading Texts</b> Don’t let the Pigeon series (F)</p>	<p><b>Learning Journey Text</b> What do you see when you look at a Tree? (NF) <b>Reciprocal Reading Texts</b> The Way Back Home (F) (Picture Book) Whole Class Read</p>	<p><b>Learning Journey Text</b> The Lost Words (Poetry) Katie Morag and the New Pier (F) <b>Reciprocal Reading Texts</b> Katie Morag and the New Pier Whole Class Read</p>	<p><b>Learning Journey Text</b> Paddington Meets the Queen (Animation) <b>Reciprocal Reading Texts</b> The Tiger Who Came To Tea (F) Whole Class Read</p>	<p><b>Learning Journey Text</b> Queen Victoria’s Bathing Machine (NF) The Day the Crayon’s Quit (F) <b>Reciprocal Reading Texts</b> Flat Stanley (F) Whole Class Read</p>
Year 3	<p><b>Learning Journey Text</b> Stone Age Boy (F) Skara Brae (NF) <b>Reciprocal Reading Texts</b> Ashley Booth Picture Books Vol 1 Mammoth Me My Fear</p>	<p><b>Learning Journey Text</b> The Secrets of Stonehenge (NF) The Boy with The Bronze Axe (F) <b>Reciprocal Reading Texts</b> Cave Baby (Picture Book) Whole Class Read Ashely Booth – Dick King Smith</p>	<p><b>Learning Journey Text</b> The Firework Makers Daughter (F) <b>Reciprocal Reading Texts</b> The Lost Happy Endings (F) (Picture Book) Whole Class Read</p>	<p><b>Learning Journey Text</b> Poems to Perform (Poetry) The Dark (F) <b>Reciprocal Reading Texts</b> Poems to Perform Whole Class Read</p>	<p><b>Learning Journey Text</b> Nonsense Limericks &amp; Revolting Rhymes (Poetry) <b>Reciprocal Reading Texts</b> The Enormous Crocodile (F) Whole Class Read</p>	<p><b>Learning Journey Text</b> Roman Diary-The Journal of Iliona (F) Meet the Ancient Romans (NF) <b>Reciprocal Reading Texts</b> Roman Diary- Journal of Iliona Whole Class Text</p>
Year 4	<p><b>Learning Journey Text</b> Beowulf (F) Wilma Rudolph (BHW) (F) <b>Reciprocal Reading Texts</b> Ashley Booth Viking Unit Black Dog (F) Whole Class Read (F) Picture Book)</p>	<p><b>Learning Journey Text</b> The Gut Garden (NF) Saga of Erik the Viking (F) <b>Reciprocal Reading Texts</b> Saga of Erik the Viking (F) Ashley Booth Poetry Unit Volume 1</p>	<p><b>Learning Journey Text</b> The River a Singer (Poetry) <b>Reciprocal Reading Texts</b> Ashley Booth River Unit King of Cloud Forest (F) Whole Class Read</p>	<p><b>Learning Journey Text</b> Once Upon A Raindrop (NF) King of the Cloud Forests (F) <b>Reciprocal Reading Texts</b> King of Cloud Forest (F) Whole Class Read Ashley Booth States of Matter Unit</p>	<p><b>Learning Journey Text</b> The Egyptian Cinderella (F) <b>Reciprocal Reading Texts</b> The Lost Thing Whole Class Read (Picture Book) The Wild Robot (F) Whole Class Read</p>	<p><b>Learning Journey Text</b> Life Doesn’t Scare Me (Poetry) Marcy and the Riddle of the Phoenix (F) <b>Reciprocal Reading Texts</b> Ashley Booth Poetry Unit Volume 2 The Wild Robot (F) Whole Class Read</p>
Year 5	<p><b>Learning Journey Text</b> The Iron Man (F) Coming to England (BHW) (NF) Journey (Wordless Picture Book) <b>Reciprocal Reading Texts</b> Ashley Booth Great Openings Unit Ashley Booth Energy and Forces Unit Ashley Booth – Disney Songs Unit</p>	<p><b>Learning Journey Text</b> A Leaf on the Wind (Poetry) PARIS – A Tourist Brochure <b>Reciprocal Reading Texts</b> Kensuke’s Kingdom (F) Whole Class Read Ashley Booth Space Unit Ashley Booth Christmas Unit</p>	<p><b>Learning Journey Text</b> Charlotte’s Web (F) <b>Reciprocal Reading Texts</b> Charlotte’s Web (F) - Whole Class Read Ashley Booth Beetles Unit Ashley Booth Children’s Classics Unit</p>	<p><b>Learning Journey Text</b> Emperor Penguins (NF) The Nowhere Emporium (NF) <b>Reciprocal Reading Texts</b> Charlotte’s Web - Whole Class Read Ashley Booth Equality Unit Ashley Booth Songs Unit</p>	<p><b>Learning Journey Text</b> Theseus and The Minotaur (F) <b>Reciprocal Reading Texts</b> Holes (F) Whole Class Read Ashley Booth Picture Books Vol 1 Unit</p>	<p><b>Learning Journey Text</b> Alexander the Great (NF) The Tempest (Poetry) <b>Reciprocal Reading Texts</b> Ashley Booth Changing Materials Unit Ashley Booth Medieval Monarchs Unit Ashley Booth Sia Unit Ashley Booth Poetry Unit Vol 1</p>

