



English at Grove Church of England Primary

Revised 2026

LONG TERM PLAN

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”
Dr Seuss

Statement of Intent

By the end of Year 6 we aspire for children at Grove CE Primary school to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of the linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- have fostered an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- enjoy and engage with and understand a range of text types and genres
- understand the pleasure that reading and writing can create

We believe that reading is the key that unlocks the whole curriculum, therefore, the ability to efficiently decode is essential. We use the Read, Write, Inc. Phonics programme to teach our children the core skills of segmenting and blending to start them on their ‘reading journey’. Read Write Inc phonics is an inclusive programme for all children and is the clear and systematic approach to the teaching of phonics that is used across our EYFS and Key Stage 1 classes. Through the delivery of daily Read, Write, Inc. Phonics lessons, we aim to teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into phonemes in order to spell words.
- Learn that segmenting and blending words are reversible processes.

- Read high frequency words that do not conform to regular phonetic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.

Read, Write, Inc phonics is a clear and systematic scheme of work where each lesson builds on the last. It is a spiral curriculum that provides children with endless opportunities for rehearsal and application of prior learning whilst regularly introducing new learning. This provides children with the solid foundations that they need to go on to be successful lifelong readers who have a love for reading. In conjunction with daily Read, Write, Inc. phonics lessons, children are exposed to a wide range of high-quality texts across the curriculum. This ensures that children's love of reading grows as their confidence and phonics knowledge increases.

Implementation

Early Reading Skills in EYFS and KS1

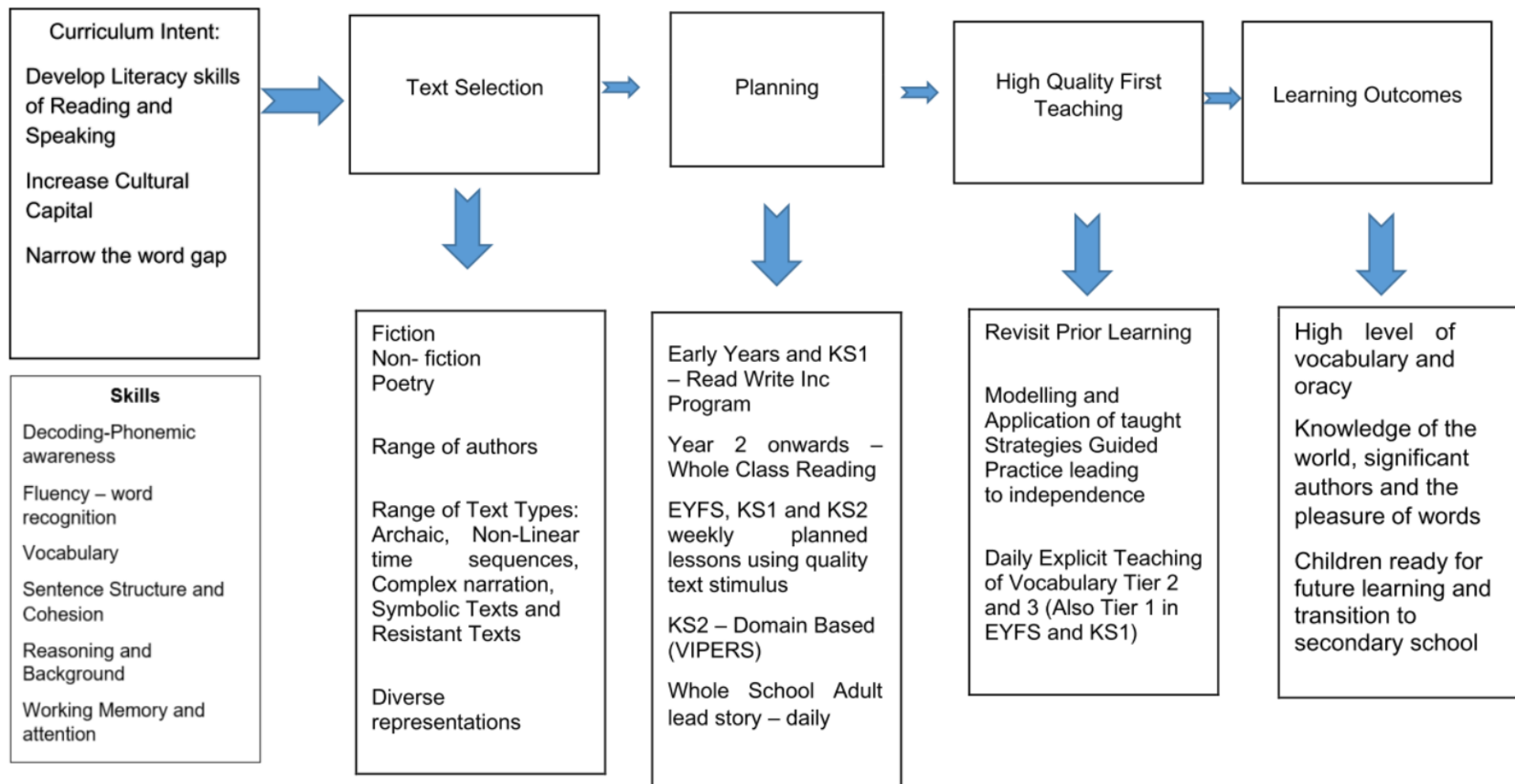
We provide daily systematic synthetic phonics teaching to enable our children to become successful readers and writers. We have adopted the Read, Write, Inc Phonics programme to support consistency and progression in the teaching of early reading. Read, Write Inc Phonics is taught in the same structured way, every day across EYFS and key stage 1 into Year 3 and can also be used to rapidly catch-up reading for older pupils. Children in Years 4, 5 and 6 who still need phonics instructions (for example those new to learning English or with specific SEND needs) use the Fresh Start programme in small groups to revisit and strengthen their phonics knowledge with age-appropriate texts.

