



Ferryhill Station Primary Reading Comprehension Long Term Plan

At Ferryhill Station Primary School, reading comprehension is taught using approaches suggested by the Fischer Family Trust Framework for Reading Comprehension, following training in September 2020.

There are five elements to our reading curriculum:

- 1) Early Reading through Read Writing Inc. Phonics, including well matched independent reading books.
- 2) Comprehension strategies taught through whole class sessions following the FFT Framework for Reading Comprehension. Often using text extracts.
- 3) Accelerated Reader for children who are no longer learning through our phonics programme.
- 4) Wider reading through the curriculum, including using quality texts as a stimulus and context for writing.
- 5) Wider choice reading for pleasure.

The Fischer Family Trust outline four essential strategies and skills for reading comprehension:

Develop positive attitudes to reading	Understand the vocabulary used in texts
Skills and strategies to read for understanding	Express, record and present their understanding

And four key outcomes:

Understanding the Whole Text	Inferential Understanding
Retrieve information from texts	Reading to find out and to learn

Following the FFT framework, each of these skills and outcomes are further divided into strands and objectives to provide the basis for a consistent and cohesive curriculum.



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Strands and Objectives

Develop positive attitude to reading	<ul style="list-style-type: none"> ➤ Take pleasure in reading: develop positive attitudes to reading ➤ Read independently and in groups. Enjoy listening to books read to them ➤ Discuss books: participate in discussion about what is read to them, taking turns and listening to what others say ➤ Extend their range of reading
Skills and strategies to read for understanding	<ul style="list-style-type: none"> ➤ Use prior knowledge to support understanding ➤ Check that books make sense to them ➤ Ask questions to improve their understanding ➤ Skim, scan and read closely ➤ Use strategies to locate or infer the meaning of unfamiliar words ➤ Annotate text ➤ Visualise their understanding of what they read ➤ Make predictions ➤ Summarise understanding ➤ Adapt reading strategies for different purposes or according to the text type
Understand the vocabulary used in texts	<ul style="list-style-type: none"> ➤ Build a wide vocabulary ➤ Use a dictionary effectively ➤ Use strategies to locate or infer the meaning of unfamiliar words – <i>also in skills and strategies</i>
Express, record and present their understanding	<ul style="list-style-type: none"> ➤ Develop and express their understanding ➤ Answer questions about a text and record their understanding ➤ Justify their ideas about a text ➤ Annotate the text to support understanding ➤ Demonstrate understanding through retelling and reciting orally and using intonation, tone, volume and action in performance
Understand the whole text	<ul style="list-style-type: none"> ➤ Identify main ideas and themes in a wide range of books and understanding how these are developed over a text ➤ Identify how structure and presentation contribute to meaning ➤ Make comparisons within and across texts ➤ Identify how language contributes to meaning ➤ Evaluate the text



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Retrieve information from a text	<ul style="list-style-type: none">➤ Retrieve and record information from a text➤ Retrieve the meaning of unfamiliar vocabulary where this is explained in the text➤ Identify how language, structure and presentation contribute to meaning➤ Ask retrieval questions about a text➤ Distinguish between fact and opinion (Y5/6)
Inferential understanding	<ul style="list-style-type: none">➤ Infer from what characters say and do➤ Predict what might happen➤ Identify how language contributes to meaning: how meaning is conveyed through the writer's language choices➤ Ask inferential questions➤ Adapt reading strategies in order to make inferences
Reading to find out and learn	<ul style="list-style-type: none">➤ Retrieve and record information from non-fiction texts➤ Ask questions to find out➤ Identify how the structure and presentation of non-fiction texts contribute to meaning➤ Identify how language contributes to meaning➤ Apply strategies for reading non-fiction texts➤ Distinguish between fact and opinion (Y5/6 only)

Long Term Plan

The strategies and outcomes outlined above have been progressively mapped through the year groups. They are all addressed throughout the year, as appropriate to texts being used, however, key areas for particular focus are identified for each half term so that teachers can ensure that they have a clear understanding of what children are able to do within these areas.