Year 6	<p><b>Learning Journey Text</b> Origin of Species (NF) Moth (NF) Alma (F Animation) War Heroes (BHW) (NF)</p> <p><b>Reciprocal Reading Texts</b> Fractured Fairy Tales (Song Lyrics) Ashley Booth Evolution Unit Ashley Booth Civil Rights Unit (BHW) Ashley Booth WW2 Unit</p>	<p><b>Learning Journey Text</b> When The Sky Falls (F) First World War &amp; Second World War Poems (Poetry)</p> <p><b>Reciprocal Reading Texts</b> When The Sky Falls (F) Whole Class Text</p>	<p><b>Learning Journey Text</b> The Wolf Wilder (F) Awesome Engineering (NF)</p> <p><b>Reciprocal Reading Texts</b> The Wolf Wilder (F) Whole Class Texts</p>	<p><b>Learning Journey Text</b> Watertower (F)</p> <p><b>Reciprocal Reading Texts</b> Ashley Booth Unit Extreme Environments Ashley Booth Electricity Unit</p>	<p><b>Learning Journey Text</b> Freedom (F) Swing of Change (F Animation) The Birds (F Animation)</p> <p><b>Reciprocal Reading Texts</b> Freedom (F) Whole Class Texts</p>	<p><b>Learning Journey Text</b> Macbeth (F) Michael Rosen's A-Z of the best children's poetry (Poetry) <b>Reciprocal Reading Texts</b> Freedom cont. Ashley Booth Electricity Unit</p>	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Fluency  (RWI progress grid)	<p>Join in with well-known or repeated phrases in stories which are read to them. They can continue a rhyming string.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Decode and blend CVC and then CCVC words containing Set 1 sounds speedily and begin to read words containing Set 2 sounds.</p>	<p>Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.</p> <p>Children decode and blend words containing Set 1 and 2 sounds speedily (including multi syllabic words) and begin to read words containing Set 3 sounds.</p> <p>Re-read books to build fluency and begin to correct inaccurate reading.</p> <p><b>NC Objectives Imbedded through daily RWInc Sessions</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable text</li> </ul>	<p>Children can read at a speed of 90/100 words per minute.</p> <p>Children decode and blend words containing Set 1, 2 and 3 sounds speedily (including multisyllabic words).</p> <p>Children develop expression when reading aloud, particularly where characters are speaking in a story.</p> <p>Children re-read books to build fluency and correct inaccurate reading</p> <p><b>NC Objectives Imbedded through daily RWInc Sessions</b></p> <ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes *read common suffixes</li> <li>• read exception words, noting unusual correspondances</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<p>Fluency is developed by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.</p> <p>Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Children read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary.</p> <p>Children can use expression confidently when reading aloud.</p> <p>Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Children read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Children can read silently, they recognise words automatically and group 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> <p>Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	
Range of Reading		<p>Children listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Children are encouraged to</p>	<p>Children listen to, discuss and express 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.</p>	<p>Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Children read books that are structured in different ways and read for a range of purposes.</p>		<p>Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Children read books that are structured in different ways and read for a range of purposes.</p>	

		link what they read or hear read to their own experiences			Children make comparisons within and across books.
Poetry & Performance		Children begin to recite some rhymes/poems by heart.	Children continue to build up a repertoire of poems learnt by heart and recite some with appropriate intonation.	Children recognise some different forms of poetry. Children prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Children learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.
Familiarity with texts	Children enjoy an increasing range of books. Children are building awareness of the way stories are structured.	Children become familiar with and begin to retell key stories, fairy stories and traditional tales. They join in with predictable words/phrases.	Children are familiar with and retell a range of stories, fairy stories and traditional tales.	Children increase their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.	Children increase 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. Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks.