The teaching of phonics starts as soon as the children join the school. Daily phonics teaching is non-negotiable and happens everyday no matter what. This allows for a consistent, overlearning approach. The aim is for all children to keep up with the programme rather than falling behind and having to play catch up. RWInc is taught in the same way each day, the previous day's learning is revisited and there is an over learning approach to all areas through repetition. RWInc is a spiral curriculum and children are consistently revisiting and applying previous learning whilst learning new knowledge and skills. The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for reading and spelling. Children are grouped according to their ability, ranging from set 1, 2 and 3 and they do not move to the next set until they are secure and the necessary sounds are embedded in their long-term memory. Within each set there are coloured groups which children progress through, allowing them to apply their phonics to reading and writing.

Children who are struggling or are identified as falling behind are quickly picked up and receive 1:1 tuition to narrow any gaps that may arise before they widen. Children are targeted for 1:1 tuition as a result of half termly assessment and AFL, where teachers have identified a need for additional support to allow children to keep up with the programme (children not yet secure on the sounds within the set/colour). Children are

given phonetically decodable phonics books matched to the set they are currently working in as well as taking home the book they are reading during the RWInc session ensuring overlearning and therefore knowledge and skills are embedded in the long-term memory.

Although phonics is the main way in which early reading is taught, we nurture a love of reading and books throughout our RWI and English lessons, using high quality reading texts to allow pupils to fully engage in reading for pleasure. Furthermore, we carefully develop recall and comprehension skills, using tailored 'find it' and 'prove it' questions.



Reading in KS2

Children in Key Stage 2 who have completed RWI and are fluent and confident in their phonics knowledge progress onto the [OUP banded book system](#), which they read in school. These provide high quality, exciting and engaging texts at just the right level to encourage and challenge. You can find out more by clicking the Reading Tree logo. Children read this to an adult in school. Children of all ages are also free to

choose books from the library which could be at their reading level, a picture book or one that is more challenging and is read to children by parents and carers at home to encourage reading for pleasure.

Once fluent in decoding, children in Key Stage 2 have a daily guided reading lesson, which focuses on one of the strands of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieve/Respond, Summarise/Sequence). As readers become more fluent, we move towards embedding and deepening reading skills through a whole class texts or extracts, in guided reading sessions. This is where pupils read whole books or extracts, looking in-depth at: characters, setting, inference, deduction and prediction. This approach nurtures a broadening of vocabulary and understanding the writers' craft in much more detail. In turn, this feeds into pupil writing skills, reflecting on how authors write. We also ensure that children are regularly reading across the curriculum, for example reading non-fiction books or websites about different subjects such as science, RE or history.

Enhancements

Reading plays an integral part in building children's spirituality at Grove. Reading can be a connection to something that is bigger than ourselves, increasing our empathy and helping children to ask questions about their lives and experiences, and recognising the rich inner lives of others. Reading is a conduit to awe and wonder, whether this is through non-fiction books sharing the wonders of the world, or a story that opens children's eyes to other people and nature, encouraging empathy and care. It is also a fundamental skill in appreciating the stories of the Bible and other religious texts.

Our new library was opened by local author Chris Douch in 2025. It is important to us to stock both this area and our class libraries with modern, relevant and diverse books that appeal to the children. We aim for our children to have books that serve as both windows to the wider world and mirrors of their experience and everyday life.

To foster a love for reading, children are challenged to collect 'Reading Miles' each week. Children record their reads at home and these are tallied for our Celebration Assembly where children achievements are recognised through a Bronze, Silver, Gold or Platinum certificate. Cumulatively, classes are rewarded with a brand-new class book when they attain the highest number of reads out of the whole school each week.

