



READING Medium Term Plan 2022-2023: Whole School

This document outlines the reading expectations for each year group across the year in half terms. The key bolded objectives have been taken from the school's long term reading plan. (published by CLP)

Bold objectives indicate key learning and when it is expected to be secure. Objectives that are not bold are learning components of key bolded objectives. *Although key objectives may have been secured in a previous term or year, these should continue to be used by children in subsequent years.* Objectives that a highlighted **xxxx** need to be accurate, fluent and automatic

EYFS Medium Term Planning - Reading

Reading Area		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Word reading and fluency <i>(Word reading is also covered in detailed phonics map, so specific phonics not detailed here)</i></p>		<p>understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book (see terminology) -page sequencing (LP)</p> <p>identify the initial letter in their name in print and the environment</p>	<p>recognise their own name in print. (LP)</p> <p>recognise their own name in the environment</p> <p>Read a word using taught graphemes</p>	<p>recognise familiar signs in the environment</p> <p>know that signs tell us information</p> <p>know that a sign may be words, symbols or a logo</p> <p>know that advertising logos are used instead of words</p> <p>know that advertising logos and symbols always have the same meaning</p>	<p>recognise own name, advertising logos and signs in the environment. (LP)</p>	<p>Read simple sentences containing taught graphemes</p> <p>Count the number of syllables in a word (2 and 3 syllables words)</p> <p>Identify words and phrases that rhyme within a shared text</p>	
		<p>Common exception words <small>Word from NC2014 but sequenced in relation to RWI teaching expectations. (see phonics progression document)</small></p>	<p>-Read common exception (red) words: a, I, the,</p>	<p>-Read common exception ('red') words: of, put, my, he,</p>	<p>-Read common exception (red) words: no, be, are, you, said, come, your,</p>	<p>-Read common exception (red) words: to go so she me we is</p>	<p>-Read common exception (red) words: a, I, the, of, put, my, he,</p>
		<p>comprehension</p> <p>Comprehension strategies</p>	<p>join in with and finish known sentences, especially repeated phrases and rhyme in stories (LP)</p> <p>Respond to questions from adults and other children</p>	<p>identify words they do not understand</p> <p>know that the title is the name of a book</p> <p>ask questions about what they see in books and they have had read to them (once questions have been modelled) (LP)</p>	<p>know that the title may tell us something about the content of the book</p> <p>Ask questions about unfamiliar words</p>	<p>identify words they do not understand and ask for clarification (LP)</p> <p>Ask questions about a text being read to them.</p> <p>Recognise that additional information may be contained in illustrations, photos, subheadings etc.</p>	<p>identify parts of stories they do not understand and ask for clarification (LP)</p>



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Retrieval		<p>retrieve information from pictures of familiar objects. (LP)</p> <p>find the title of the book (LP)</p> <p>Say something that happens in a familiar story</p>	<p>find familiar letters in a text (e.g. taught/secured phonemes)</p> <p>Name the main characters in a familiar text</p> <p>Identify what happens next in a story</p> <p>discuss the main events in a book (in a book they have been read)</p> <p>Understand the meaning of the word 'setting.'</p> <p>Respond to what they hear with relevant actions.</p>	<p>find familiar words in a text (e.g. learnt Red words)</p> <p>find familiar short phrases in a text (in a book they have been read)</p> <p>find the name of a character in a text (in a book they have been read)</p> <p>– Respond to basic retrieval questions e.g. who or where questions.</p> <p>discuss characters in books being read (LP)</p> <p>discuss the setting(s) in a book (in a book they have been read)</p> <p>Respond to what they hear with relevant comments</p>	<p>pick out familiar words and labels in the classroom (LP)</p> <p>discuss events, characters and settings (in a familiar book they have been read)</p> <p>Identify where the story takes place</p>	<p>identify the main events, setting and principle characters in a book they have been read. (LP)</p> <p>pick out simple information in familiar decodable text in response to oral questions</p>	<p>scan for a single letter on a display (LP)</p> <p>pick out simple information from books (decodable fiction and non-fiction and familiar texts they have been read) (LP)</p>	
	Inference	<p>Coherence Inference across a sentence or whole text. Completed at the point of reading.</p>						
		<p>Elaborative Gap-filling or knowledge based. Completed either at the point of reading or after.</p>	<p>relate known sequences (e.g. getting dressed, their day) to the text (LP)</p> <p>know that pictures in a book show parts of the story/ images of the characters</p> <p>know that facial expressions and body language may tell us how someone is feeling</p>	<p>Understand that things they already know may help them understand the text</p> <p>Identify what they already know about a topic before listening to a text</p>	<p>infer character feelings using pictures (LP)</p> <p>infer character's feelings through linking them to own (LP)</p>	<p>suggest what will happen next in a story</p> <p>suggest what will happen at the end of a story</p>	<p>Using the title, suggest the content of the text</p> <p>Suggest what will happen next in a story and explain their idea</p>	<p>infer character's feelings using information explicitly stated in the text (LP)</p> <p>accurately predict key events (LP)</p> <p>understand a prediction must be based on a reason (LP)</p>



