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| **Year 1 Reading Medium Term Plan** | | |
| **Autumn 1 – The Bog Baby (Jeanne Willis)**    **Read, Write, Inc** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply phonic knowledge to decode words  To speedily read all 40+ letters/groups for 40+ phonemes  To read accurately by blending taught GPC  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs  To read contractions and understanding use of apostrophe  To read aloud phonically-decodable text | **-** Phonics teaching in differentiated groups, using Read, Write, Inc that is pitched at pupils’ reading ability not age.  -Daily high frequency words  -Weekly changed individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Additional book to promote these sounds is also included.  -Weekly changed ‘choosey book’ to encourage reading for pleasure  -Storytelling, songs and rhymes  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Hear questions being asked to children throughout reading both whole class and individual. |
| **Common Exception Words/ HFW** | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| **Fluency** | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that a text makes sense to them as they read and to self- correct.  To draw on what they already know or on background information and vocabulary provided by the teacher. | -Daily individual reading  -Daily story time  -Reading Mastery techniques taught as a whole class at least twice weekly using sentence stems  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’*  - Working Walls recording key discussion points and sentence stems  -Use of Bug Club |
| **Connecting and becoming familiar 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. |
| **Non Fiction** | To discuss features and layout. |
| **Poetry and Performance** | To learn to appreciate rhymes and poems, and to recite some by heart |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *(One objective task in books per week as a minimum but all GR lessons will apply a range of skills)* | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | • What does the word……….mean in this sentence?  • Find and copy a word which means ……….  • What does this word or phrase tell you about ………?  • Which word in this section do you think is the most important? Why?  • Which of the words best describes the character/setting/mood etc?  • Can you think of any other words the author could have used to describe this?  • Why do you think……….is repeated in this section? |
| **Week 2**  **Inference** | To discuss the significance of the title and events. | •Why was…….feeling……..?  • Why did …………happen?  • Why did………. say……….?  • Can you explain why……….?  • What do you think the author intended when they said……….?  • How does……….make you feel? |
| **Week 3 Prediction** | To predict what might happen on the basis of what has been read so far. | • Look at the book cover/blurb –what do you think this book will be about?  • What do you think will happen next? What makes you think this?  • How does the choice of character or setting affect what will happen next?  • What is happening? What do you think happened before? What do you think will happen after?  • What do you think the last paragraph suggests? What will happen next? |
| **Week 4**  **Explanation** | To explain clearly their understanding of what is read to them. | • Who is your favourite character? Why?  • Why do you think all the main characters are girls in this book?  • Would you like to live in this setting? Why/why not?  • Is there anything you would change about this story?  • Do you like this text? What do you like about it? |
| **Week 5**  **Retrieval** | To develop their knowledge of retrieval through images. | • What kind of text is this?  • Who did…..?  • Where did…..?  • When did…..?  • What happened when…..?  • Why did …….. happen?  • How did…….?  • How many…..?  • What happened to……? |
| **Week 6**  **Sequence** | To retell familiar stories orally. | • Images/video evidence of retelling  • What happened after …….?  • What was the first thing that happened in the story? |

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| **Year 1 Reading Medium Term Plan** | | |
| **Autumn 2 – The Naughty Bus (Jan and Jerry Oke)**    **Read, Write, Inc** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply phonic knowledge to decode words  To speedily read all 40+ letters/groups for 40+ phonemes  To read accurately by blending taught GPC  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs  To read contractions and understanding use of apostrophe  To read aloud phonically-decodable text | **-** Phonics teaching in differentiated groups, using Read, Write, Inc that is pitched at pupils’ reading ability not age.  -Daily high frequency words  -Weekly changed individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Additional book to promote these sounds is also included.  -Weekly changed ‘choosey book’ to encourage reading for pleasure  -Storytelling, songs and rhymes  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Hear questions being asked to children throughout reading both whole class and individual. |
| **Common Exception Words/ HFW** | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| **Fluency** | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that a text makes sense to them as they read and to self- correct.  To draw on what they already know or on background information and vocabulary provided by the teacher. | -Daily individual reading  -Daily story time  -Reading Mastery techniques taught as a whole class at least twice weekly using sentence stems  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’*  - Working Walls recording key discussion points and sentence stems  -Use of Bug Club |
| **Connecting and becoming familiar 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. |
| **Non Fiction** | To discuss features and layout. |
| **Poetry and Performance** | To learn to appreciate rhymes and poems, and to recite some by heart |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *(One objective task in books per week as a minimum but all GR lessons will apply a range of skills)* | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | • What does the word……….mean in this sentence?  • Find and copy a word which means ……….  • What does this word or phrase tell you about ………?  • Which word in this section do you think is the most important? Why?  • Which of the words best describes the character/setting/mood etc?  • Can you think of any other words the author could have used to describe this?  • Why do you think……….is repeated in this section? |