Teachers often use text extracts in whole class comprehension lessons. The skills developed under this framework are then practised when children read their class novel (linked to writing focus), read their independent reading books and read throughout the curriculum. When children no longer need to access the phonics programme, they use Accelerated Reader to match books to their reading ability and support comprehension through independent reading.



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Reading Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use prior knowledge to support understanding <i>The starting point for all reading lessons</i>					
Think about what they know about events or topics prior to reading	<p>Link the events or topic from a text to their own experience and / or information they know.</p> <p>Recognise how books are similar to others they have read or heard.</p>	<p>Link the events or topic from a text to their own experience and / or information gathered.</p> <p>Begin to make links to similar books they have read.</p>	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	<p>Use background knowledge or information about the topic or text type to establish expectations about a text.</p> <p>Compare what is read to what is expected.</p>	<p>Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.</p> <p>Make comparisons between a text and others they have read.</p>
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Check that books make sense to them					
Listen to their own reading and that of others and make a sense check at regular intervals.	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding.	<p>Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read.</p> <p>Put into their own words their understanding of what they have read.</p>	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading; seeking answers, anticipating events, empathising with characters and imagining events that are described.	<p>Link parts of a text together in order to understand how details or specific sections support a main idea or point.</p> <p>Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning.</p>
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to improve their understanding					
Ask questions about aspects of a text they don't understand.	Ask questions about a text to ensure they	Ask questions to clarify meaning of events or ideas introduced or	Ask questions to explore meanings and explanations of the	Identify aspects of a text they are not clear about. Ask questions to	Identify where they do not fully understand a text.



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	understand events or ideas in a text.	explored in a text that they don't understand.	events or ideas introduced or developed in a text.	clarify their understanding or research the topic to find out more.	Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.
Skim, scan and read closely					
Skim read to gain an overview of a page / text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information - using titles / labels.	Speculate about the meaning of the section / page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases or headings. Read sections of the text more carefully, e.g. to answer a specific question.	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.	Locate information accurately by skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read / read on as appropriate.	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions.
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use strategies to locate or infer the meaning of unfamiliar words					
Speculate about the possible meaning of unfamiliar words met in reading.	Learn how to find the meaning of an unfamiliar word where this is explained in the preceding or	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (e.g. <i>re-reading surrounding</i>	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.	Check the plausibility and accuracy of their explanation or inference about a word meaning.



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<p>Check whether the suggested meanings make sense in the context of the text.</p>	<p>subsequent sentences or in a glossary.</p> <p>Check whether a suggested meaning of an unfamiliar word makes sense in the context of a passage.</p>	<p>Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or a passage.</p>	<p><i>sentences and / or paragraphs to identify an explanation or develop sensible inference, by identifying root words and derivatives, using the context of syntax or using aids such as glossaries or dictionaries.)</i></p> <p>Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</p>	<p>Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</p> <p>Check the plausibility and accuracy of their explanation or inference of the word meaning.</p>	<p>Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</p>
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Annotate Text					
<p>Mark significant incidents in a story or information in a non-fiction text.</p>	<p>Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.</p>	<p>Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.</p> <p>Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key</p>	<p>Mark texts to identify vocabulary and ideas which they need to clarify.</p> <p>Mark a text by highlighting or adding headings, underlining or noting words or sentences and adding notes where helpful.</p>	<p>Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further.</p> <p>Note key points of what has been read, using simple abbreviations, diagrams or other</p>	<p>Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.</p> <p>As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's</p>



