

Reading Long Term Plan Year 1 2020-2021

<u>National Curriculum Statutory Requirements</u>						
<ul style="list-style-type: none"> ○ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ Be encouraged to link what they read or hear to their own experiences ○ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics ○ Recognise and join in with predictable phrases ○ Learn to appreciate rhymes and poems, and to recite some by heart ○ Discuss 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: <ul style="list-style-type: none"> ○ Draw on what they already know or on background information and vocabulary provided by the teacher ○ Check that the text makes sense to them as they read, and correcting inaccurate reading ○ Discuss the significance of the title and events ○ Make inferences on the basis of what is being said and done ○ Predict what might happen on the basis of what has been read so far ➤ Participate in discussion about what is read to them, taking turns and listening to what others say ➤ Explain clearly their understanding of what is read to them 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum coverage	Pupils should have opportunities to listen frequently to stories, including whole books and not just extracts					
	Participate in discussion Discuss vocabulary used and meanings Prediction using titles and events throughout the book. Small world enhancements to explore characters.	Participate in discussion Discuss vocabulary used and meanings Prediction using titles and events throughout the book. Small world enhancements to explore characters. Enjoy poetry and retell by linking to T4W.	Participate in discussion Discuss vocabulary used and meanings Prediction using titles and events throughout the book. Small world enhancements to explore characters.	Participate in discussion Discuss vocabulary used and meanings Prediction using titles and events throughout the book. Small world enhancements to explore characters. Recognise and join in with predictable phrases.	Participate in discussion Discuss vocabulary used and meanings Prediction using titles and events throughout the book. Small world enhancements to explore characters.	Participate in discussion Discuss vocabulary used and meanings Prediction using titles and events throughout the book. Small world enhancements to explore characters.

The One O'clock Club	Daily picture books to build up skill of listening without looking and encouragement to engage for unknown vocab	Fantastic Mr Fox by Roald Dahl	Dread Cat by Michael Rosen	Little Nose the Hero by John Grant	Georges Marvellous Medicine by Roald Dahl	The Lion the Witch and the Wardrobe by C.S.Lewis
National Curriculum coverage	<p>Discuss vocabulary used</p> <p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>Justify predictions from details</p> <p>Discuss and compare texts from a wide variety of genres and writers</p> <p>Discuss language and structure</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Retrieve and record information from non-fiction</p>					
Text Reading Comprehension	<p>Phased phonics books which they are confident to decode independently</p> <p>Complex pictures with lots of discussion involved</p> <p>Pictures piece by piece to encourage prediction and justification</p> <p>Matching descriptions to pictures dependent on what they can see.</p> <p>Pobble 365</p>	<p>Phased phonics books which they are confident to decode independently</p> <p>Complex pictures with lots of discussion involved</p> <p>Pictures piece by piece to encourage prediction and justification</p> <p>Matching descriptions to pictures dependent on what they can see.</p> <p>Pobble 365</p>	<p>Phased phonics books which they are confident to decode independently</p> <p>Complex pictures with lots of discussion involved</p> <p>Pictures piece by piece to encourage prediction and justification</p> <p>Matching descriptions to pictures dependent on what they can see.</p> <p>Pobble 365</p>	<p>Phased phonics books which they are confident to decode independently</p> <p>Complex pictures with lots of discussion involved</p> <p>Pictures piece by piece to encourage prediction and justification</p> <p>Matching descriptions to pictures dependent on what they can see.</p> <p>Pobble 365</p>	<p>Phased phonics books which they are confident to decode independently</p> <p>Complex pictures with lots of discussion involved</p> <p>Pictures piece by piece to encourage prediction and justification</p> <p>Matching descriptions to pictures dependent on what they can see.</p> <p>Pobble 365</p>	<p>Phased phonics books which they are confident to decode independently</p> <p>Complex pictures with lots of discussion involved</p> <p>Pictures piece by piece to encourage prediction and justification</p> <p>Matching descriptions to pictures dependent on what they can see.</p> <p>Pobble 365</p>

Focus	<p>Classics Biography Characters' points of view Information How settings create atmosphere Diary</p>	<p>Classics Biography Characters' points of view Journalistic style - newspaper Playscripts Instructions Letter</p>	<p>Classics Biography Characters' points of view Information How settings create atmosphere Diary</p>	<p>Classics Biography Characters' points of view Journalistic style - newspaper Playscripts Instructions Letter Whole school performance</p>	<p>Classics Biography Characters' points of view Information How settings create atmosphere Information</p>	<p>Classics Biography Characters' points of view Journalistic style - newspaper Playscripts Explanation Letter</p>
<p>Cross curricular skills To read for a range of purposes. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>						