

Reading Y1 Cycle B AUTUMN 1

CORE LEARNING

READNG 1: ACCURACY (phonic lessons/reading lessons/1:1 reading)

- a) Apply phonic knowledge and skills as the way to decode words
- b) Match all 40+ graphemes to their phonemes **review phase 3 and 4**
teach phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each
- c) Blend sounds in unfamiliar words based on known GPCs
- d) Read common words (including exception words) using phonic knowledge where possible
review tricky words phases 2 – 4
to into I no go of he she we me be was you they all are my by sure pure said have like so
do some come love were there little one when out what says here today
- e) Read words containing taught GPCs and s, es, ing, ed, er, est endings
- f) Read words of more than two syllables that contain taught GPCs



READNG 2: FLUENCY (echo reading/choral reading/1:1 reading)

- a) Read aloud phonically decodable texts with confidence
- b) Re-read these books to build up their fluency and confidence in word reading
- c) Read a number of signs and labels in the environment drawing from phonic knowledge when doing so

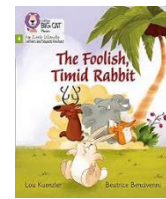


Little Wandle

READNG 3: COMPREHENSION (reading lessons/continuous provision)

Retrieval – Understand what they read and what is read to them

- a) Use prior knowledge to understand texts.
- b) Use context and vocabulary provided to understand texts.
- c) Talk about the main events in the story with detail.
- d) Retell a story using story language.
- e) Check that the text makes sense to them as they read and correct miscues



What Where When Who

Picture focus – oral questioning ‘what’ ‘who’ ‘when’ ‘where’

ITWB or individual photos/pictures to share/guided text of the week/cold text

Applying skills already taught

- Phonics and key words

READNG 4: ENJOYMENT (continuous provision/book time/individual reading/author collection/s)

Interpretation

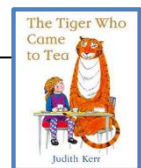
- a. Say what they like or dislike about a text.

View Point

- a. Share own opinion of books they have read or had read to them.

Context

- a. Respond to a range of texts – narrative, non-fiction and poems.
- b. Say what they like or dislike about a text.
- c. Talk about their responses in a group.
- d. Listen to others’ ideas about a text.
- e. Know some key stories
- f. Experience poems and rhymes and be able to recite.



Author collection

Judith Kerr

Key text

The tiger who came to tea by Judith Kerr

Poetry challenge

Recite 10 nursery rhymes

5 plagues – breadth

The tiger who came to tea - Judith Kerr

Complexity of plot/symbol

The Tale of Peter Rabbit

Archaic text

Grandpa – John Burningham

Non-linear

Ning Nang Nong by Spike Milligan

Resistant text

The true story of the three little pigs by John Scieszka

Complexity of the narrator

The cat in the hat by Dr.Suess

Archaic text

Book events

- **Book swap**
- **Read to a tiger/cat**



READNG 5: UNDERSTANDING THE WORLD/BREADTH

(continuous provision/class book time)

- a) Discuss word meanings, linking new meanings to those already known and vocabulary provided

Access to books about Autumn/tigers/the U.K.

