



Bricknell Primary School

Reading Medium Term Plan



As readers in Year 1, we will learn to...

	Animal Kingdom 	Once Upon a Time 	Magic, Mystery and Mayhem 
Prior Knowledge	Children should have phonic knowledge to read words in ways which match their spoken sounds. They should also be able to read some irregular common words. They should be able to read simple sentences and talk about what they have read.		
Key Vocabulary	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, re-tell		
Texts	Monkey puzzle RWI lessons	RWI lessons	RWI lessons
Word Reading	Read a single grapheme, digraph, split digraph and trigraph quickly whilst reading. Read a trigraph quickly whilst reading. Decode unfamiliar words using phonic knowledge. Check as we read and correct errors. Read some of the common exception words	Read words with contractions and understand that the apostrophe represents the missing letters. Blend all cvc words, words containing digraphs, words with split digraphs. Check alternative phoneme/graphemes in words Read more of the common exception words	Blend words with trigraphs. Read words with the ending -s, -es, -er -ing, -ed, -est Read words which start with un-. Add -ing, -ed, and -er to erbs where no change is needed to the root word. Read words of more than one syllable. Read the Y1 common exception words
Comprehension	Say what we like and do not like about a text and listen to the opinion of others. Talk about the characters within a well-known story. Check that our reading makes sense and go back to correct ourselves when it doesn't.	Draw inferences from the text and/or the illustrations Make predictions about what might happen on the basis of what I have read so far. Explain what we think the text is about based on what we already know. Retell familiar key stories that I have heard	Make inferences based on what we are reading independently. Read longer, more challenging texts.



As readers in Year 2, we will learn to...

	Fire, Fear and Fury 	Blue Planet 	Valiant Victorains 
Prior Knowledge	Children should be able to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. They should have an increasing vocabulary through listening to an extensive range of stories, rhymes, poems and non-fiction texts.		
Key Vocabulary	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, comma, exclamation mark, suffixes, prediction, poem, story, non-fiction		
Texts	Guided Reading Texts Superworm by Julia Donaldson The Rainbow Bear by Michael Morpurgo Gunpowder Plot—Non-Fiction Sparks in the Sky—Twinkl Whole Class PSHE	Guided Reading Texts Rainbow Fish - Protecting the Planet—Non-Fiction Amazing People - David Attenborough	Guided Reading George’s Marvellous Medicine
Word Reading	Read accurately most words of two or more syllables. Read most words containing common suffixes, i.e. –ment, -ness, -ful, -less, -ly Read most common exception words. Read most words accurately from age-appropriate books without overt sounding and blending,	Sound out most unfamiliar words accurately, without undue hesitation Begin to read sufficiently fluently to allow us to focus on our understanding rather than on decoding individual words.	Read aloud most suitable books accurately, showing fluency and confidence at over 90 words per minute.
Comprehension	Check my reading makes sense, correcting any inaccurate reading. Answer questions about a text. Make some inferences based on what is said and done. Explain what has happened so far.	Recognise the sequence of events in books and identify the key information. Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Ask questions about a text. Predict what might happen. Recognise how non-fiction books are structured in different ways. Recognise simple recurring literacy language in stories and poems.	Make inferences and plausible predictions about what might happen on the basis of what I have read independently so far. Make links between the book I am reading and other books I have read.



As readers in Year 3, we will learn to...

	Hull Fair 	The Land Before Time 	Games, Gods and Greeks 
Prior Knowledge	<p>Children should be able to sound out most unfamiliar words without overt blending. They should be able to discuss the sequence of events and make simple predictions about future events. They will be able to ask and answer questions about texts they have listened to and texts that they may have read independently.</p>		
Key Vocabulary	<p>singular, plural, sentence, punctuation, full stop, question mark, comma, exclamation mark, poem, story, non-fiction, root word, prefixes, suffixes, prediction, inference, sequence, structure</p>		
Texts	Guided Reading The Girl Who Walked on Air by Emma Carroll Whole Class PSHE Butterfly Lion by Michael Morpurgo	Guided Reading Stig of the Dump by Clive King Whole Class PSHE	Guided Reading Whole Class PSHE
Word Reading	<p>Read aloud independently, taking turns and listening to others. Apply our knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</p>	<p>Apply our knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter-, -un Apply our knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words: -ly, -ous, -tion, -sion, -ssion, -cian</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound.</p>
Comprehension	<p>Draw inferences, such as inferring character's feelings, thoughts and motives for their actions. Use a dictionary to check the meaning of words we have read. Predict what might happen based on details we have read. Identify the main point of a text. Summarise ideas within a paragraph.</p>	<p>Ask questions to get a better understanding of a text. Use non-fiction texts to retrieve information. Identify and discuss the author's use of word choices to engage and capture the reader's interest and imagination.</p>	<p>Comment on the structure and presentation of a text and explain how these contribute to meaning Explain how impressions are conveyed through choice of detail and language. Decipher meanings of unfamiliar words in context. Justify predictions by referring to the story. Read more widely, selecting books by favourite authors or selecting appropriate non-fiction books to support our own interests.</p>



As readers in Year 4, we will learn to...