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		Global Completed after reading. When Coherence and Elaborative inference has aided full comprehension of the text.					
		Terminology (each term continue to practise and use terminology previously introduced and/or secured)	Cover Book Page Page number Front Back Title Author Left Right Print Picture Story Question Comic Magazine Newspaper Characters Start End (LP)	Fiction Non- fiction Setting Action Event Plot Next First Beginning Find Title (LP)	Cover Book Page Page number Front Back Title Author Left Right Print Picture Story Question Comic Magazine Newspaper Characters Start End (LP – nursery)		Fiction Non- fiction Setting Action Event Plot Next First Beginning Find Title (LP Reception)
	Reading entitlement	<p><i>(Revisited from Nursery curriculum)</i> As well as books, provide opportunities to experience different forms of print, e.g. comics, magazines, hard and soft books, pop-up books, big books, poems, stories (of children) from different cultures.</p> <p>Engage in a variety of reading activities: individual, paired, small group, whole class.</p> <p>Encourage children to use stories they hear in their play, using pictures, toys, small world</p> <p><i>(Reception curriculum content)</i> Encourage children to use stories they hear in their play, using pictures, toys, small world objects within role-play, real objects and puppets.</p> <p>Re-read books to build confidence in word reading, their fluency and their understanding and enjoyment.</p>					
	Resourceful Readers	Goodnight Moon - Margaret Wise Brown	The Gruffalo - Julia Donaldson Rosie's Walk - Pat Hutchins One Snowy Night - Nick Butterworth	Owl Babies - Martin Waddell Six Dinner Sid - Inga Moore Mrs Armitage on Wheels - Quentin Blake	Whatever Next - Jill Murphy Let's Look at Spring - Sarah L. Schuette (NF) Shhh! - Sally Grindley	Farmer Duck - Martin Waddell Handa's Surprise - Eileen Browne	Jasper's Beanstalk – Nick Butterworth Mr Gumpy's Outing - John Burningham On the Way Home - Jill Murphy