| **Week 2**  **Inference** | To discuss the significance of the title and events.  To draw (simple) inferences on the basis of what is being said and done. | •Why was…….feeling……..?  • Why did …………happen?  • Why did………. say……….?  • Can you explain why……….?  • What do you think the author intended when they said……….?  • How does……….make you feel? |
| **Week 3 Prediction** | To predict what might happen on the basis of what has been read so far. | • Look at the book cover/blurb –what do you think this book will be about?  • What do you think will happen next? What makes you think this?  • How does the choice of character or setting affect what will happen next?  • What is happening? What do you think happened before? What do you think will happen after?  • What do you think the last paragraph suggests? What will happen next? |
| **Week 4**  **Explanation** | To explain clearly their understanding of what is read to them. | • Who is your favourite character? Why?  • Why do you think all the main characters are girls in this book?  • Would you like to live in this setting? Why/why not?  • Is there anything you would change about this story?  • Do you like this text? What do you like about it? |
| **Week 5**  **Retrieval** | To develop their knowledge of retrieval through images. | • What kind of text is this?  • Who did…..?  • Where did…..?  • When did…..?  • What happened when…..?  • Why did …….. happen?  • How did…….?  • How many…..?  • What happened to……? |
| **Week 6**  **Sequence** | To retell familiar stories orally. | • Images/video evidence of retelling  • What happened after …….?  • What was the first thing that happened in the story? |

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| **Year 1 Reading Medium Term Plan** | | |
| **Spring 1 – The Lighthouse Keeper’s Lunch (Ronda and David Armitage)**    **Read, Write, Inc** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply phonic knowledge to decode words  To speedily read all 40+ letters/groups for 40+ phonemes  To read accurately by blending taught GPC  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs  To read contractions and understanding use of apostrophe  To read aloud phonically-decodable text | **-** Phonics teaching in differentiated groups, using Read, Write, Inc that is pitched at pupils’ reading ability not age.  -Daily high frequency words  -Weekly changed individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Additional book to promote these sounds is also included.  -Weekly changed ‘choosey book’ to encourage reading for pleasure  -Storytelling, songs and rhymes  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Hear questions being asked to children throughout reading both whole class and individual. |
| **Common Exception Words/ HFW** | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| **Fluency** | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that a text makes sense to them as they read and to self- correct.  To draw on what they already know or on background information and vocabulary provided by the teacher. | -Daily individual reading  -Daily story time  -Reading Mastery techniques taught as a whole class at least twice weekly using sentence stems  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’*  - Working Walls recording key discussion points and sentence stems  -Use of Bug Club |
| **Connecting and becoming familiar 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.  To participate in discussion about what is read to them, taking turns and listening to what others say. |
| **Non Fiction** | To discuss features and layout. |
| **Poetry and Performance** | To learn to appreciate rhymes and poems, and to recite some by heart |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *(One objective task in books per week as a minimum but all GR lessons will apply a range of skills)* | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | • What does the word……….mean in this sentence?  • Find and copy a word which means ……….  • What does this word or phrase tell you about ………?  • Which word in this section do you think is the most important? Why?  • Which of the words best describes the character/setting/mood etc?  • Can you think of any other words the author could have used to describe this?  • Why do you think……….is repeated in this section? |
| **Week 2**  **Inference** | To discuss the significance of the title and events.  To draw (simple) inferences on the basis of what is being said and done.  To develop inference though use of pictures. | •Why was…….feeling……..?  • Why did …………happen?  • Why did………. say……….?  • Can you explain why……….?  • What do you think the author intended when they said……….?  • How does……….make you feel? |
| **Week 3 Prediction** | To predict what might happen on the basis of what has been read so far. | • Look at the book cover/blurb –what do you think this book will be about?  • What do you think will happen next? What makes you think this?  • How does the choice of character or setting affect what will happen next?  • What is happening? What do you think happened before? What do you think will happen after?  • What do you think the last paragraph suggests? What will happen next? |
| **Week 4**  **Explanation** | To explain clearly their understanding of what is read to them. | • Who is your favourite character? Why?  • Why do you think all the main characters are girls in this book?  • Would you like to live in this setting? Why/why not?  • Is there anything you would change about this story?  • Do you like this text? What do you like about it? |
| **Week 5**  **Retrieval** | To develop their knowledge of retrieval through images. | • What kind of text is this?  • Who did…..?  • Where did…..?  • When did…..?  • What happened when…..?  • Why did …….. happen?  • How did…….?  • How many…..?  • What happened to……? |
| **Week 6**  **Sequence** | To retell familiar stories orally.  To sequence the events of a story they are familiar with. | • Images/video evidence of retelling  • What happened after …….?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapter headings come in the story?  •Sequence the key events in the story through images/sentence strips |