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visualise their understanding of what they read					
Visualise what they have been reading, e.g. through drawing or acting out.	Use illustrations and simple formats such as flow charts or diagrams to represent and explain a process or a series of events.	Represent information gathered from a text as a picture or graphic, labelling it with material from the text.	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.	Represent information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	Represent information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make predictions <i>This should be taught throughout every reading comprehension lesson</i>					
Make predictions based on clues such as pictures, illustrations, titles.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summarise understanding					
<p>(There is no Y1 objective in this strand)</p>	<p>Retell a story giving the main events.</p> <p>Retell some important information they have found out from the text.</p> <p>Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</p>	<p>Retell main points of the story in sequence.</p> <p>Identify a few key points from across a non-fiction passage.</p>	<p>Summarise a sentence or paragraphs by identifying the most important elements.</p> <p>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p>	<p>Make regular, brief summaries of what they have read, identifying the key points.</p> <p>Summarise a complete short text or substantial section of a text.</p> <p>Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.</p>	<p>Make regular, brief summaries of what they have read, linking their summaries to previous predictions about the text.</p> <p>Update their ideas about the text in the light of what they have just read.</p> <p>Summarise 'evidence' from across a text to explain events or ideas.</p> <p>Summarise their current understanding about a text at regular intervals.</p>
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adapt reading strategies for different purposes or according to the text type <i>The focus is on children learning to apply the appropriate reading strategies to their purpose.</i>					
<p>Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading, where necessary to regain understanding.</p>	<p>Stop and think about what they have read.</p> <p>Put what they have read or heard into their own words.</p>	<p>Identify where they don't understand what they have read, stop reading and take steps to fix the problem.</p>	<p>Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading.</p> <p>Take steps to re-establish</p>	<p>Apply the range of reading strategies to different reading tasks or circumstances. E.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a</p>	<p>Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of</p>



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			understanding when comprehension is lost.	poem, presentation skills in order to perform it.	the text needs to be read more carefully to find particular information.
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Long Term Plan

Teachers will use the skills and outcomes above as appropriate to the text that they are using to plan reading comprehension lessons. However, the skills and outcomes identified in the plan below will be the main focus for the half term. Teachers must ensure that there is a wealth of evidence for these areas and that children’s progress in them is tracked. The identified half term is the opportunity to cover many of the skills of reading but to really fine tune the skills in this plan so that children are better able to progress within that skill.

Areas to be covered in every reading lesson:

- Use prior knowledge to support understanding
- Check that a book makes sense to them
- Make predictions

Autumn 1					
Reception / Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Use strategies to locate or infer the meaning of unfamiliar words</i>	<i>Use strategies to locate or infer the meaning of unfamiliar words</i>	<i>Use strategies to locate or infer the meaning of unfamiliar words</i>	<i>Use strategies to locate or infer the meaning of unfamiliar words</i>	<i>Use strategies to locate or infer the meaning of unfamiliar words</i>	<i>Use strategies to locate or infer the meaning of unfamiliar words</i>
Speculate about the possible meaning of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.	Learn how to find the meaning of an unfamiliar word where this is explained in the preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (e.g. <i>re-reading surrounding sentences and / or paragraphs to identify an explanation or develop sensible</i>	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit	Check the plausibility and accuracy of their explanation or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply



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	an unfamiliar word makes sense in the context of a passage.	understanding of a sentence or a passage.	<p><i>inference, by identifying root words and derivatives, using the context of syntax or using aids such as glossaries or dictionaries.)</i></p> <p>Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</p>	<p>with the context of the text they are reading.</p> <p>Check the plausibility and accuracy of their explanation or inference of the word meaning.</p>	appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.
Autumn 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skim, scan and read closely.</i></p> <p>Skim read to gain an overview of a page / text by focusing on significant parts – names, captions, titles.</p> <p>Scan the text to locate specific information - using titles / labels.</p>	<p><i>Skim, scan and read closely.</i></p> <p>Speculate about the meaning of the section / page by skim reading title, contents page, illustrations, headings and sub headings.</p> <p>Scan pages to find specific information, using key words or phrases or headings.</p> <p>Read sections of the text more carefully,</p>	<p><i>Skim, scan and read closely.</i></p> <p>Skim opening sentences of each paragraph to get an overview of a page or section of text.</p> <p>Scan contents, indexes and pages to locate specific information accurately.</p> <p>Identify sections of a text that they need to read carefully in order</p>	<p><i>Skim, scan and read closely.</i></p> <p>Skim read a text to get an overview of it, scan for key words, phrases and headings.</p> <p>Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.</p>	<p><i>Skim, scan and read closely.</i></p> <p>Locate information accurately by skimming to gain an overall sense of the text.</p> <p>Scan a text to gain specific information.</p> <p>Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read / read on as appropriate.</p>	<p><i>Skim, scan and read closely.</i></p> <p>Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning.</p> <p>Read carefully sections of texts to research information and to answer questions.</p>



