

Reading Y1 Cycle B SUMMER 2

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 **phase 5**
igh – eight aigh – straight ey – grey ea - break dge – bridge
kn – knee gn - gnaw mb – thumb ere – here eer – deer su – treasure si – vision
y – crystal ge – large ti – potion ssi – mission si - mansion ci – delicious
ough – daughter our - pour oar – oar ore - more
- c) Blend sounds in unfamiliar words based on known GPCs
- d) Read common words (including exception words) using phonic knowledge where possible
busy beautiful pretty hour move improve parents shoe
- 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)

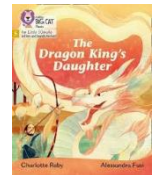
- a) Read aloud phonically decodable texts with confidence
- b) Re-read these books to build up their fluency and confidence in word reading
Little Wandle



READNG 3: COMPREHENSION (reading lessons/continuous provision)

View Point

- a. Understand, talk about and become familiar with key stories, fairy stories, and traditional tales retelling them and considering their particular characteristics.
 (ordering events/sequencing events/identifying key features/key characters and their personalities)
 ITWB work or individual photos/pictures to share/guided text of the week/cold text Friday



Applying skills already taught

- Retrieval – what who when where
- Interpretation – why How
- Structure/organisation
- Choice

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

View Point

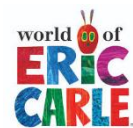
- a. Talk about their favourite author or genre of books.

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, including traditional and fairy tales.
- f. Experience poems and rhymes and be able to recite.

Author collection

Eric Carle



Key text

The Frog - poem

Poetry challenge

Recite 2 poems – linked to topic

5 plagues – breadth

Tadpole's promise by Jeanne Willis

Resistant text

Three brave women by C.L.G. Martin

Non-linear time sequences

The summer my father was ten by Pat Brisson **non-linear time sequences**

The Frog - Poem by Hillarie Belloc **Archaic text**

Three little kittens - Poem by Eliza Lee Follen

Archaic text

My Shadow - Poem by Robert Louis Stevenson **Archaic text**

A good Play - Poem by Robert Louis Stevenson **Archaic text**

The Swing - Poem by Robert Louis Stevenson **Archaic text**

Book events

- **Book swap**
- **Hold a reading picnic on the grass**



READNG 5: UNDERSTANINDG 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 plants/plant growth/bugs in their habitats

