



Long Term Plan - Reading

Reading	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<ul style="list-style-type: none"> • Read accurately words of two more or more syllables • Apply phonic knowledge and skills as the main route to decoding unfamiliar words. • Read most words containing common suffixes • Read at least 90% of common exception words 	<ul style="list-style-type: none"> • Read multisyllabic words taken from age appropriate texts. • Read passages of longer texts mostly accurately and fluently. 	
Fluency	<ul style="list-style-type: none"> • Read books at Gold level or above with at least 95% accuracy. • Read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text (at approximately 90 words per minute) • Sound out most unfamiliar words accurately. 	<ul style="list-style-type: none"> • Read books at grey level or above with at least 95% accuracy. • Read accurately and fluently, a range of age related texts which include unfamiliar words 	<ul style="list-style-type: none"> • Read age appropriate books with confidence and fluency including whole novels. • Read aloud with appropriate speed and intonation that shows understanding.
Comprehension	<ul style="list-style-type: none"> • Check that the text makes sense to them, correcting any inaccurate reading. • Explain what has happened so far in what they have read. • Answer questions about what they have read in both fiction and non-fiction (1b) 	<ul style="list-style-type: none"> • Apply their knowledge of prefixes/suffixes to understand and explain the meaning of new words (2a) • Retrieve and record information from both fiction and non-fiction (2b) 	<ul style="list-style-type: none"> • To work out the meaning of unfamiliar words using the context (2a) • Retrieve information from Fiction and Non Fiction texts (2b)



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	<ul style="list-style-type: none">• Retrieve simple information from fiction and non-fiction (1b)• Discuss the sequence of events and how they are related. (1c)• Sequence key events in the order in which they happened (1-4) 1c• Make some simple, accurate inferences about characters based upon what has been said and done. (1d)• Make simple predictions based on what they have read so far (1e)	<ul style="list-style-type: none">• Identify and summarise the main ideas across more than one paragraph (2c)• Sequence events in the order in which they happened across more than one paragraph (1-5) (2c)• Make accurate inferences, drawing upon relevant evidence from the text to support their ideas e.g Feelings, thoughts and motives (2d).• Make sensible predictions about what might happen referring to key details stated in the text and by drawing their own inferences (2e)• Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1st person, nonsense poetry (2f)• Identify recurring themes and ideas in a wider range of texts (2f)• Comment on the choice of language the author uses to engage the reader i.e. identify precise words chosen for effect (2g)	<ul style="list-style-type: none">• Summarise main ideas, identifying key details and using quotations as evidence (2c)• Can sequence events from across a lengthier text (1-5) (2c)• Can explain and discuss their understanding of what they have read drawing on inference and justifying these with evidence (2d)• Recognise the difference between fact and opinion (2b, 2d)• Predict what might happen from details stated and implied, justifying these with evidence from the text and their own inferences. (2e)• Make comparisons within and across books e.g. how characters change over time (2h)• Evaluate how authors use language, including figurative language, considering the impact on the reader (2g)
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