



KS2 Reading Long Term Plan

The programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.				
	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
2a	<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>I can use a dictionary to check the meaning of new words that I have read.</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>I can confidently use a dictionary to check the meaning of new words that I have read.</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can check that a book/text makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I can retrieve and infer the meaning of new and unfamiliar words.</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.</p> <p>I can check that a book/text makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I can retrieve and infer the meaning of new and unfamiliar words.</p>
2b	<p>I can retrieve and record information from fiction and non-fiction texts.</p> <p>I know where to locate information in a text using content and indexes.</p>	<p>I can retrieve and record information from fiction and non-fiction texts.</p> <p>I know where to locate information in a text using content and indexes.</p>	<p>I can retrieve, record and present information from fiction and non-fiction.</p> <p>I can provide developed explanations for key information and events and for characters' actions and motivations.</p> <p>I can decide if a statement is a fact or an opinion.</p>	<p>I can retrieve, record and present information from fiction and non-fiction.</p> <p>I can provide developed explanations for key information and events and for characters' actions and motivations.</p> <p>I can decide if a statement is a fact or an opinion.</p>
2c	<p>I can identify main ideas drawn from more than one paragraph and summarise these.</p> <p>I am familiar with a wide range of books, including fairy stories, myths, and legends and can retell some of these orally.</p>	<p>I can identify main ideas drawn from more than one paragraph and summarise these.</p> <p>I am increasingly more familiar with a wide range of books, including fairy stories, myths, and legends and can retell some of these orally.</p>	<p>I can summarise the main ideas drawn from more than one paragraph in fiction and non-fiction texts, identifying key details that support the main ideas.</p>	<p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>



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2d	<p>I can make inferences from the text, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>I can explain and justify inferences with evidence from the text.</p>	<p>I can make inferences from the text, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>I can explain and justify inferences with evidence from the text.</p>	<p>I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>I can explain and justify inferences, providing evidence from the text to support reasoning.</p> <p>I can decide if a statement is a fact or an opinion. <i>Complexity of text requires inference skills.</i></p>	<p>I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>I can explain and justify inferences, providing evidence from the text to support reasoning.</p> <p>I can decide if a statement is a fact or an opinion. <i>Complexity of text requires inference skills.</i></p>
2e	<p>I can I can predict what might happen from details stated and implied.</p>	<p>I can predict what might happen from details stated and implied.</p>	<p>I can predict what might happen from details stated and implied, using evidence from the text to support my prediction.</p>	<p>I can predict what might happen from details stated and implied, using evidence from the text to support my prediction.</p>
2f	<p>I can read books/texts that are structured in different ways and I understand they are written for a range of purposes.</p> <p>I can identify how language, structure, and presentation contribute to the meaning of a text.</p> <p>I can identify themes (such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales) and conventions of different types of writing in a wide range of books (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p>	<p>I can read books/texts that are structured in different ways and I understand they are written for a range of purposes.</p> <p>I can identify how language, structure, and presentation contribute to the meaning of a text.</p> <p>I can identify themes (such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales) and conventions of different types of writing in a wide range of books (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p>	<p>I understand that books/texts are structured in different ways and I am reading for a range of purposes.</p> <p>I can identify how language, structure and presentation contribute to the meaning of a text.</p> <p>I can identify and discuss themes (such as loss or heroism) and conventions in and across a wide range of writing (such as the use of first person in writing diaries and autobiographies).</p>	<p>I understand that books/texts are structured in different ways and I am reading for a range of purposes.</p> <p>I can identify how language, structure and presentation contribute to the meaning of a text.</p> <p>I can identify and discuss themes (such as loss or heroism) and conventions in and across a wide range of writing (such as the use of first person in writing diaries and autobiographies).</p>
2g	<p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can identify and explain how meaning is enhanced through a choice of words and phrases.</p>	<p>I can discuss words and phrases that capture the reader's interest and imagination, and discuss the impact it has.</p> <p>I can identify and explain how meaning is enhanced through a choice of words and phrases.</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
2h	<p>I can make comparisons about events, ideas or information across a text.</p>	<p>I can make comparisons about events, ideas or information across a text.</p>	<p>I can make comparisons within and across books/texts.</p>	<p>I can make comparisons within and across books/texts.</p>



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Core Skills	<p>I can read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can prepare for and read a poem or a play script aloud, showing understanding through intonation, tone, volume and action.</p> <p>I am beginning to recognise some different forms of poetry. For example, free verse, narrative poetry.</p> <p>I can participate in a discussion about books that are read to me and those that I have read myself, taking turns and listening to what others say.</p> <p>I can ask questions to improve my understanding of a text.</p>	<p>I can read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can prepare for and read a poem or a play script aloud, showing understanding through intonation, tone, volume and action.</p> <p>I can recognise different forms of poetry. For example, free verse, narrative poetry.</p> <p>I can participate in a discussion about books that are read to me and those that I have read myself, taking turns and listening to what others say.</p> <p>I can ask questions to improve my understanding of a text.</p>	<p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read and demonstrate a familiarity with a wide range of books, including, myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p> <p>I am learning a wider range of poetry by heart.</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>I can participate in discussions about books that are read to me and those that I have read myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understandings of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p> <p>I can recommend books to others based on my own reading preferences, giving reasons for my choice.</p> <p>I can ask questions to improve my understanding of a text.</p>	<p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read and demonstrate a familiarity with a wide range of books, including, myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p> <p>I am continuing to learn a wide range of poetry by heart.</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>I can participate in discussions about books that are read to me and those that I have read myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understandings of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p> <p>I can recommend books to others based on my own reading preferences, giving reasons for my choice.</p> <p>I can ask questions to improve my understanding of a text.</p>



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2a	Give/explain the meaning of words in context
2b	Retrieve and record information/identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text/explain and justify inferences with evidence from the text
2e	Predict what might happen from details stated and implied
2f	Identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	Identify/explain how meaning is enhanced through choice of words and phrases
2h	Make comparisons within the text