




# Long Term Planning Document For Reading



St Clare's follows the CUSP Curriculum for Reading in Years 1 - 6. Each cohort has a suite of core texts that will form the depth of study for the academic year. These texts represent a promise from St Clare's to every pupil of the literature that we are committed to studying throughout a pupil's school journey.

These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study only. The literature spine has been harmonised with the wider curriculum, where appropriate.

In our Early Years Foundation Stage books are carefully selected to include traditional tales, favourite reads, repeated refrains and links with seasons and topics.

# Year N

**During Nursery pupils will:**

Enjoys and join in with rhymes and rhythms

Develop phonological awareness and begins to hear initial sounds in words and syllables in words.

Spot initial sounds, syllables and rhyme in words

Recognise some letters of personal significance.

Recognise favourite and known books in the environment and can recall refrains.

Begin to notice some print - e.g own name, numbers, logos.

Developing an understanding of books and print

# Year R

## **During Reception pupils will:**

spot initial sounds, syllables and rhyme in words and recognise some letters of personal significance.

Developing an understanding of books and print.

Become confident in GPC. Blending and segmenting to read simple words and phrases made up of known phonemes.

Have an understanding of books and print and knows text is read from left to right

Recognise letters of the alphabet and some digraphs (GPC). Read using phonic knowledge. Read books that match phonic ability, including common exception words.

Choose a favourite book and explain why it is their favourite book, retelling it independently.

**ELG Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**

**Anticipate – where appropriate – key events in stories;**

**Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

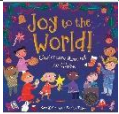
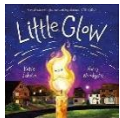
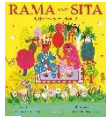
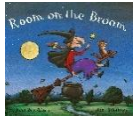
**ELG Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs;**

**Read words consistent with their phonic knowledge by sound-blending;**

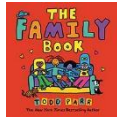
**Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**

# Year R

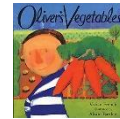
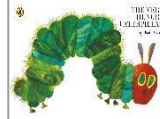
## Autumn



## Spring



## Summer



# Year 1

**During Year 1 pupils will be taught to:**

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

# Year 1

**During Year 1 pupils will be taught to:**

**understand both the books they can already read accurately and fluently and those they listen to by:**

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and done

predicting what might happen on the basis of what has been read so far

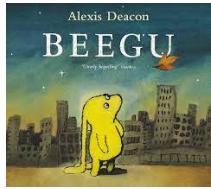
**Pupils will be taught to:**

participate in discussion about what is read to them, taking turns and listening to what others say

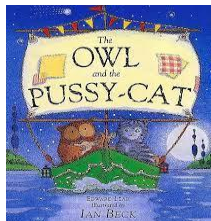
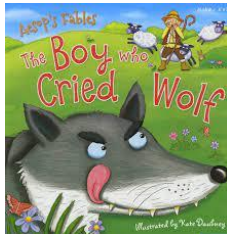
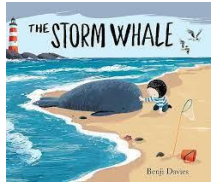
explain clearly their understanding of what is read to them.

# Year 1

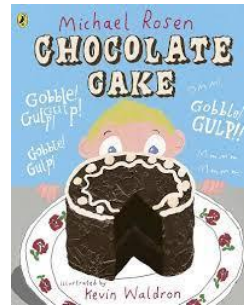
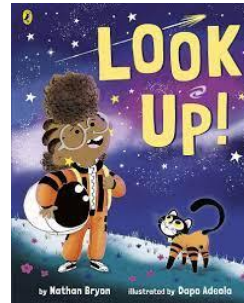
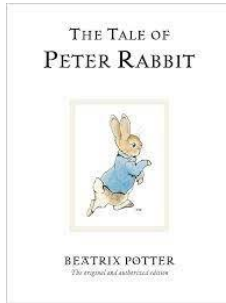
## Autumn