Year 1 Medium Term Planning - Reading

Reading Area		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Word reading and fluency (Word reading is also covered in detailed phonics map, so specific phonics not detailed here)</p>		<p>read words containing -s, -es, ing, and -ed and know how this changes the meaning of the word.</p> <p>identify known words within new words and discuss possible meanings</p> <p>read words with contractions</p> <p>Know that longer words are made up of syllables/chunks</p> <p>decode and blend a syllable within a polysyllabic word</p> <p>identify words with similar patterns of formation e.g. coat and boat</p>	<p>read words containing -er and -est endings and know how this changes the meaning of the word.</p> <p>understand the purpose of an apostrophe within a contraction</p> <p>identify the number of syllables in a word (in a known word)</p> <p>Identify the number of sounds within a syllable (within a known word)</p> <p>identify known words that may support reading of an unknown word.</p>	<p>read words containing -s, -es, -ing, -ed, -er and -est endings, and know this changes the meaning of the word (beginning of morphology) (LP)</p> <p>identify contractions and discuss what its linked longer form (e.g. I'll – I will)</p> <p>break up unknown polysyllabic words into syllables/chunks</p> <p>blend the sounds within a syllable of an unknown word prior to decoding the next syllable</p>	<p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). (LP)</p> <p>recognise known words within new words and link their meaning to those already known (LP)</p> <p>break up unknown polysyllabic words into known parts and unknown parts.</p> <p>Decode and blend unknown syllables/parts to known syllables/parts of polysyllabic or compound words</p>	<p>break up unknown polysyllabic words into syllables/chunks and break down each part individually (LP)</p>	<p>use known patterns (analogy) to read unknown words (e.g. to read the word 'coat', use their known word 'boat') (LP)</p>
		<p>Common exception words Word from NC2014 but sequenced in relation to RWI teaching expectations. Unlined words indicate that they are RWI specific. (see phonics progression document)</p>	<p>Read common exception words (red words) no, be, are, you, said, come, your, to, go, so, she, me, we, is</p>	<p>Read common exception words (red words) His, has, by, ask, push, pull, full</p>		<p>Read common exception words (red words) They, do, love, friend, out, house, our, says, all</p>	
comprehension	Comprehension strategies	<p>locate headings/titles and subheadings</p> <p>know the purpose of headings/titles and subheadings and how these link</p>	<p>identify where a paragraph starts and ends</p> <p>know the purpose of a paragraph</p>	<p>know how headings/titles, subheading and paragraphs link</p>	<p>recognise that authors use paragraphs, headings and subheadings to make the content clearer (LP)</p>		
	Retrieval	<p>identify repeated language within a class text</p> <p>identify good and bad characters</p>	<p>find characteristics of fairy tales</p> <p>know the purpose of scanning</p>	<p>know the characteristics of traditional tales</p> <p>find the characteristics of traditional tales</p>	<p>find characteristics of fairy tales and traditional tales: repeated language e.g. Once upon a time..., simple story structure, good and bad characters (LP)</p>		<p>scan a text for specific word or phrase (LP)</p>



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		know the characteristics of fairy tales	know the difference between close reading and scanning	know when close reading or scanning is needed	understand that retrieval is finding information directly from the text (LP)		
Inference	<p>Coherence Inference across a sentence or whole text. Completed at the point of reading.</p>	<p>identify suffixes added to know root words (nouns)</p> <p>know that adding a suffix changes the meaning of the root word (slightly) e.g. bus to buses</p> <p>identify where a suffix has been added to a noun and explain the meaning of the word</p> <p>identify known pronouns</p> <p>know the relationship between nouns and pronouns</p> <p>identify simple words in a text that infer e.g. navy – dark blue</p>	<p>identify suffixes added to known regular verbs e.g. walk</p> <p>know that adding different suffix endings changes the tense of a verb</p> <p>know that the tense can tell the reader when an action took place</p> <p>identify where a suffix has been added to a verb and explain the meaning of the tense</p> <p>identify a phrase/sentence in a text that infers the time of day or weather e.g. Dark was falling. It was damp outside.</p>	<p>know the link between scanning and retrieval</p> <p>identify grammatical features of a sentence that infer additional information – pronouns, sequencing, plurals, tenses (LP)</p> <p>understand that inference is a suggestion based on other information that they know or they have retrieved from the text (LP)</p>	<p>understand that some inferences are drawn as you read (LP)</p> <p>know that punctuation infers information to the reader e.g. exclamation mark – indicates how the text should be read and the character has strong emotion</p> <p>identify when a character is talking in a text.</p> <p>make inferences on the basis of what is being said (LP) e.g. I wish I had a friend – the character is lonely</p>	<p>make inferences on the basis of what is being done (LP) e.g. she gave the unhappy child her lunch – the character is kind and the child is hungry</p> <p>know that a prediction is a suggestion that is made from inferring from known information.</p>	<p>make a prediction based on stated facts (LP)</p>
		<p>Elaborative Gap-filling or knowledge based. Completed either at the point of reading or after.</p>	Find simple comparisons and differences between characters	Find simple comparisons and differences between settings	find simple comparisons and differences (e.g. between characters and settings). (LP)		
		<p>Global Completed after reading. When Coherence and Elaborative inference has aided full comprehension of the text.</p>					
<p>Terminology from LP (each term continue to practise and use terminology previously introduced and/or secured in previous term or year groups)</p>	<p>Retrieve Retrieval Pick out Infer Inference Suggest Suggestion Predict Prediction Characters Order Rhyme Rhythm</p>	<p>Fairy tale Scan Re-read</p>	<p>order Traditional tale Poem comparison similarity difference</p>	<p>Retrieve Retrieval Pick out Infer Inference Suggest Suggestion Predict Prediction Characters Order Rhyme Rhythm</p>	<p>Poem Scan Re-read comparison similarity difference</p>		



