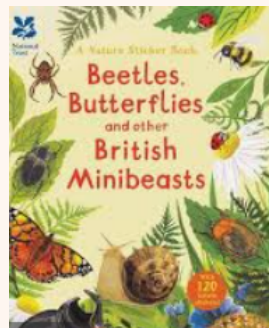
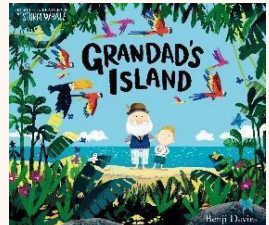
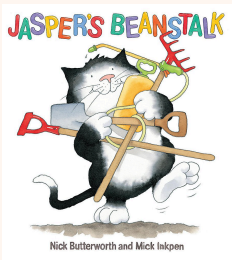
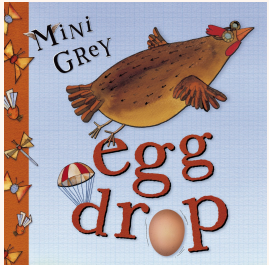
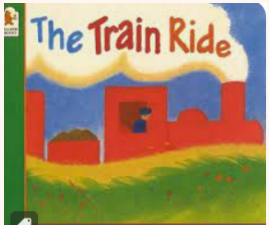
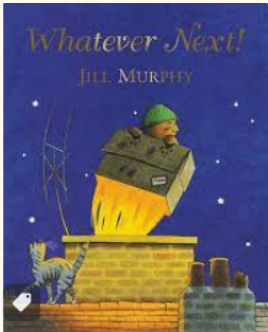
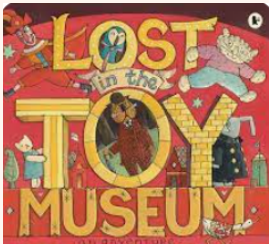
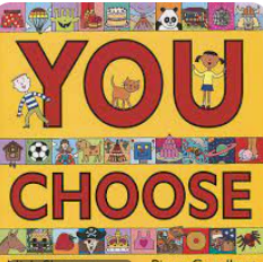
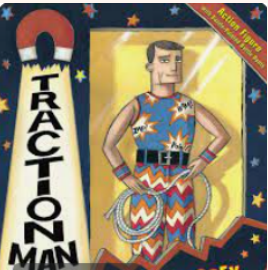






Reading LTP

Year 2024-2025 LTP Class texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Once There Were Giants</p> <p>We're Going on a Bear Hunt</p> <p>Little Red Hen</p> <p>Oliver's Vegetables</p> <p>Funnybones</p> <p>Tango Makes Two</p> <p>Julian is a Mermaid</p> <p>Out and About (Poetry across the seasons) New for Sept 24</p>	<p>Little Red Riding Hood</p> <p>Gingerbread Man</p> <p>The Ugly Duckling</p> <p>Goldilocks</p> <p>The Three Little Pigs</p> <p>Rama and Sita</p> <p>Nativity Story</p>	<p>Owl Babies</p> <p>The Emperor's Egg</p> <p>The Tiger who came to Tea</p> <p>Elephant and the Bad Baby</p> <p>Pig in the Pond</p>	<p>The Tiny Seed</p> <p>Jack and the Beanstalk</p> <p>Tree, Seasons come and seasons go</p> <p>Somebody Swallowed Stanley</p> <p>The Very Hungry Caterpillar</p> <p>Argh Spider!</p>	<p>Snail and the Whale</p> <p>The Way Back Home</p> <p>The Naughty Bus</p> <p>Mr Grumpy's Outing</p> <p>The Train Ride</p> <p>Bob the Man on the Moon</p> <p>Oi! Get off my train!</p>	<p>The Lighthouse</p> <p>Keepers Lunch</p> <p>Under the sea (NF)</p> <p>Tiddler</p> <p>World Atlas (NF)</p> <p>Plus other Non Fiction</p>
<p>Year R Coverage</p> <p>EYFS Framework 2021 EGL</p>	<p>Make connections between texts</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Uses familiar words and GPCs to decode unfamiliar words e.g. look – took, night - light</p> <p>Uses GPC knowledge to read words with inflected endings e.g. melt/ing, help/er, soft/est, swim/s</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>					

Year 1

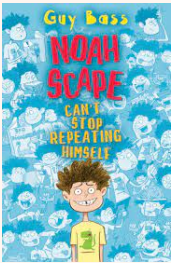
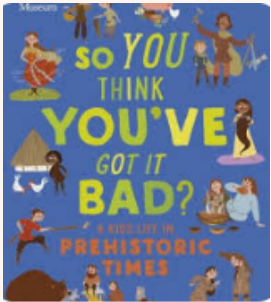

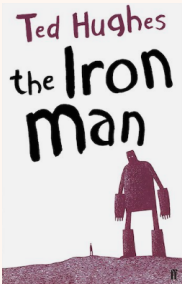
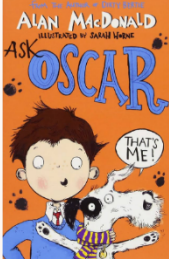
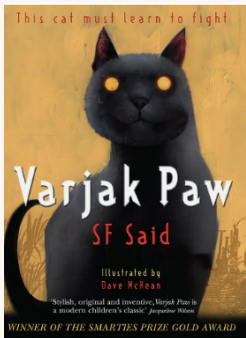
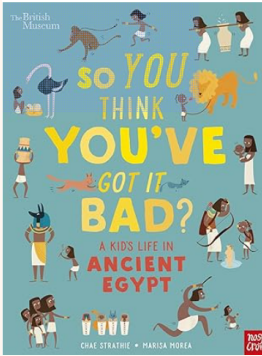


