

Reading Y1 Cycle B AUTUMN 2

CORE LEARNING

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

- Apply phonic knowledge and skills as the way to decode words
- Match all 40+ graphemes to their phonemes **phase 5 graphemes**
 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn
 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time
 /oa/ o-e home /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw
- Blend sounds in unfamiliar words based on known GPCs
- Read common words (including exception words) using phonic knowledge where possible
their people oh your Mr Mrs Ms could would should our house mouse water want
- Read words containing taught GPCs and s, es, ing, ed, er, est endings
- Read words of more than two syllables that contain taught GPCs



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

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

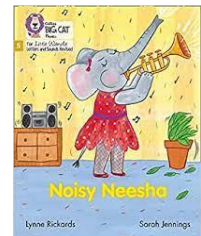


Little Wandle

READNG 3: COMPREHENSION (reading lessons/continuous provision)

Interpretation

- Begin to draw inferences from the text and/or the illustrations.
- Make predictions based on the events in the text.
- Link what they read or hear read to their own experiences.
- Explain what they understand about a text.
- Talk about their responses in a group, explain clearly their understanding of what is read to them.
- Listen to others' ideas about a text taking turns and listening to what others say.



Why How

Picture focus – oral questioning

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

Applying skills already taught

- Retrieval – what who when where

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

Interpretation

- Say what they like or dislike about a text.

View Point

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

Context

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

Book events

- Book swap
- Read to an elf/reindeer



READNG 5: UNDERSTANDING THE WORLD/BREADTH

(continuous provision/class book time)

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

Access to books about Guy Fawkes/sculpture/Christmas

Author collection

Janet & Allan Ahlberg



Key text

The night Before Christmas by Clement Moore

Poetry challenge

Recite and perform 2 poems/rhymes

5 plagues – breadth

Not now Bernard - David Mckee

Resistant text

Voices in the park Anthony Brown

Non linear

Come away from the water Shirley by John

Burningham **Complexity of the narrator**

The hare and the tortoise Aesop - **Archaic text**

Scissors poem - Allen Ahlberg

Complexity of plot/symbol

I do not mind you winter wind poem Jack Prelutsky -

Complexity of plot/symbol

The night before Christmas (poem)

By clement Clarke Moore **Archaic text**