St Clement's and St John's Infant School

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Reading entitlement ...at a level beyond that at which they can read independently.	Key stories fairy tales rhymes (story time)	key stories (RE Christmas) fairy tales, poems non-fiction rhymes (story time)	Key stories traditional tales rhymes (story time)	key stories (RE Easter) rhymes (story time)	Key stories non-fiction rhymes (story time)	Key stories fairy tales rhymes (story time)
Resourceful Readers Books	-Peace at Last – Jill Murphy -Goldilocks and the three bears -Can't you sleep little bear – M Wandell	-The booktime book of fantastic first poems (Cats, No Harm Done) -The Elephant and the Bad Baby By E.Vipont & R.Briggs -Celebrations Around the World: The Fabulous Celebrations you won't want to miss. (non-fiction)	-Avocado Baby by John Burningham -The Tiger who came to tea by Judith Karr -Lost and Found by Oliver Jeffers	-Knuffle Bunny by Mo Willems -Poem -Beegu by Alexis Deacon	-Non-fiction text -Dogger by Shirley Hughes -Cops and Robbers by Alan and Janet Ahlberg.	-Elmer by Davis McKee -Meesha makes friends By Tom Percival -Poem



Year 2 Medium Term Planning - Reading

Reading Area		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Word reading and fluency (Word reading is also covered in detailed phonics map, so specific phonics not detailed here)</p>		<p>read most words quickly and accurately, without overt sounding and blending (LP)</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation (LP)</p>	<p>know the root word carries most of the word meaning (LP)</p> <p>read words containing common suffixes (-ly, -ful), and know this changes the meaning of the word (beginning of morphology) (LP)</p>	<p>read words containing common suffixes (ment, -ness), and know this changes the meaning of the word (beginning of morphology) (LP)</p>			
<p>Common exception words Word from NC2014 but sequenced in relation to RWI teaching expectations. Unlined words indicate that they are RWI specific. (see phonics progression document)</p>		<p>Read common exception words (red words) who, should, would, could, here, where, water, once</p>	<p>Read common exception words (red words): many, climb, father, whole, people, what, because, great, even.</p>	<p>Read common exception words (NC2014): Christmas, door, floor, poor, old, Mr, Mrs, fast, last, past, after, again, behind, most, money, children,</p>	<p>Read common exception words (NC2014): cold, hold, told, gold, class, grass, pass, plant, path, bath, both, every, everybody.</p>	<p>Read common exception words (NC2014): kind, mind, find, child, children, clothes, half, parents, wild, only, pretty,</p>	<p>Read common exception words (NC2014): hour, sugar, beautiful, steak, break, sure, improve, prove, busy, move, eye.</p>
comprehension	Comprehension strategies	<p>Re-read sentences from the beginning when prompted</p> <p>following rereading by an adult, identify where the mistake was made</p>	<p>know that different types of mistakes can be made when reading</p> <p>know that a common mistake when reading, is leaving out words when reading</p> <p>following rereading, identify words that had been missed out</p>	<p>know that a common mistake when reading is reading a different but similar word e.g. they instead of then</p> <p>following rereading, identify words that has been changed to a similar word</p>	<p>know that a common mistake when reading, is adding in words</p> <p>following rereading, identify words that had been added in</p>	<p>know that a common mistake when reading, is mispronunciation of words</p> <p>following rereading, identify words that had been said incorrectly</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal (LP)</p>
	Retrieval	<p>pick out the sequence of events in books (fiction)</p> <p>identify items of information which related within a text (narrative e.g. how a character develops through a story)</p> <p>find recurring language in a story</p> <p>pick out favourite words</p> <p>retrieve details about characters</p>	<p>Find recurring language in a poem</p> <p>pick out favourite phrases</p> <p>retrieve details about events in fiction</p>	<p>pick out the sequence of events in books (non-fiction).</p> <p>know the purpose of a contents page and simple index</p> <p>identify items of information which are related within a text (non-fiction e.g. the three most important facts in a short passage of non-fiction).</p> <p>find recurring language across different stories and poems</p>	<p>scan a text for specific information in response to a written question (LP)</p>	<p>pick out the sequence of events in books (fiction and non-fiction). (LP)</p> <p>identify items of information which are related within a text (e.g. how a character develops through a story or the three most important facts in a short passage of non-fiction). (LP)</p> <p>retrieve and explain details about characters, events and information (LP)</p>	