In Key Stage 2, all children have the opportunity to take part in the nationally run 'Poetry By Heart' competition, which encourages reading and learning poetry for pleasure. World Book Day is an annual event at Grove CE Primary School which has included: book swaps, reading scrap books, virtual author visits and writing letters to famous authors too. We arrange regular visits to Grove Library to encourage reading at home, and children take part in the summer and winter holiday reading challenges organised by the library. We regularly invite authors into school in person to give talks and workshops. In the past two years we have met the author and illustrator Mini Grey, picture-book and fantasy writer Anna Kemp, graphic novelist John Patrick Green and local writers Robin Bennett and Chris Douch who opened our new library. This has been

supplemented by online talks from numerous authors of books that form part of our curriculum, including Peter Brown, Harriet Muncaster, Berlie Doherty, Elle McNicoll, poets Alex Wharton and Michael Rosen.

Impact

Our consistent approach to the teaching of phonics results in children who have a love of reading, are secure with phonics and decoding for reading and spelling and are enthusiastic and confident learners. There is a rigorous assessment structure that is applied half termly. This method is used for all children and monitors their attainment and progress and identifies any areas of weakness. Progress and attainment for all children is analysed at each assessment point (end of each half term) and this is closely monitored by the reading leader. Following on from this, pupil progress meetings are held between the phonics leader and the phonics teacher. During these meetings, progress is discussed and next steps for individual children planned. Each phonics teacher has ‘spotlight’ children who are their target children during daily sessions. These are children who have been identified as being at risk of falling behind. Children who are struggling or are identified as falling behind are quickly picked up and receive 1:1 tuition to narrow any gaps that may arise before they widen. On-going assessment takes place daily and there is fluidity between groups ensuring that children make rapid progress; when children are confident, they are moved to the next group or set of sounds. In addition to the above, all children undertake a half termly review of their own progress. These reviews support them to identify the knowledge and skills that they have learnt and the progress that they have made. These reviews are then placed in their phonics books for the children’s reference. Marking is used to address misconceptions, evaluate children’s learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.

The impact on our children is clear: progress, sustained learning and transferable skills. Our children who join in the early stages of English acquisition quickly pick up the phonics sounds needed for successful reading and writing and all of our children are equipped with the essential reading skills they need to fulfil their potential at secondary school and beyond. We hope that as children move on from Grove C of E, they further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Reading Progression: Progress in word reading across EYFS and Key Stage 1, taught through daily Read Write Inc Phonics

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> I can read words by blending sounds I know, with help from the teacher. 	<ul style="list-style-type: none"> I can use letter sounds to work out and read new words. 	<ul style="list-style-type: none"> I can use the sounds I know to decode words automatically and my reading is fluent.

<ul style="list-style-type: none"> • I can say a sound for more than 20 letters or groups of letters. • I can read short words by blending sounds I know. • I can read longer words by blending sounds I know. • I can read some common exception words. • I can answer questions that require simple recall in a story or rhyme I know, when being read to by an adult. 	<ul style="list-style-type: none"> • I can say a sound for more than 40 letters or groups of letters. • I can say quickly the sound of all the letters and letter groups. • I can read new words correctly by blending the letter and letter group sounds I have been taught. • I can read many common exception words. • I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est. • I can read many words quickly and accurately without needing to sound and blend words I have seen before. • I can read words of more than one syllable using sounds that I have been taught. • I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. • I can read aloud books that use letters and letter groups I have been taught. • I can use the sounds I know to re-read books more fluently and with more confidence. 	<ul style="list-style-type: none"> • I can read and blend all sounds I have been taught. • I can recognise alternative sounds for letters or groups of letters. • I can read words of two or more syllables that contain sounds I have been taught. • I can read words containing common suffixes. • I can read further common exception words and see where the sounds do not match. • I can read most words quickly and accurately without needing to sound and blend words I have seen before. • I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. • I can re-read books sounding out new words correctly to improve my speed and confidence.
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Progress in comprehension

Vipers (created by Rob Smith, The Literacy Shed) is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the six reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for Vocabulary, Infer, Predict, Explain, Retrieve and Sequence (KS1) or Summarise (KS2).

The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards. During whole class reading, we also give daily opportunities to work on fluency and prosody, and children who still need help with the word level aspects of reading have daily phonics practice.

VIPERS	Vocabulary	Infer	Predict	Explain	Retrieve	Sequence (KS1)
KS1 Content Domain	1a draw on knowledge of vocabulary to understand texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts
VIPERS	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise (KS2)

KS2 Content Domain	2a give / explain the meaning of words in context	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph
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VIPER prompt	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
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Vocabulary



I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

I can join in with words when I can guess what is coming next.

I can enjoy and understand

I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.

I can talk about my favourite words and phrases.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.

I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.

I can re-read books sounding out new words correctly to improve my speed and confidence.