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	e.g. to answer a specific question.	to find specific information or answer a question.			
<i>Adapt reading for different purposes or according to text type</i>	<i>Adapt reading for different purposes or according to text type</i>	<i>Adapt reading for different purposes or according to text type</i>	<i>Adapt reading for different purposes or according to text type</i>	<i>Adapt reading for different purposes or according to text type</i>	<i>Adapt reading for different purposes or according to text type</i>
Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading, where necessary to regain understanding.	Stop and think about what they have read. Put what they have read or heard into their own words.	Identify where they don't understand what they have read, stop reading and take steps to fix the problem.	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.	Apply the range of reading strategies to different reading tasks or circumstances. E.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it.	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.
Spring 1					
Reception / Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Annotate Text</i>	<i>Annotate Text</i>	<i>Annotate Text</i>	<i>Annotate Text</i>	<i>Annotate Text</i>	<i>Annotate Text</i>
Mark significant incidents in a story or information in a non-fiction text.	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read,	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to



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		underlining or highlighting key words or phrases, listing key point, marking important information.	sentences and adding notes where helpful.	using simple abbreviations, diagrams or other simple marking systems. Use these as the basis of follow up and discussion as appropriate.	understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.
Spring 2					
Reception / Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Visualise their understanding of what they read</i></p> <p>Visualise what they have been reading, e.g. through drawing or acting out.</p>	<p><i>Visualise their understanding of what they read</i></p> <p>Use illustrations and simple formats such as flow charts or diagrams to represent and explain a process or a series of events.</p>	<p><i>Visualise their understanding of what they read</i></p> <p>Represent information gathered from a text as a picture or graphic, labelling it with material from the text.</p>	<p><i>Visualise their understanding of what they read</i></p> <p>Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out.</p> <p>Use information from the text to justify their visual representations.</p>	<p><i>Visualise their understanding of what they read</i></p> <p>Represent information from a text graphically.</p> <p>Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.</p>	<p><i>Visualise their understanding of what they read</i></p> <p>Represent information from a text graphically.</p> <p>Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.</p>
Summer 1					
Reception / Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Summarise understanding</i></p> <p>(There is no Y1 objective in this strand)</p>	<p><i>Summarise understanding</i></p> <p>Retell a story giving the main events.</p>	<p><i>Summarise understanding</i></p> <p>Retell main points of the story in sequence.</p>	<p><i>Summarise understanding</i></p> <p>Summarise a sentence or paragraphs by</p>	<p><i>Summarise understanding</i></p> <p>Make regular, brief summaries of what they have read,</p>	<p><i>Summarise understanding</i></p> <p>Make regular, brief summaries of what they have read, linking</p>



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<p>With support: Retell a story giving the main events.</p> <p>Retell some important information they have found out from the text.</p>	<p>Retell some important information they have found out from the text.</p> <p>Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</p>	<p>Identify a few key points from across a non-fiction passage.</p>	<p>identifying the most important elements.</p> <p>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p>	<p>identifying the key points.</p> <p>Summarise a complete short text or substantial section of a text.</p> <p>Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.</p>	<p>their summaries to previous predictions about the text.</p> <p>Update their ideas about the text in the light of what they have just read.</p> <p>Summarise 'evidence' from across a text to explain events or ideas.</p> <p>Summarise their current understanding about a text at regular intervals.</p>
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Summer 2

Reception / Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Ask questions to improve their understanding</i></p> <p>Ask questions about aspects of a text they don't understand.</p>	<p><i>Ask questions to improve their understanding</i></p> <p>Ask questions about a text to ensure they understand events or ideas in a text.</p>	<p><i>Ask questions to improve their understanding</i></p> <p>Ask questions to clarify meaning of events or ideas introduced or explored in a text that they don't understand.</p>	<p><i>Ask questions to improve their understanding</i></p> <p>Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.</p>	<p><i>Ask questions to improve their understanding</i></p> <p>Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.</p>	<p><i>Ask questions to improve their understanding</i></p> <p>Identify where they do not fully understand a text.</p> <p>Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.</p>



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