



Dobwalls Primary School Reading Long Term Overview

Year	Autumn	Spring	Summer
<p>One</p> <p>Reading Understanding</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •develop pleasure in reading, motivation to read, vocabulary and understanding by (continued from Autumn Term): <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • 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
<p>Two</p> <p>Reading Understanding</p>	<p>On-going throughout Year 2 Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • Recognising simple recurring literary language in stories and poetry. • Discussing their favourite words and phrases. • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes 		

	<ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading 		
	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Experience non-fiction books that are structured in different ways. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Understand both the books that they can already read accurately and fluently and those that they listen to by: • Draw on what they already know or on background information and vocabulary provided by the teacher. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Check that the text makes sense to them as they read and correct inaccurate reading Understand both the books that they can already read accurately and fluently and those that they listen to by: • Draw on what they already know or on background information and vocabulary provided by the teacher • Experience non-fiction books that are structured in different ways 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. Understand both the books that they can already read accurately and fluently and those that they listen to by: • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
<p>Two</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> • Answer and ask questions. • Retrieve and record information from fiction texts. • Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • 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

<p style="text-align: center;">Three</p> <p style="text-align: center;">Reading Understanding</p>	<ul style="list-style-type: none"> • Listen to and discuss a range of narratives and recounts such as historical novels, newspapers and diaries. • Use dictionaries to check the meaning of words that they have read • Discuss words and phrases that capture the reader's interest and imagination. 	<p>Listen to and discuss a range of poems and nonfiction texts.</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Listen to and discuss a range of non-fiction texts. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Listen to and discuss a range of plays. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Listen to and discuss a range of narratives and recounts such as historical novels, newspapers and diaries. • Ask questions to improve their understanding of a text. • Discuss words and phrases that capture the reader's interest and imagination. 	<p>Listen to and discuss a range of poems and persuasive texts such as scripts for adverts, letters of complaint, posters and flyers.</p> <ul style="list-style-type: none"> • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
<p style="text-align: center;">Three</p> <p style="text-align: center;">Reading Comprehension</p>	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts using a range of question types; ordering, multiple choice, tables/charts, finding synonyms and antonyms, short and long responses. 	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • 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. 			

<p style="text-align: center;">Four</p> <p style="text-align: center;">Reading Understanding</p>	<ul style="list-style-type: none"> • Listen to and discuss a range of narratives and recounts such as historical novels, newspapers and diaries. • Identify themes and conventions in a wide range of books. • Use dictionaries to check the meaning of words that they have read • Discuss words and phrases that capture the reader’s interest and imagination. • Read books that are structured in different ways and reading for a range of purposes 	<p>Listen to and discuss a range of poems and nonfiction texts.</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books. • Use dictionaries to check the meaning of words that they have read • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <ul style="list-style-type: none"> • Listen to and discuss a range of non-fiction texts. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Discuss words and phrases that capture the reader’s interest and imagination. 	<ul style="list-style-type: none"> • Listen to and discuss a range of plays. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p>Listen to and discuss a range of narratives and recounts such as historical novels, newspapers and diaries.</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books. • Ask questions to improve their understanding of a text. • Discuss words and phrases that capture the reader’s interest and imagination. • Read books that are structured in different ways and reading for a range of purposes 	<p>Listen to and discuss a range of poems and persuasive texts such as scripts for adverts, letters of complaint, posters and flyers.</p> <ul style="list-style-type: none"> • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
<p style="text-align: center;">Four</p> <p style="text-align: center;">Reading Comprehension</p>	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts using a range of question types; ordering, multiple choice, tables/charts, finding synonyms and antonyms, short and long responses. 	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. 		<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • 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. 		

<p style="text-align: center;">Five</p> <p style="text-align: center;">Reading Understanding</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, 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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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 a characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, non-fiction and poetry • 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 • learning a wider range of poetry by heart • preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Predicting what might happen from what is stated and implied. • Identifying how language, structure and presentation contribute to meaning. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, 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 • preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">Five</p> <p style="text-align: center;">Reading Comprehension</p>	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • 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. • retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • provide reasoned justifications for their views.

<p style="text-align: center;">Six</p> <p style="text-align: center;">Reading Understanding</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, 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. • recommending books that they have read to their peers, giving reasons for their choices <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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 a characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, 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. Understand what they read by: • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, 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 • preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: • 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
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<p style="text-align: center;">Six</p> <p style="text-align: center;">Reading Comprehension</p>	<ul style="list-style-type: none"> • retrieve, record and present information from nonfiction • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • provide reasoned justifications for their views from across a text. 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • 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. • retrieve, record and present information from non-fiction • provide reasoned justifications for their views from across a text. 	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • provide reasoned justifications for their views from across a text.
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