

Reading Medium Term Plan- Year One

Objectives addressed over time/ in every reading lesson:

Word Reading:

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils should be taught to:

- 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 read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Storytime Texts:</p> <ul style="list-style-type: none"> ▪ A selection of narrative story time texts chosen by the teacher including fairy stories and traditional tales, key story X and stories with patterned language. Some stories will be re-read to build familiarity and allow children recognise and join in with predictable phrases. ▪ Harvest song lyrics 'Harvest Samba' and poem 'Autumn Means Harvest, Lenore Hetrick. 	<p>Storytime Texts:</p> <ul style="list-style-type: none"> ▪ A selection of narrative story time texts chosen by the teacher including fairy stories and traditional tales, key story X and stories with patterned language. Some stories will be re-read to build familiarity and allow children recognise and join in with predictable phrases. ▪ Non-fiction text of a level beyond that which the children can read independently. 	<p>Storytime:</p> <ul style="list-style-type: none"> ▪ A selection of narrative story time texts chosen by the teacher including fairy stories and traditional tales, key story X and stories with patterned language. Some stories will be re-read to build familiarity and allow children recognise and join in with predictable phrases. ▪ Non-fiction text of a level beyond that which the children can read independently. ▪ Poem 'And Now it's Spring'. 	<p>Storytime:</p> <ul style="list-style-type: none"> ▪ A selection of narrative story time texts chosen by the teacher including fairy stories and traditional tales, key story X and stories with patterned language. Some stories will be re-read to build familiarity and allow children recognise and join in with predictable phrases ▪ Poem 'Easter'. ▪ Non-fiction text of a level beyond that which the children can read independently. 	<p>Storytime:</p> <ul style="list-style-type: none"> ▪ A selection of narrative story time texts chosen by the teacher including fairy stories and traditional tales, key story X and stories with patterned language. Some stories will be re-read to build familiarity and allow children recognise and join in with predictable phrases ▪ Non-fiction text of a level beyond that which the children can read independently. ▪ Poem 'Bed in Summer' RL Stevenson (classic poem) 	<p>Storytime:</p> <ul style="list-style-type: none"> ▪ A selection of narrative story time texts chosen by the teacher including fairy stories and traditional tales, key story X and stories with patterned language. Some stories will be re-read to build familiarity and allow children recognise and join in with predictable phrases ▪ Non-fiction text of a level beyond that which the children can read independently. ▪ Poem 'It's Hot!', Shel Silverstein

	▪ Nativity song lyrics and poem 'The Christmas Pine', Julia Donaldson.				
Note: Reading for Pleasure lessons should be spaced out across a half term, not blocked.					
<p>Reading for Pleasure: 1 lesson: reading survey in the form of a circle time</p> <p>2 sessions: a child is given the opportunity to bring a favourite story book from home or to choose from a selection in school and tell the class by they like it. Teacher to read the story to the class.</p> <p>1 lesson: input on different places where you can read at home e.g on sofa, in bed, in the garden. Children to have some images of these and tick their preferences.</p>	<p>Reading for Pleasure: 2-3 sessions: a child is given the opportunity to bring a favourite story book from home or to choose from a selection in school and tell the class by they like it. Teacher to read the story to the class. Start encouraging children to ask peers questions about their choices.</p> <p>1 lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 2-3 sessions: a child is given the opportunity to bring a favourite story book from home or to choose from a selection in school and tell the class by they like it. Teacher to read the story to the class. Start encouraging children to ask peers questions about their choices.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 2 sessions: a child is given the opportunity to bring a favourite story book from home or to choose from a selection in school and tell the class by they like it. Teacher to read the story to the class. Start encouraging children to ask peers questions about their choices.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 2 sessions: a child is given the opportunity to bring a favourite story book from home or to choose from a selection in school and tell the class by they like it. Teacher to read the story to the class. Start encouraging children to ask peers questions about their choices.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 2-3 sessions: a child is given the opportunity to bring a favourite story book from home or to choose from a selection in school and tell the class by they like it. Teacher to read the story to the class. Start encouraging children to ask peers questions about their choices.</p> <p>1 x lesson devoted to a book reflecting on the books shared this year, this could be as a reading river, book of the year vote or other form of reflection.</p>
<p>Comprehension</p> <p>Step 7 of the Year 1 Whole Class Reading Lesson Structure:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done explain clearly their understanding of what is read to them. <i>This is working towards summarising Children will do this orally.</i> 	<p>Comprehension</p> <p>Step 7 of the Year 1 Whole Class Reading Lesson Structure::</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done explain clearly their understanding of what is read to them. <i>This is working towards summarising Children will do this orally.</i> 	<p>Comprehension</p> <p>Step 7 of the Year 1 Whole Class Reading Lesson Structure:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done explain clearly their understanding of what is read to them. <i>This is working towards summarising Children begin to write a sentence about what they have read.</i> 	<p>Comprehension</p> <p>Step 7 of the Year 1 Whole Class Reading Lesson Structure:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done explain clearly their understanding of what is read to them. <i>This is working towards summarising Children begin to write a sentence about what they have read.</i> 	<p>Comprehension</p> <p>Step 7 of the Year 1 Whole Class Reading Lesson Structure:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done explain clearly their understanding of what is read to them. <i>This is working towards summarising. Children begin to write a sentence about what they have read.</i> 	<p>Comprehension</p> <p>Step 7 of the Year 1 Whole Class Reading Lesson Structure:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done explain clearly their understanding of what is read to them. <i>This is working towards summarising Children begin to write a sentence about what they have read.</i>

Progression in Sentence Stems:

Objective	Sentence stem
discussing the significance of the title and events	This books is called ___ because...
predicting what might happen on the basis of what has been read so far	Next...
making inferences on the basis of what is being said and done	They feel _____ because they said ... They feel _____ because they did...

explain clearly their understanding of what is read to them

So far...