

Reading Planning Summer 2: France & the Olympics

Year 1	
<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 2. being encouraged to link what they read or hear to their own experiences 3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 4. recognising and joining in with predictable phrases 5. learning to appreciate rhymes and poems, and to recite some by heart 6. discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ol style="list-style-type: none"> 1. drawing on what they already know or on background information and vocabulary provided by the teacher 2. checking that the text makes sense to them as they read, and correcting inaccurate reading 3. discussing the significance of the title and events 4. making inferences on the basis of what is being said and done 5. predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
Year 2	
<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

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<p>Working Below the Expected Standard (Pre Key Stage Standard 4)</p> <ol style="list-style-type: none"> 1.Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes 2.read accurately by blending the sounds in words with up to five known graphemes 3.read some common exception words 4.read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence 5.talk about the events in the story and link to their own experience 6.retell some of the story 		<p>Working Towards the Expected Standard</p> <ol style="list-style-type: none"> 1. can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes 2. can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) 3.can read many common exception words. 4. In a book closely matched to the GPCs as above, can read aloud many words quickly and accurately without overt sounding and blending. 5.In a book closely matched to the GPCs as above, can sound out many unfamiliar words accurately. 6.In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences. 		<p>Working At the Expected Standard</p> <ol style="list-style-type: none"> 1. can read accurately most words of two or more syllables 2. can read most words containing common suffixes 3. can read most common exception words 4. In age-appropriate books, can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words 5. In age-appropriate books, can sound out most unfamiliar words accurately, without undue hesitation. 6. In a book that they can already read fluently, can check it makes sense to them, correcting any inaccurate reading. 7. In a book that they can already read fluently, can answer questions and make some inferences. 8. In a book that they can already read fluently, can explain what has happened so far in what they have read. 		<p>Working at Greater Depth</p> <ol style="list-style-type: none"> 1. In a book they are reading independently, make inferences. 2. In a book they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far. 3.In a book they are reading independently, make links between the book they are reading and other books they have read. 	
EYFS							
Summer 2	Activate Thinking Introduce Text/ Reading	Vocabulary Focus	Link ideas Talk for Reading - skills focus	Retell Talk for Reading - skills focus	Answer questions Apply		
Week 1	Read the title of the book and discuss what the book could be about. Have you even been to a zoo? What was it like?	Focus on vocabulary: teach the class using the pictures and context.	Go over any words/misconceptions from the text. Revise vocabulary	Pupils have a copy of the text and highlight the words	Phonics shared reading &		

Reading Planning Summer 2: France & the Olympics

	<p>What animals did you see? Discuss author, illustrator, publisher etc. Discuss ideas from front cover. Look at the picture on the front cover. Highlight the note that reads 'From the Zoo.'</p> <p>Read and discuss to page six. Highlight the repeated words in the text and encourage pupils to join in with the repeated phrases. Now read the whole typed text out loud on the PowerPoint and ask the children to follow it as you model decoding, fluency and expression, making good note of punctuation. Explain that you want the pupils to copy you.</p> <p>Echo Read a sentence at a time and then Choral Read the whole text together as a class. Ensure understanding and concentration.</p>	<p>Phonics links: highlight initial sounds. Giraffe - clap the syllables. This word has a very clever letter in! Highlight how the <i>g</i> is making the sound it normally makes. All practise saying the alternative sound <i>g, g, g!</i> Tall - underline the high frequency word <i>all</i>. Let's add <i>t</i> to the beginning, what word have we made? Lion - draw sound buttons and talk about the alternative sound for <i>i</i>. Angry - draw sound buttons and talk about the alternative sound for <i>y</i>. HFW word focus: I, the, for, they, a, back, was, him, me, all</p>	<p>meanings by finding the phrases or sentences they are in and explaining what they mean. Ask questions to check understanding:</p> <p>Why did the person write to the zoo Can you name three animals that have been sent as pets? Why was the elephant not a good pet? Which animal was too tall? Why was the lion sent back to the zoo?</p>	<p>from the vocabulary list. Write words on card</p>	<p>comprehension questions.</p>
<p>Week 2</p>	<p>Personal, social and emotional development - Pupils could talk about the pets they have or would like to have. Pupils can explore their feelings towards different animals, for example those they may find frightening, like snakes and spiders.</p>	<p>What do you think will happen next in the story? Reread the text with the whole class with fluency and expression</p>	<p>Cloze sentences to complete.</p>	<p>Remind pupils of the title of the book and discuss author, illustrator, publisher etc. Discuss what has happened so far. What animals do you think they will send next?</p> <p>Read the whole text and then discuss from page six to the end. Now read the whole typed text out loud on the PowerPoint and ask the children to follow it as you model decoding, fluency and expression making good note of punctuation. Explain that you want the pupils to copy you. Echo Read a sentence at a time and then Choral Read the whole text together as a class. Ensure</p>	<p>Phonics shared reading & comprehension questions.</p>

