






**Medium Term Plan - Reading - Year 1 Autumn Term**

R1	Accurate reading
R2	Fluent reading
R3	Reading Comprehension
R4	Enjoyment of reading
R5	Breadth of reading (understanding of the world)

What we are teaching	How
<p><b>R1 Accurate Reading</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the way to decode words</li> <li>Match all 40+ graphemes to their phonemes</li> <li>Blend sounds in unfamiliar words based on known GPCs</li> <li>Read common words (including exception words) using phonic knowledge where possible</li> <li>Read words containing taught GPCs and s, es, ing, ed, er, est endings</li> <li>Read words of more than two syllables that contain taught GPCs</li> <li>Read words with contractions, e.g. I'm, I'll, we'll, and understand the apostrophe represents the omitted letter(s)</li> <li>Review Phase 3/4 Phonics Little Wandle</li> <li>Teach Phase 5 Phonics Little Wandle</li> </ul>	<p>Phonics lessons Group Reading Sessions (Little Wandle)</p> 
<p><b>R2 Fluent Reading</b></p> <ul style="list-style-type: none"> <li>Read aloud phonically decodable texts with confidence</li> <li>Read a number of signs and label in the environment drawing from phonic knowledge when doing so.</li> </ul>	<p>Group Reading Sessions (Little Wandle)</p>  <p>Phonics Books Word Mats Choral reading Echo reading</p>
<p><b>R3 - Reading Comprehension</b></p> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Use prior knowledge to understand texts</li> <li>Use context and vocabulary provided to understand texts</li> <li>Talk about the main events in the story with detail</li> <li>Retell a story using story language</li> <li>Check that the text makes sense to them as they read and correct miscues</li> </ul> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to draw inferences from the text and/or the illustrations</li> <li>Make predictions based on the events in the text</li> <li>Link what they read or hear read to their own experiences</li> <li>Explain what they understand about a text.</li> <li>Talk about their responses in a group, explain clearly their understanding of what is read to them</li> <li>Listen to others' ideas about a text taking turns and listening to what others say</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Understand and talk about the main characteristics of the key stories known</li> </ul>	<p>Group Reading Sessions (Little Wandle)</p> 

<ul style="list-style-type: none"> <li>• Talk about the title and the events</li> <li>• Retell a story using patterns, rhythms and predictable phrases</li> <li>• Identify different parts of a book: front cover, back cover, beginning, end, word, letter, line</li> <li>• Growing awareness of how non-fiction texts are organised (contents page, glossary, index, sub-headings)</li> </ul> <p><b>View Point</b></p> <ul style="list-style-type: none"> <li>• Understand, talk about and become familiar with key stories, fairy stories, and traditional tales retelling them and considering their particular characteristics</li> </ul>	
<p><b>R4- Enjoyment of Reading</b></p> <ul style="list-style-type: none"> <li>• Say what they like or dislike about a text</li> <li>• Share own opinion of books they have read or had read to them</li> <li>• Talk about their favourite author or genre of books.</li> <li>• Respond to a range of texts - narrative, non-fiction and poems</li> <li>• Say what they like or dislike about a text</li> <li>• Talk about their responses in a group</li> <li>• Listen to others' ideas about a text</li> <li>• Know some key stories, including traditional and fairy tales</li> <li>• Experience poems and rhymes and be able to recite</li> <li>• Talk about their favourite author or genre of books</li> </ul>	<p>Reading for pleasure sessions Cycle A -</p>  <p>Cycle B -</p>  <p>Individual reading School library time Reading events - Stop Drop and Read - Book Fairy - Book Fair</p>
<p><b>R5 -Breadth of Reading (Understanding of the World)</b></p> <ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known and vocabulary provided</li> </ul>	<p>Reading for pleasure Reading across the curriculum Little Wandle group reading sessions</p> 