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		scan a text for specific information in response to an oral question understand the difference between close reading and scanning (LP)		e.g. foe instead of enemy Pick out favourite words and phrases (LP) retrieve information from non-fiction use a contents page to find information use an index to find information use subheadings to find information		use contents page, simple index and subheadings to find information (LP)	
Inference	Coherence Inference across a sentence or whole text. Completed at the point of reading.	know what different types of punctuation tell (infer to) the reader know the meaning of coordinating conjunctions	know how the addition of Y2 suffix endings to verbs alters the tense and meaning	know the meaning of subordinating conjunctions	identify grammatical features of a sentence that infer additional information - punctuation (e.g. !), tenses, prefixes and suffixes, coordinating and subordinating conjunctions (LP) make inferences linked to one piece of information retrieved from the text	make inferences on the basis of what is being said and done (LP)	explain a prediction clearly referencing the text (LP) know that a prediction can be made at different times when reading a text (before, during and after) know that a prediction might be changed following reading (some) of a text update a prediction whilst reading (LP)
	Elaborative Gap-filling or knowledge based. Completed either at the point of reading or after.		draw on what they already know and new vocabulary provided by the teacher identify vocabulary which infers additional information e.g. navy=dark blue (LP)				
	Global Completed after reading. When Coherence and Elaborative inference has aided full comprehension of the text.						
	Terminology from LP (each term continue to practise and use terminology previously introduced and/or secured in previous term and year groups)	Locate Sequence Structure Poetry traditional	Modern Locate Sequence Structure Poetry traditional			Opinion View Skim	



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Reading entitlement ...at a level beyond that at which they can read independently	Stories Classic poetry (story time) narratives	Stories contemporary poetry (story time) narratives	Stories Classic poetry (story time) non-fiction (structured in different ways)	Stories contemporary poetry (story time) narratives	Stories contemporary poetry (story time) non-fiction (structured in different ways)	Stories Classic poetry (story time) narratives
Resourceful Readers Books	-Traction Man is here by Mini Grey -Meerkat Mail by Emily Gravett -Magical Myths and Legends By Michael Morpurgo	-Amazing Grace by Mary Hoffman -Who's afraid of the big bad book? By Lauren Child -Leah's Star by Margaret Bateson-Hill	-Not now Bernard by David McKee -Non-fiction: Great Fire of London -Ride the Waterfall (Headstart Book 1)	-The flower by John Light -Headstart text -Headstart text - poetry	-Headstart text – non-fiction -Emily Brown and The Thing By Cressida Cowell -Headstart Text	-Headstart text -The Owl who was afraid of the Dark By Jill Tomlinson