



Reading Long Term Sequence



Nursery Reading Long Term Sequence

Word reading, decoding and fluency:

- Tuning into sounds (early phonological and phonemic awareness)
- Fluency

Comprehension:

- Paying attention to print
- Enjoyment and engagement with books and reading
- 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
- Vocabulary Development

Reading Across the Curriculum:

- Listening to stories and rhymes

Autumn Term

Spring Term

Summer Term

Phonics – pre-Read Write Inc

Pre-phonetic skills are embedded and revisited throughout the year, rather than taught in isolation, ensuring repeated exposure and consolidation.

Develop children's listening skills and awareness of sounds in the environment

Experience and develop awareness of sounds made with instruments and noise makers

Develop awareness of sounds and rhythms

Experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

Develop understanding of alliteration

Distinguish between the differences in vocal sounds, including oral blending and segmenting

Develop oral blending and segmenting of sounds in words



Reading Long Term Sequence



Reception Reading Long Term Sequence

Word reading, decoding and fluency: • Tuning into sounds (early phonological and phonemic awareness) • Fluency	Comprehension: • Paying attention to print • Enjoyment and engagement with books and reading • 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 • Vocabulary Development	Reading Across the Curriculum: • Listening to stories and rhymes
Autumn Term	Spring Term	Summer Term
Phonics – Read Write Inc		
Read all 25 Set 1 single- letter sounds Blend sounds into words orally Begin to	Read 31 sounds (Single sounds and Set 1 Special Friends) Read words with 3 and 4 sounds, including words with double consonants and Set 1 Special Friends Read simple sentences containing cvc words and some irregular words	Read 41 sounds (Single sounds, Set 1 Special Friends, first 6 Set 2 sounds) Read words with Set 2 sounds. Read simple stories containing longer words and simple digraphs, and some irregular words



Reading Long Term Sequence



Year 1		
Pupils should be taught to:		
develop pleasure in reading, motivation to read, vocabulary and understanding by:	understand both the books they can already read accurately and fluently and those they listen to 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	• 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	• 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.
Beegu: Contemporary narrative picture book Where the Wild Things Are: Classic picture book. The Storm Whale: Contemporary narrative picture book The Owl and the Pussycat Edward Lear: Heritage poem and seminal poet Aesop's Fables – The Boy Who Cried Wolf: Heritage text Story with a moral	The Tale of Peter Rabbit: Heritage text and seminal female author. Look Up! Contemporary narrative picture book Too much stuff: Humorous story And Tango Makes Three: Contemporary narrative picture book and information text.	Here We Are: Contemporary narrative picture book. The Lion Inside: Contemporary rhyming narrative poem There's a Rang-tan in my Bedroom: contemporary narrative picture book.



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		Aesop's Fables – The Hare and the Tortoise: Heritage text Story with a moral The Proudest Blue: Contemporary narrative picture book
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Grandad's Island: Contemporary narrative picture book Aesop's Fables – The Goose that laid the Golden Eggs: Heritage text Mrs Noah's Pockets: Contemporary narrative picture book Paddington: Heritage text Classic picture book The Christmas Pine: Julia Donaldson Contemporary narrative poem	The Quangle Wangle's Hat: Edward Lear Heritage poem and seminal poet Coming to England: Contemporary narrative picture book Planet full of Plastic: information picture book Rhythm of the Rain: Contemporary narrative picture book Aesop's Fables – The Sun and The Wind: Heritage text	Fantastically Great Women Who Changed the World: Illustrated anthology of biographies of women Little People Big Dreams: David Attenborough: Illustrated biography Fantastic Mr Fox: Classic short novel
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Reading Long Term Sequence



Year 2		
Pupils should be taught to:		
develop pleasure in reading, motivation to read, vocabulary and understanding by:	understand both the books they can already read accurately and fluently and those they listen to by:	



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| <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.• 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 *NF texts are explored throughout all units in the supplementary text lessons.• 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 | <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.• 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 | <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. explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves. |
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Reading Long Term Sequence



Year 3		
Pupils should be taught to:		
develop positive attitudes to reading and understanding of what they read by:	understand what they read, in books they can read independently, by:	



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• 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]	• 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	• 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.
*This is also addressed in the CUSP Writing curriculum		
Autumn Term	Spring Term	Summer Term



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Greta and the Giants: Contemporary narrative picture book The Pebble In My Pocket: Contemporary nonnarrative picture book Leon and the Place Between: Contemporary narrative picture book ‘Twas the Night Before Christmas: Seminal heritage poem	Sam Wu is Not Afraid of the Dark: Contemporary narrative chapter book My Shadow - Robert Louis Stephenson: Classic heritage children's poem Operation Gadget man: Contemporary narrative chapter book	The Dancing Bear: Contemporary narrative chapter book The Magician’s Nephew: Heritage narrative chapter book
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Reading Long Term Sequence



Pupils should be taught to:		
develop positive attitudes to reading and understanding of what they read by:	understand what they read, in books they can read independently, 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] *This is also addressed in the CUSP Writing curriculum	• 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	• 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.
Autumn Term	Spring Term	Summer Term
The Queens nose: Classis short novel	Varjak Paw: Contemporary narrative chapter book	The Boy at the Back of the Class: Contemporary narrative



Reading Long Term Sequence



The Raven: Heritage poem and seminal poet

The Girl who Stole an Elephant: Thrilling adventure story

Young, Gifted and Black: Anthology

The Borrowers: Heritage narrative text