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| **Year 1 Reading Medium Term Plan** | | |
| **Spring 2 – Lost and Found (Oliver Jeffers)**    **Read, Write, Inc** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply phonic knowledge to decode words  To speedily read all 40+ letters/groups for 40+ phonemes  To read accurately by blending taught GPC  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs  To read contractions and understanding use of apostrophe  To read aloud phonically-decodable text | **-** Phonics teaching in differentiated groups, using Read, Write, Inc that is pitched at pupils’ reading ability not age.  -Daily high frequency words  -Weekly changed individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Additional book to promote these sounds is also included.  -Weekly changed ‘choosey book’ to encourage reading for pleasure  -Storytelling, songs and rhymes  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Hear questions being asked to children throughout reading both whole class and individual. |
| **Common Exception Words/ HFW** | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that a text makes sense to them as they read and to self- correct.  To draw on what they already know or on background information and vocabulary provided by the teacher. | -Daily individual reading  -Daily story time  -Reading Mastery techniques taught as a whole class at least twice weekly using sentence stems  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’*  - Working Walls recording key discussion points and sentence stems  -Use of Bug Club |
| **Connecting and becoming familiar 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.  To participate in discussion about what is read to them, taking turns and listening to what others say. |
| **Non Fiction** | To discuss features and layout. |
| **Poetry and Performance** | To learn to appreciate rhymes and poems, and to recite some by heart |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *(One objective task in books per week as a minimum but all GR lessons will apply a range of skills)* | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | • What does the word……….mean in this sentence?  • Find and copy a word which means ……….  • What does this word or phrase tell you about ………?  • Which word in this section do you think is the most important? Why?  • Which of the words best describes the character/setting/mood etc?  • Can you think of any other words the author could have used to describe this?  • Why do you think……….is repeated in this section? |
| **Week 2**  **Inference** | To discuss the significance of the title and events.  To draw (simple) inferences on the basis of what is being said and done.  To develop inference though use of pictures. | •Why was…….feeling……..?  • Why did …………happen?  • Why did………. say……….?  • Can you explain why……….?  • What do you think the author intended when they said……….?  • How does……….make you feel? |
| **Week 3 Prediction** | To predict what might happen on the basis of what has been read so far. | • Look at the book cover/blurb –what do you think this book will be about?  • What do you think will happen next? What makes you think this?  • How does the choice of character or setting affect what will happen next?  • What is happening? What do you think happened before? What do you think will happen after?  • What do you think the last paragraph suggests? What will happen next? |
| **Week 4**  **Explanation** | To explain clearly their understanding of what is read to them. | • Who is your favourite character? Why?  • Why do you think all the main characters are girls in this book?  • Would you like to live in this setting? Why/why not?  • Is there anything you would change about this story?  • Do you like this text? What do you like about it? |
| **Week 5**  **Retrieval** | To develop their knowledge of retrieval through images. | • What kind of text is this?  • Who did…..?  • Where did…..?  • When did…..?  • What happened when…..?  • Why did …….. happen?  • How did…….?  • How many…..?  • What happened to……? |
| **Week 6**  **Sequence** | To retell familiar stories orally.  To sequence the events of a story they are familiar with. | • Images/video evidence of retelling  • What happened after …….?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapter headings come in the story?  •Sequence the key events in the story through images/sentence strips |

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| **Year 1 Reading Medium Term Plan** | | |
| **Summer 1 – Dogger (Shirley Hughes)**    **Read, Write, Inc** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply phonic knowledge to decode words  To speedily read all 40+ letters/groups for 40+ phonemes  To read accurately by blending taught GPC  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs  To read contractions and understanding use of apostrophe  To read aloud phonically-decodable text | **-** Phonics teaching in differentiated groups, using Read, Write, Inc that is pitched at pupils’ reading ability not age.  -Daily high frequency words  -Weekly changed individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Additional book to promote these sounds is also included.  -Weekly changed ‘choosey book’ to encourage reading for pleasure  -Storytelling, songs and rhymes  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Hear questions being asked to children throughout reading both whole class and individual. |
| **Common Exception Words/ HFW** | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| **Fluency** | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that a text makes sense to them as they read and to self- correct.  To draw on what they already know or on background information and vocabulary provided by the teacher. | -Daily individual reading  -Daily story time  -Reading Mastery techniques taught as a whole class at least twice weekly using sentence stems  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’*  - Working Walls recording key discussion points and sentence stems  -Use of Bug Club |
| **Connecting and becoming familiar 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.  To participate in discussion about what is read to them, taking turns and listening to what others say. |
| **Non Fiction** | To discuss features and layout. |