	As the Bomb Drops 	The Romans 	A Voyage of Discovery 
Prior Knowledge	Children should be able to read aloud independently, taking turns and listening to others. They are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. Children are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.		
Key Vocabulary	punctuation, full stop, question mark, comma, exclamation mark , poem, story, non-fiction, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes		
Texts	Guided Reading Adolphus Tips by Michael Morpurgo Whole Class PSHE Oranges in No Man’s Land by Elizabeth Laird	Guided Reading History Hackers: Roman Rescue Whole Class PSHE Journey to the River Sea by Eva Ibbotson	Guided Reading Secrets of a Sun-King by Emma Carroll Whole Class PSHE Max and the Millions by Ross Montgomery
Word Reading	Read further exception words, noting different pronunciations. Apply our knowledge of root words to read aloud and to understand the meaning of unfamiliar words.	Apply our knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words	Apply our knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words
Comprehension	Draw inferences such as inferring character’s feelings, thoughts and motives, and we are beginning to justify these with appropriate evidence. Explain the meaning of words in context. Predict what might happen from details stated and implied. Ask relevant questions to improve our understanding of a text.	Identify the main ideas drawn from more than one paragraph and summarise them. Retrieve relevant information from non-fiction texts. Identify and discuss the author’s use of precise word choices to engage and capture the reader’s interest and imagination.	Comment on the structure, presentation and language of a text and explain how these contribute to meaning. Identify simple themes in texts. Locate and use information from a range of sources, both fiction and non-fiction. Talk widely about different authors. Refer to the text when providing evidence to support our predictions, inferences and opinions.



As readers in Year 5, we will learn to...

	Around the World 	Reach for the Stars 	Thinking Back, Looking Forward 
Prior Knowledge	Children can draw inferences about a character's feelings, thoughts and motives and are beginning to justify these with appropriate evidence. Children can increasingly explain the meaning of words by using the context. They can suggest reasons why authors have used specific words.		
Key Vocabulary	poem, story, non-fiction, intonation, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes, opinion, figurative language, similes, metaphors,		
Texts	Guided Reading Barnaby Rooker by John Boyne Whole Class PSHE Boy at the Back of the Class by Onjali Rauf	Guided Reading Cosmic by F.C. Boyce Whole Class PSHE Private Peaceful by Michael Morpurgo	Guided Reading Anglo-Saxon Boy by Tony Bradman Whole Class PSHE Speechless by Kate Darbishire
Word Reading	Read aloud with intonation that shows understanding. Apply our growing knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words.	Apply our growing knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar-looking words.
Comprehension	Express a personal point of view about a text, explaining opinions in increasing detail. Draw inferences such as inferring character's feelings, thoughts and motives and to explain them by selecting appropriate evidence to justify our views. Comment on the purpose of the author's choice of vocabulary and to show an awareness of the writer's craft by identifying and commenting on the use of figurative language e.g. similes, metaphors etc. Predict what might happen offering an explanation and evidence. Summarise the main ideas drawn from across different chapters or the key points in a non-fiction text.	Retrieve, record and present information from a non-fiction text using skimming and scanning. Make connections between texts and starting to explain the links using evidence. Identify and comment on the structural features of a text e.g. the use of subheadings, captions etc. Identify the themes within a text, e.g. loss, conflict, friendship. Recommend books that I have enjoyed, giving detailed reasons. Show awareness of the writer's craft by commenting on the author's use of language.	Empathise with different character's points of view, offering explanations Compare texts by different writers on the same topic and comment on their intended audience, purpose and effectiveness. Express opinions about a text using evidence, giving reasons and explanations (point, evidence and explanation).



As readers in Year 6, we will learn to...

	Invaders, Injustice and Inventions 	Our Incredible Earth 	Making Connections 
Prior Knowledge	Children can read aloud with intonation that shows understanding. They can express a personal point of view about a text, explaining an opinion in detail. They can comment on the purpose of the author's choice of vocabulary and can comment on the use of figurative language. They can distinguish between statements of facts and opinion. They can recommend books that have been enjoyed, giving detailed reasons.		
Key Vocabulary	poem, story, non-fiction, intonation, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes, opinion, counter-argument, context, contrast, figurative language, similes, metaphors, personification,		
Texts	Guided Reading Street Child by Berlie Doherty Whole Class PSHE Thief by Malorie Blackman	Guided Reading Kensuke's Kingdom by Michael Morpurgo Whole Class PSHE Thief by Malorie Blackman	Guided Reading From Hereabout Hill by Michael Morpurgo Whole Class PSHE Text No Way Home
Word Reading	Read aloud with intonation that shows understanding. Attempt the pronunciation of unfamiliar words, working out the meaning of words from the context.	Read aloud with intonation that shows understanding. Attempt the pronunciation of unfamiliar words, working out the meaning of words from the context.	Read age-appropriate novels with confidence and fluency.
Comprehension	Express a personal point of view about a text, giving reasons linked to evidence from texts to justify my opinion. Draw inferences such as inferring character's feelings, thoughts and motives and justify and explain inferences with precise evidence. Identify and comment on the writer's choice of vocabulary, giving examples and explanations. Make plausible predictions about what might happen, explaining them with precise evidence. Summarise key information from different parts of a text.	Discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader. Show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts, Compare different versions of texts and explain the differences and similarities. Identify and compare themes across texts. Explain and comment on explicit and implicit points of view. Make connections between texts, and can explain the links using evidence. Provide reasoned justifications for my views and referring to the text to support my opinion.	Identify how characters change during the events of a longer novel. Identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension. Compare and contrast characters, themes and structure in texts by the same and different writers. Present a counter-argument in response to others' points of view, using evidence from the text to justify my views. Read texts on the same topic and compare the style and language used by different authors.