<p>Year 1 National Curriculum coverage</p>	<p>Read aloud, accurately and independently books that are consistent with their developing phonic knowledge. Apply phonics knowledge and skills as route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable</p> <p>Read common exception words (Year 1 Spellings)</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graph</p> <p>Checking the text makes sense as they read and self-correct mistake</p> <p>Explaining clearly their understanding of what is read to them.</p> <p>Discussing word meanings and linking new meanings to words already know</p> <p>Making inferences from the text based on what is said and done in the book</p> <p>Predicting what might happen from what has been read so far (predictable phrase</p> <p>Linking their own experiences to their reading and using these to help understand the text</p> <p>Understanding the particular characteristics of fairy tales and traditional stories</p> <p>Discussing the significance of the title and event</p> <p>Retelling well known stories such as fairy tales and traditional stories</p> <p>Learning to appreciate poetry/rhymes and recite some by hear</p> <p>Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>							
<p>Year 2</p> <p>Plus non-fiction and poetry weekly (subject linked)</p>								





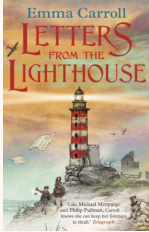
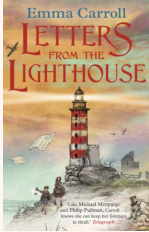


Year 2 National Curriculum coverage

Read common exception words (year 2 spellings)
 Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllable
 Read most words quickly and fluently without overt sounding/blending
 Read and recognise alternate sounds for different graphemes.
 Read words with common suffixes (ed, ing).
 Checking the text makes sense as they read and self-correcting mistakes
 Explaining clearly their understanding of what is read to them.
 Asking and answering questions about books.
 Discuss the sequence of events in a book and how events are related
 Discussing word meanings and linking new meanings to words already known
 Making inferences from the text based on what is said and done in the book
 Predicting what might happen from what has been read so far.
 Linking their own experiences to their reading and using these to help understand the text
 Discussing favourite words and phrases and explaining why they like them
 Recognising recurring language in poems/stories
 Reading non-fiction books organised in different ways
 Retelling well known stories including fairy tales and traditional stories.
 Learning to appreciate poetry/rhymes and recite some by heart
 Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

<p>Year 3 Plus non-fiction and poetry weekly (subject linked)</p>	 					
<p>Year 3 National Curriculum coverage</p>	<p>Read common exception words (Year 3 or Year 4 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they mee</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising the</p> <p>Asking questions to improve their understanding</p> <p>Retrieving, recording and presenting information from non-fiction</p> <p>Checking that the book makes sense to them and exploring the meaning of words in context</p> <p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</p> <p>Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to mean</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</p> <p>Telling well known stories (fairy tales, myths, legends) orally</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p>					

	Participating in discussions 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 Plus non-fiction and poetry weekly (subject linked)				 		
Year 4 National Curriculum coverage	<p>Read common exception words (Year 3 or Year 4 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising the</p> <p>Asking questions to improve their understanding</p> <p>Retrieving, recording and presenting information from non-fiction</p> <p>Checking that the book makes sense to them and exploring the meaning of words in context</p> <p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</p> <p>Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</p> <p>Telling well known stories (fairy tales, myths, legends) orally</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>					

	<p>Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p> <p>Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
<p>Year 5</p> <p>Plus non-fiction and poetry weekly (subject linked)</p>						
<p>Year 5 National Curriculum coverage</p>	<p>Read common exception words (Year 5 or Year 6 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet</p> <p>Distinguishing between statements of fact and opinion</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</p> <p>Retrieving, recording and presenting information from non-fiction</p> <p>Asking questions to improve their understanding</p> <p>Checking that the book makes sense to them and exploring the meaning of words in context</p> <p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discussing and evaluating how authors use language, including figurative language</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</p> <p>Making comparisons within and across books (e.g. comparing characters or books by the same author)</p> <p>Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views building on their own and others ideas and challenging views courteously.(Possibly in presentations and debates, using notes where necessary)</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p>					

<p>Year 6</p> <p>Plus non-fiction and poetry weekly (subject linked)</p>						
					(Sats Preparation)	
<p>Year 6 National Curriculum coverage</p>	<p>Read common exception words (Year 5 or Year 6 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet</p> <p>Distinguishing between statements of fact and opinion</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</p> <p>Retrieving, recording and presenting information from non-fiction</p> <p>Asking questions to improve their understanding</p> <p>Checking that the book makes sense to them and exploring the meaning of words in context</p> <p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discussing and evaluating how authors use language, including figurative language</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</p> <p>Making comparisons within and across books (e.g. comparing characters or books by the same author)</p> <p>Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views building on their own and others ideas and challenging views courteously.(Possibly in presentations and debates, using notes where necessary)</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p>					