| **Poetry and Performance** | To learn to appreciate rhymes and poems, and to recite some by heart |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *(One objective task in books per week as a minimum but all GR lessons will apply a range of skills)* | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | • What does the word……….mean in this sentence?  • Find and copy a word which means ……….  • What does this word or phrase tell you about ………?  • Which word in this section do you think is the most important? Why?  • Which of the words best describes the character/setting/mood etc?  • Can you think of any other words the author could have used to describe this?  • Why do you think……….is repeated in this section? |
| **Week 2**  **Inference** | To discuss the significance of the title and events.  To draw (simple) inferences on the basis of what is being said and done.  To develop inference though use of pictures. | •Why was…….feeling……..?  • Why did …………happen?  • Why did………. say……….?  • Can you explain why……….?  • What do you think the author intended when they said……….?  • How does……….make you feel? |
| **Week 3 Prediction** | To predict what might happen on the basis of what has been read so far. | • Look at the book cover/blurb –what do you think this book will be about?  • What do you think will happen next? What makes you think this?  • How does the choice of character or setting affect what will happen next?  • What is happening? What do you think happened before? What do you think will happen after?  • What do you think the last paragraph suggests? What will happen next? |
| **Week 4**  **Explanation** | To explain clearly their understanding of what is read to them. | • Who is your favourite character? Why?  • Why do you think all the main characters are girls in this book?  • Would you like to live in this setting? Why/why not?  • Is there anything you would change about this story?  • Do you like this text? What do you like about it? |
| **Week 5**  **Retrieval** | To develop their knowledge of retrieval through images. | • What kind of text is this?  • Who did…..?  • Where did…..?  • When did…..?  • What happened when…..?  • Why did …….. happen?  • How did…….?  • How many…..?  • What happened to……? |
| **Week 6**  **Sequence** | To retell familiar stories orally.  To sequence the events of a story they are familiar with. | • Images/video evidence of retelling  • What happened after …….?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapter headings come in the story?  •Sequence the key events in the story through images/sentence strips |

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| **Year 1 Reading Medium Term Plan** | | |
| **Summer 2 – The Rabbit Problem (Emily Gravett)**    **Read, Write, Inc** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply phonic knowledge to decode words  To speedily read all 40+ letters/groups for 40+ phonemes  To read accurately by blending taught GPC  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs  To read contractions and understanding use of apostrophe  To read aloud phonically-decodable text | **-** Phonics teaching in differentiated groups, using Read, Write, Inc that is pitched at pupils’ reading ability not age.  -Daily high frequency words  -Weekly changed individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Additional book to promote these sounds is also included.  -Weekly changed ‘choosey book’ to encourage reading for pleasure  -Storytelling, songs and rhymes  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Hear questions being asked to children throughout reading both whole class and individual. |
| **Common Exception Words/ HFW** | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
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| **Non Fiction** | To discuss features and layout. |
| **Poetry and Performance** | To learn to appreciate rhymes and poems, and to recite some by heart |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *(One objective task in books per week as a minimum but all GR lessons will apply a range of skills)* | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | • What does the word……….mean in this sentence?  • Find and copy a word which means ……….  • What does this word or phrase tell you about ………?  • Which word in this section do you think is the most important? Why?  • Which of the words best describes the character/setting/mood etc?  • Can you think of any other words the author could have used to describe this?  • Why do you think……….is repeated in this section? |
| **Week 2**  **Inference** | To discuss the significance of the title and events.  To draw (simple) inferences on the basis of what is being said and done.  To develop inference though use of pictures. | •Why was…….feeling……..?  • Why did …………happen?  • Why did………. say……….?  • Can you explain why……….?  • What do you think the author intended when they said……….?  • How does……….make you feel? |
| **Week 3 Prediction** | To predict what might happen on the basis of what has been read so far. | • Look at the book cover/blurb –what do you think this book will be about?  • What do you think will happen next? What makes you think this?  • How does the choice of character or setting affect what will happen next?  • What is happening? What do you think happened before? What do you think will happen after?  • What do you think the last paragraph suggests? What will happen next? |
| **Week 4**  **Explanation** | To explain clearly their understanding of what is read to them. | • Who is your favourite character? Why?  • Why do you think all the main characters are girls in this book?  • Would you like to live in this setting? Why/why not?  • Is there anything you would change about this story?  • Do you like this text? What do you like about it? |
| **Week 5**  **Retrieval** | To develop their knowledge of retrieval through images. | • What kind of text is this?  • Who did…..?  • Where did…..?  • When did…..?  • What happened when…..?  • Why did …….. happen?  • How did…….?  • How many…..?  • What happened to……? |
| **Week 6**  **Sequence** | To retell familiar stories orally.  To sequence the events of a story they are familiar with. | • Images/video evidence of retelling  • What happened after …….?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapter headings come in the story?  •Sequence the key events in the story through images/sentence strips |