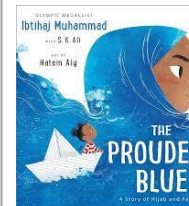
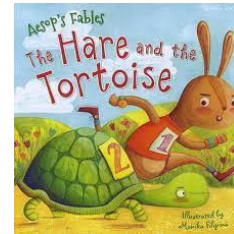
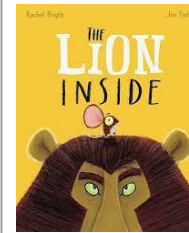
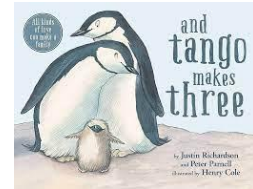
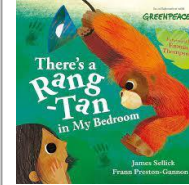
## WHERE THE WILD THINGS ARE



## Spring



## Summer



# Year 2

**During Year 2 pupils will be taught to:**

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

# Year 2

**During Year 2 pupils will be taught to:**

**understand both the books that they can already read accurately and fluently and those that they listen to by:**

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

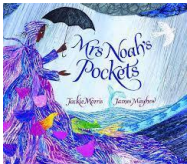
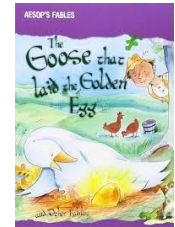
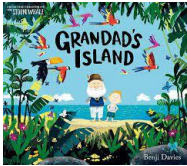
**Pupils will be taught to:**

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

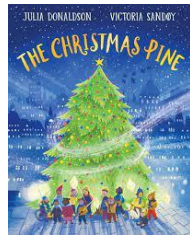
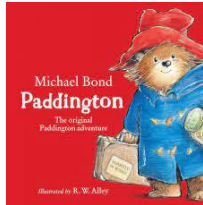
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# Year 2

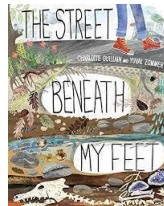
Autumn 1



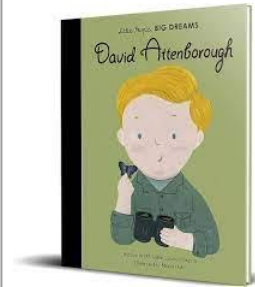
Autumn 2



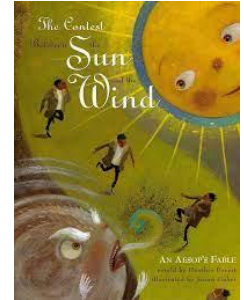
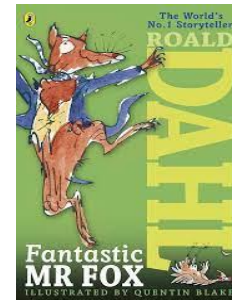
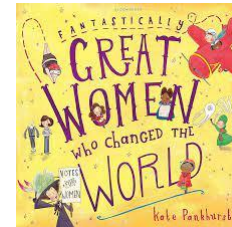
Spring 1



Spring 2



Summer



# Year 3

**During Year 3 pupils will be taught to:**

**develop positive attitudes to reading and understanding of what they read by:**

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

# Year 3

**During Year 3 pupils will be taught to:**

**understand what they read, in books they can read independently, by:**

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

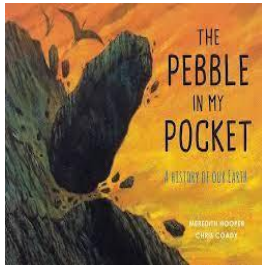
**Pupils will be taught to:**

retrieve and record information from non-fiction

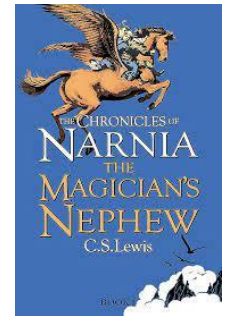
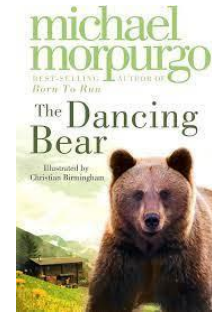
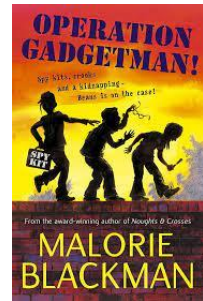
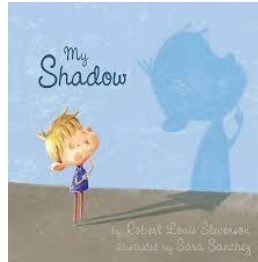
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