Understanding		Children draw on what they already know or on background information and vocabulary provided by the teacher. Children check that the text makes sense to them as they read and correcting inaccurate reading	Children discuss the sequence of events in books and how items of information are related. Children draw on what they already know or on background information and vocabulary provided by the teacher. Children check that the text makes sense	Children check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Children ask questions to improve their understanding of a text. Children identify main ideas drawn from more than one paragraph and summarise these.	Children check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Children ask questions to improve their understanding. Children summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Authorial Intent	Children will collect and discuss words from stories that they liked, beginning to think about how the words make them feel/what they make them think of.	Children discuss the significance of the title and events.	Children discuss their favourite words and phrases.	Children identify how language, structure and presentation contribute to meaning through modelling. Children discuss words and phrases that capture the reader's interest and imagination.	Children identify how language, structure and presentation contribute to meaning. Children discuss and start to evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-Fiction	Children are introduced to non-fiction books	Children are introduced to non-fiction books that are structured in different ways	Children are introduced to non-fiction books that are structured in different ways Children can begin to retrieve and record information from non-fiction	Children retrieve and record information from non-fiction	Children distinguish between statements of fact and opinion Children retrieve, record and present information from non-fiction

<p>Discussing Reading (Book Talk)</p>	<p>Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children engage in discussions about books and demonstrate their understanding by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Children participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Children 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.</p> <p>Children explain and discuss their understanding of books, poems and other materials, both those they have listened to and those they have read for themselves.</p>	<p>Children participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say.</p> <p>Children discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Children participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. They begin to challenge other's views courteously.</p>	<p>Children recommend books that they have read to their peers, giving reasons for their choices. They participate in discussions about books, building on their own and other's ideas and challenging views courteously.</p> <p>Children explain and discuss their understanding of what they have read. They begin to use more formal presentations and carry out debates with reasoned justifications for their views.</p>	<p>Children recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. They lead and participate in discussions about books, building on their own and other's ideas and challenging views courteously.</p> <p>Children explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views with increasing confidence.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	<p>Children describe the main story settings, events and principal characters.</p> <p>Children know that information can be retrieved from books and computers.</p> <p>Children can answer simple recall questions about stories without pictures or prompts.</p>	<p>Children can answer simple recall questions.</p>	<p>Children can begin to select and retrieve from a text in order to answer questions.</p>	<p>Children can select and retrieve from a text in order to answer questions.</p>	<p>Children can select and retrieve from a text in order to answer questions independently.</p>		
Making connections	<p>Children begin to identify similar themes in books.</p> <p>Children are encouraged to talk about their own experiences (eg. 'Aaarrh spider' - discuss their own fears).</p>	<p>Children make a variety of connections that are meaningful and relevant.</p> <p>Children link what has been read to pictures from the story.</p> <p>Children match information to objects in non-fiction.</p>	<p>Children link what has been read to prior knowledge.</p>	<p>Children link what has been read to self, text, world and media.</p>	<p>Children link what has been read to self, text, world and media.</p> <p>Children use background knowledge to establish expectations about a text.</p> <p>Children make comparisons within and across books.</p>	<p>Children link what has been read to self, text, world and media.</p> <p>Children use background knowledge to establish expectations about a text.</p> <p>Children make comparisons between different elements of a text and across other texts.</p>	
Prediction & Inference	<p>Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play and small world play.</p>	<p>Children make predictions based on clues such as pictures and illustrations. Children begin to make basic inferences from the text.</p> <p>Children discuss the significance of the title and events.</p> <p>Children make inferences on the basis of what is being said and done.</p>	<p>Children use clues to make simple predictions.</p> <p>Children explain predictions with an understanding of ideas, events and characters.</p> <p>Children make basic inferences about characters from their speech and action.</p> <p>Children make inferences on the basis of what is being said and done.</p> <p>Children answer and ask questions.</p>	<p>Children predict how an event will be concluded, based on what has been read.</p> <p>Children will draw inferences such as a character's feeling, thoughts and motives.</p> <p>Children justify inferences with evidence.</p>	<p>Children make predictions about characters, based on their previous actions.</p> <p>Children will draw inferences such as a character's feelings, thoughts and motives.</p> <p>Children justify inferences with evidence.</p>	<p>Children understand what is implied about characters and give evidence to support inferences.</p> <p>Children justify inferences with evidence to support.</p> <p>Children will draw inferences such as a character's feeling, thoughts and motives.</p> <p>Children justify inferences with evidence.</p>	<p>Children compare predictions and explain ideas based on prior knowledge of genre or author.</p> <p>Children justify inferences with evidence to support.</p> <p>Children will draw inferences such as a character's feelings, thoughts and motives.</p> <p>Children justify inferences with evidence.</p>
