


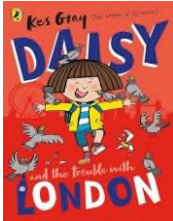
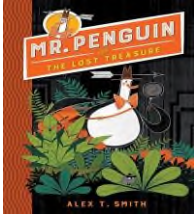
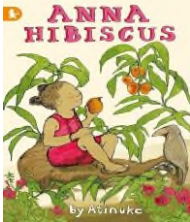



Medium Term Plan - Reading - Year 1 Spring Term

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

<ul style="list-style-type: none"> Retell a story using patterns, rhythms and predictable phrases Identify different parts of a book: front cover, back cover, beginning, end, word, letter, line Growing awareness of how non-fiction texts are organised (contents page, glossary, index, sub-headings) <p>View Point</p> <ul style="list-style-type: none"> Understand, talk about and become familiar with key stories, fairy stories, and traditional tales retelling them and considering their particular characteristics 	
<p>R4- Enjoyment of Reading</p> <ul style="list-style-type: none"> Say what they like or dislike about a text Share own opinion of books they have read or had read to them Talk about their favourite author or genre of books. 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, including traditional and fairy tales Experience poems and rhymes and be able to recite Talk about their favourite author or genre of books 	<p>Reading for pleasure sessions</p> <p>Cycle A -</p>   <p>Cycle B -</p>   <p>Individual reading School library time Reading events - Book Swap</p> <p>National Storytelling Week 29 January to 5 February</p>
<p>R5 -Breadth of Reading (Understanding of the World)</p> <ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known and vocabulary provided 	<p>Reading for pleasure Reading across the curriculum Little Wandle group reading sessions</p> 