



ENGLISH READING - MEDIUM TERM PLAN

2025/2026

RECEPTION and YEAR ONE

Topic	In this unit of work, children learn:-
Decoding	• to apply phonic knowledge and skills as the route to decode words • to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • to read common exception words, noting unusual correspondences between spelling and sound where these occur in the word • to read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings • to read other words of more than one syllable that contain taught GPCs • to read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s) • to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • to re-read these books to build up their fluency and confidence in word reading



Range of Reading	• 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 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 • 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 ○ 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.
Familiarity with texts	• to become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • to recognise and join in with predictable phrases
Poetry and Performance	• to appreciate rhymes and poems, and to recite some by heart
Word meaning	• to discuss word meanings, linking new meanings to those already known
Understanding	• to draw on what they already know or on background information and vocabulary provided by the teacher



Inference	• to check that the text makes sense to them as they read and correcting inaccurate reading
Prediction	• to predict what might happen on the basis of what has been read so far
Discussing Reading	• to participate in discussion about what is read to them, taking turns and listening to what others say • to explain clearly their understanding of what is read to them



YEAR TWO

Topic	In this unit of work, children learn:-
Decoding	• to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • to read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • to read accurately words of two or more syllables that contain the same graphemes as above • to read words containing common suffices • to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • to re-read these books to build up their fluency and confidence in word reading.



Range of Reading	• 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 • 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 • to participate in discussions 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 • to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Familiarity with texts	• to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • to recognise simple recurring literary language in stories and poetry
Poetry and Performance	• to continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear



Word meaning	• to discuss and clarify the meaning of words, linking new meanings to known vocabulary • to discuss their favourite words and phrases
Understanding	• to discuss the sequence of events in books and how items of information are related • to draw on what they already know or on background information provided by the teacher • to check that the text makes sense to them as they read and correct inaccurate reading
Inference	• to make inferences on the basis of what is being said and done • to answer and ask questions
Prediction	• to predict what might happen on the basis of what has been read so far
Non-fiction	• being introduced to non-fiction books that are structured in different ways
Discussing Reading	• 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 • to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



YEARS 3 and 4

Topic	In this unit of work, children learn:-
Decoding	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.
Range of Reading	• 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 • to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • to discuss words and phrases that capture the reader's interest and imagination • to recognise some different forms of poetry (for example, free verse, narrative poetry) • 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 • to retrieve and record information from non-fiction • to 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.



Familiarity with texts	• to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • to identify themes and conventions in a wide range of books
Poetry and Performance	• to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • to recognise some different forms of poetry
Word meaning	• to use dictionaries to check the meaning of words that they have read
Understanding	• to check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • to ask questions to improve their understanding of a text • to identify main ideas drawn from more than one paragraph and summarising these
Inference	• to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences from evidence
Prediction	• predict what might happen from details stated and implied
Authorial intent	• to discuss words and phrases that capture the reader's interest and imagination • to identify how language, structure, and presentation contribute to meaning
Non-fiction	• to retrieve and record information from non-fiction
Discussing Reading	• to 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



YEARS 5 and 6

Topic	In this unit of work, children learn:-
Decoding	to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
Range of Reading	- to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - that reading books are structured in different ways and read for a range of purposes - to make comparisons within and across books
Familiarity with texts	- to increase 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 - to identify and discuss themes and conventions in and across a wide range of writing
Poetry and Performance	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
Understanding	- to check that the book makes sense to them, discuss their understanding and explaining the meaning of words in context - to ask questions to improve their understanding - to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences from evidence
Prediction	to predict what might happen from details stated and implied
Authorial intent	- to identify how language, structure and presentation contribute to meaning - to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



Non-fiction	• to distinguish between statements of fact and opinion • to retrieve, record and present information from non-fiction
Discussing Reading	• recommend books that they have read to their peers, giving reasons for their choices • to participate in discussions about books, building on their own and others' ideas and challenging views courteously • to explain and discuss their understanding of what they have read, including through formal presentations and debates • to provide reasoned justifications for their views