Visualise	<p>Children are introduced to the idea of 'visualising' beginning with listening to, discussing and 'drawing a song' – what does the music make you think of? What can you see in your mind?</p>	<p>Children visualise and discuss characters' appearance, behaviour and events that happen to them.</p>	<p>Children describe a character after reading a text.</p> <p>They visualise what has been read by drawing basic pictures and diagrams.</p>	<p>Children represent information from a text as a picture or graphic, labelling it with material from the text.</p> <p>They use different formats to retrieve, record and explain information e.g. flow charts.</p> <p>They discuss how a character's feelings, behaviour and relationships change.</p>	<p>Children use diagrams or abbreviations to note the key points of what has been read.</p> <p>They discuss how a character's feelings, behaviour and relationships change.</p>	<p>Children empathise with characters and imagine events that are described.</p> <p>They identify how writers use figurative and expressive language to create images and atmosphere.</p> <p>They represent information graphically and link comments back to the text.</p>	<p>Children empathise with characters and imagine events that are described.</p> <p>They identify how writers use figurative and expressive language to create images and atmosphere.</p>
Clarifying (Incl. Word Meaning)	<p>Children use 'book talk' to clarify their thinking/feelings. Children use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>	<p>Children discuss word meanings, linking new meanings to those they already know.</p> <p>Children begin to clarify unfamiliar words.</p> <p>They use simple dictionaries to find the meaning of words.</p>	<p>Children discuss and clarify the meanings of words, linking new meanings to know vocabulary.</p> <p>Children discuss their favourite words and phrases.</p> <p>Children begin to use dictionaries to locate words by the initial letter.</p>	<p>Children use dictionaries to check the meaning of words they have read.</p> <p>Children discuss unfamiliar words and their possible meaning. They keep a glossary of new words.</p> <p>They identify where an author uses synonyms for words.</p>	<p>Children use dictionaries to check the meaning of words they have read.</p> <p>Children annotate texts to identify new vocabulary and keep a glossary of new words.</p> <p>They annotate a piece of text and add headings and subheadings to aid their understanding.</p>	<p>Children annotate parts of the text to identify the key features.</p> <p>They keep a glossary of new words and use a dictionary to locate meanings.</p> <p>Children give precise inferential definitions of words that fit with the context of the text.</p> <p>They explain ideas with evidence</p>	<p>Children annotate extracts to gain understanding of characters, ideas or the author's point of view. They keep a glossary of new words and use glossaries and thesauruses to locate information about words.</p> <p>Children check the accuracy of an explanation or inference about a word meaning.</p>



		They begin to skim and scan and read closely to find specific information in a text.	They identify what is known for certain from a text.	They skim and scan contents, indexes and pages to locate information.	They investigate the meaning of technical or subject specific vocabulary.  Children make a point and fully explain it.	from the text and skim and scan through parts of a text to find particular information.	They collect and use unfamiliar vocabulary..
Questioning	With support, children can generate simple questions using who, when, what, how and why.	Children ask a range of questions to clarify a text.  They discuss why things happen in a text and answer simple recall questions.	Children pose and record questions prior to reading to find something out.  They begin to select and retrieve from a text in order to answer questions.	Children ask questions to improve their understanding of a text.  They select and retrieve from a text in order to answer questions.	Children distinguish between true and false statements across a range of texts.  They select and retrieve from a text in order to answer questions.	Children ask questions to improve their understanding.  They select and retrieve from a text to answer questions independently.	Children answer questions based on a text in different ways e.g. matching, ordering.  They select and retrieve from a text to answer questions independently.  They answer questions by explaining ideas with reference to the text.  They read sections of text carefully to research information and to answer questions.
Summarising	Children recall and order key events from the text. They use a story line or narrative in their role play and small world play.	Children begin to annotate key parts of a text.  They match events to characters in narrative.  They take the most important information and put it in their own words.	Children discuss simple themes, plots, events and characters.  They identify and discuss story elements such as setting, events, characters and problems.  They make simple notes on a piece of text. Children make comparisons of characters and events.	Children retell the main points of a story in sequence.  They read and identify the main points in a text e.g. key words or important information.  They begin to identify key points from across a non-fiction passage.	Children scan for keywords, phrases and headings.  They explore the order of events in narratives.	Children make regular summaries of what has been read.  They identify and summarise evidence from a text to support prediction.  They record details retrieved from the text about characters, events and ideas.  Children make comparisons between the different ways characters or events are presented.	Children make regular summaries of what has been read.  They identify and summarise evidence from a text to support a prediction.