# Year 3

## Autumn



## Spring



# Year 4

**During Year 4 pupils will be taught to:**

**develop positive attitudes to reading and understanding of what they read by:**

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

# Year 4

**During Year 4 pupils will be taught to:**

**understand what they read, in books they can read independently, by:**

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

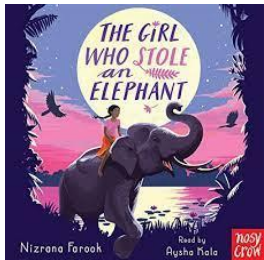
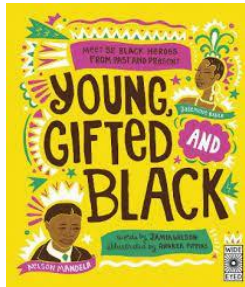
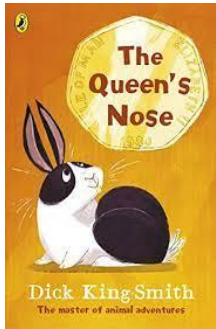
**Pupils will be taught to:**

retrieve and record information from non-fiction

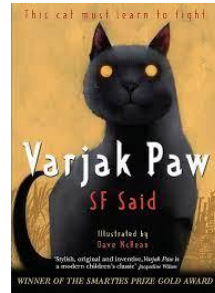
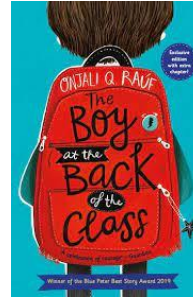
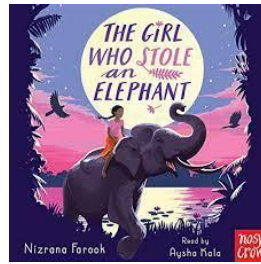
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

# Year 4

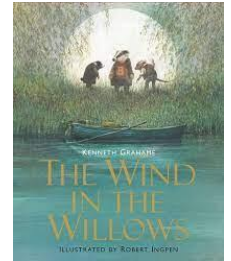
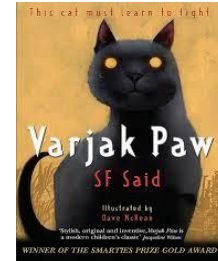
Autumn



Spring



Summer



# Year 5

**During Year 5 pupils will be taught to:**

**maintain positive attitudes to reading and understanding of what they read by:**

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

preparing 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

# Year 5

**During Year 5 pupils will be taught to:**

**understand what they read by:**

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

# Year 5

**During Year 5 pupils will be taught to:**

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  
provide reasoned justifications for their views.

distinguish between statements of fact and opinion \*This is explored implicitly in all units

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

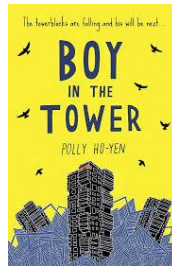
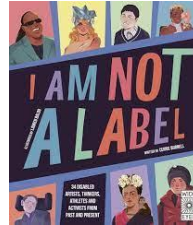
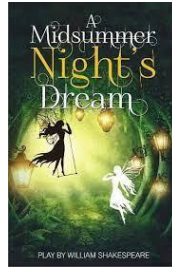
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

# Year 5

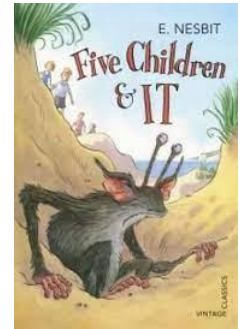
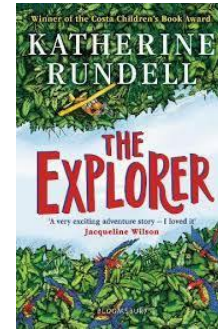
## Autumn



## Spring



## Summer



# Year 6

**During Year 6 pupils will be taught to:**

**maintain positive attitudes to reading and understanding of what they read by:**

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing \*This is also addressed in CUSP Writing

making comparisons within and across books

learning a wider range of poetry by heart \*This is also addressed in the CUSP Writing curriculum in Shakespeare's Sonnets

preparing 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

# Year 6

**During Year 6 pupils will be taught to:**

**understand what they read by:**

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

# Year 6

**During Year 6 pupils will be taught to:**

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion \*This is explored implicitly in all units

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

