




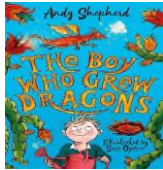



Medium Term Plan - Reading - Year 1 Summer Term

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>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> 