I can read further exception words including words that do not follow spelling patterns.

I can discuss words in the books that I read that excite me.

I can understand what I have read,

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.

I can read and decode further exception words accurately including words that do not follow spelling patterns.

I can discuss words and phrases in the books that I read that excite me.

I can use a dictionary to check the meaning of words.

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context.

I can talk about why authors use language, including figurative language, and the impact it has on the reader.


I can prepare poems and plays to read aloud and perform. I can change my voice

I can read aloud and understand the meaning of the words on the Year 5/6 list.

I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

I can talk about how authors use language, including figurative language and the impact it has on the reader.

I can read whole books, including novels, with confidence.

	rhymes and poems, and can recite some by heart.		checking that it makes sense by talking to others about it. I can read aloud poems and perform play scripts.		to make them sound more interesting to listen to and make the meaning clear.	I can read, understand and learn from a wide range of poetry and can learn longer poems by heart.
<p>Infer</p> 	<p>I can answer questions in discussion with the teacher and make simple inferences.</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p>	<p>I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.</p> <p>I can ask and answer questions about the books or stories I am reading and make links.</p> <p>I can say how the characters might feel in a story I have read or heard on the</p>	<p>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</p> <p>I can ask questions about the texts that I have read to help me understand them.</p>	<p>I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.</p> <p>I can identify themes and conventions in a wide range of books.</p>	<p>I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</p>	<p>I can fully explain my views with reasons and evidence from the text.</p> <p>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.</p>

		basis of what is said and done and answer questions.				
Predict 	<p>I can say what might happen next in a story.</p> <p>I can usually spot if a word has been read wrongly by following the sense of the text.</p>	<p>I can say what might happen next in a story based on what has happened so far.</p> <p>I can spot if a word has been read wrongly by following the sense of the text.</p>	<p>I can predict what might happen from clues in what I have read.</p>	<p>I can predict what will happen in a text using details I have already read to help me.</p>	<p>I can predict what might happen in increasingly complex texts by using evidence from the text.</p>	
Explain 	<p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p> <p>I can explain clearly my understanding of texts which</p>	<p>I can explain what I think about books, poems and other material that I have read or heard</p> <p>I can explain what has happened so far in what I have read.</p> <p>I can enjoy reading by</p>	<p>I can talk about books and poems and I can take turns in telling people about them.</p> <p>I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.</p>	<p>I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.</p> <p>I can understand how the use of words in a text, how it is set out and its</p>	<p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</p> <p>I can discuss and compare events, structures, issues,</p>	<p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.</p>

	<p>have been read to me.</p> <p>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</p> <p>I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.</p>	<p>recognising repeated themes and ideas in stories and poems.</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p>	<p>I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech.</p> <p>I can show that I enjoy reading by reading lots of different types of books.</p>	<p>presentation add to its meaning.</p> <p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can show that I enjoy reading by reading lots of different types of books and for different reasons.</p> <p>I can discuss different types of poetry e.g. free verse and narrative poetry.</p>	<p>characters and plots of stories, poems and information texts.</p> <p>I can discuss and compare events, issues and characters within a book.</p> <p>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</p> <p>I can write or give a detailed book review including reasons why I would</p>	<p>I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.</p> <p>I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.</p> <p>I can understand how language, structure and presentation contribute to meaning of a text.</p>
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					<p>recommend the book.</p> <p>I can tell the difference between statements of fact and opinion.</p>	
<p>Retrieve</p> 	<p>I can talk about the title and events in books I have read or heard.</p>	<p>I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</p>	<p>I can tell you what a book that I am reading is about.</p> <p>I can use non-fiction texts to find out information on a subject.</p>	<p>I can find and record information from non-fiction texts over a wide range of subjects.</p> <p>I can ask questions about what I have read to help me understand a complicated text.</p>	<p>I can find and write down facts and information from non-fiction texts.</p> <p>I can ask sensible and interesting questions about the texts to help me understand them more.</p>	
<p>Sequence (KS1) Summarise (KS2)</p> 	<p>I can retell some of a story I know when being read to by an adult.</p> <p>I can enjoy reading key stories, fairy stories and traditional tales</p>	<p>I can enjoy reading and discussing the order of events in books and how items of information are related.</p>	<p>I can tell someone about the main ideas in a paragraph.</p> <p>I can read a wide range of books including fairy stories, myths and legends and retell</p>	<p>I can summarise what has happened in a text using themes from paragraphs to help me.</p> <p>I can check what I have read and that I have understood</p>		<p>I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as</p>

	<p>because I know them well and can retell them and comment on their special features.</p>	<p>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</p>	<p>some of them to others.</p>	<p>it by telling someone else what has happened.</p> <p>I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.</p>		<p>evidence to support my views.</p> <p>I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.</p>
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