



KS1 Reading Long Term Plan

	Year 1 Expected	Year 2 Expected
Word Reading	<p>I can apply my phonic knowledge and skills to decode words.</p> <p>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing grapheme phoneme correspondence (GPC) that I have been taught.</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read taught red words on sight in the context of the text.</p> <p>I can read words containing taught GPCs –s, -es, -ing, -ed, -er and –est endings.</p> <p>I can read other words of more than one syllable that contain taught GPC.</p> <p>I can read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I can re-read books to build up my fluency and confidence in word reading.</p>	<p>I can continue to apply my phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and my reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can read accurately words of two or more syllables that contain the same graphemes.</p> <p>I can read words containing common suffixes.</p> <p>I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>I can read aloud books (fiction and non-fiction) closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can check that a text makes sense to me as I read and correct inaccurate reading.</p> <p>I can re-read books (fiction and non-fiction) to build up my fluency and confidence in word reading.</p>
1a	<p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can draw on knowledge of vocabulary to understand the books I can already read accurately and fluently and those I listen to.</p>	<p>I can draw on knowledge of vocabulary to understand texts.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can recognise simple recurring literacy language in stories and poetry.</p> <p>I can discuss my favourite words and phrases.</p>
1b	<p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I can identify key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p>	<p>I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales.</p> <p>I can identify key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p>
1c	<p>I can identify and explain the sequence of events in a text, e.g. through retelling.</p>	<p>I can identify and explain the sequence of events in texts.</p>



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1d	<p>I can make inferences from the text based on what is being said and done.</p> <p>I can explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p> <p>I can draw on what I already know or on background information and vocabulary provided by the teacher to understand the books I can already read accurately and fluently and those I listen to.</p>	<p>I can make inferences from the text based on what is being said and done.</p> <p>I can explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p> <p>I can draw on what I already know or on background information and vocabulary provided by the teacher to make inferences from the text.</p>
1e	<p>I can predict what might happen on the basis of what has been read so far.</p>	<p>I can predict what might happen on the basis of what has been read so far.</p>
Core Skills	<p>I can share, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I can make links between what I have read or listened to, to my own experiences.</p> <p>I can recognise and join in with predictable phrases (e.g. repeated verses/sentences in a story).</p> <p>I can appreciate rhymes and poems, and recite some by heart.</p> <p>I can discuss the significance of the title and events.</p> <p>I can check that the text makes sense to me as I read and correct inaccurate reading.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p>	<p>I can answer and ask questions to help me understand the books I can read accurately and fluently and for those that I listen to.</p> <p>I can make links between the book I am reading and other books I have read.</p> <p>I can listen to, discuss and express my own views about a range of poetry, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I am being introduced to non-fiction books that are structured in different ways.</p> <p>I am continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p> <p>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read myself.</p>

1a	Draw on knowledge of vocabulary to understand texts
1b	Identify and explain key aspects of fiction and non-fiction texts, such as character, events, titles and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far