Reading Planning Summer 2: France & the Olympics

				understanding and concentration.	
Week 3	<p>Focus on vocabulary: teach the class using the pictures and context.</p> <p>Phonics links: Camel - clap the syllables and blend the sounds. Monkey - the o is being a little cheeky like the monkey in the story and making an <u>u</u> sound. Snake - draw sound buttons and clap syllables. How clever! The first letter in the word is making the same as the snake does - ssssssss! Can you make this sound? HFW word focus: they, and, a, him, as, my, back, I, was</p>	<p>Go over any words/misconceptions from the text. Revise vocabulary meanings by finding the phrases or sentences they are in and explaining what they mean. Ask questions to check understanding:</p> <p>What other animals did they send from the zoo? What happened to the camel, the snake and the frog? Which animal was just right? What happened to the puppy?</p>	<p>Literacy - Pupils have a copy of the text and highlight the words from the vocabulary list. Write words on cards.</p>	<p>Encourage children to think about what pet they would choose. Are there any animals that wouldn't make a good pet? Why?</p>	<p>Phonics shared reading & comprehension questions.</p>
Week 4	<p>Children talk about a present that they have been given that is perfect. Why was it perfect?</p>	<p>Re read the text with the whole class with fluency and expression.</p>	<p>Draw and label the animals from the story.</p>	<p>Comprehension questions.</p>	<p>Phonics shared reading & comprehension questions.</p>
KS1					
Summer 2	Day 1	Day 2	Day 3	Day 4	Day 5
	<p>Activate Thinking Introduce Text/ Reading</p>	<p>Vocabulary Focus</p>	<p>Link ideas Talk for Reading - skills focus</p>	<p>Retell Talk for Reading - skills focus</p>	<p>Answer questions Apply</p>
Week 1	<p>Read and share the book up to page 9 - up to where Claire describes the encounter with a snake with the children. Discuss why Claire is telling each of her friends a different story. Now read the extract of the text from the PowerPoint and ask the children to follow it as you model decoding, fluency and expression, making good note of punctuation. Explain that you want the pupils to copy you. Echo Read the same part or some of the section and then Choral Read the same section together as a class.</p>	<p>Focus on vocabulary: teach the class using the pictures and context. Discuss the fact that we can try and use them in our own writing. Show how they can be used in different contexts. thoughtful - when have you seen someone being thoughtful or being thoughtful (showing consideration) to someone else. Use the word in both contexts. Find as many words as you can that mean enormous - use the PowerPoint slide and pointer function to write the words in order into the zone of relevance to describe a crocodile: huge, gigantic, massive, big, colossal, etc (discuss the fact that humongous is an American slang word and not to be used formally, and ginormous is a mixture of gigantic and</p>	<p>Pupils work in their mixed ability pairs to read the same text out loud taking it in turns. Use one copy and a ruler to guide them. Read it several times to aid fluency and word recognition. Record on seesaw.</p>	<p>Children each have a copy of the text and highlight the words from the vocabulary list. Underline any words they cannot read or phrases they cannot understand with a pencil. Hear a few children read during this time. Write the meaning of each word.</p>	<p>Phonics shared reading & comprehension questions.</p>

Reading Planning Summer 2: France & the Olympics

	Ensure understanding and concentration. Discuss what Claire may tell the next friend she meets as she makes her way home.	enormous - again only to be used in informal settings).			
Week 2	predict what could happen next. Find any words that mean large or huge and circle them on text.	Go over any words/misconceptions from the text. Revise vocabulary meanings by finding the phrases or sentences they are in and explaining what they mean. Demonstrate how to complete the task sheet by modelling the retrieval question of matching the stories Claire told, to the friends she told them to, by retrieving the answers directly from the text. Text mark their copies of the text. Show how to find and copy just one single word. Explain how to write their predictions of what Claire may say has happened to her knee to the next friend she meets.	Write the answer to: Why is Claire telling stories?	Read and share the book up to where Claire meets Hannah, but not the page where Claire is about to meet her mum. Discuss what they think of the stories Claire is telling and whether they had thought of any of those ideas from last week. What do the children think that Claire will tell her mum? Now read the extract of the text from the PowerPoint and ask the children to follow it as you model decoding, fluency and expression, making good note of punctuation - particularly exclamation marks and commas. Explain that you want the pupils to copy you. Echo Read the same part or some of the section and then Choral Read the same section together as a class. Ensure understanding and concentration.	Phonics shared reading & comprehension questions.
Week 3	Focus on vocabulary: teach the class using the pictures and context. Discuss the fact that some are verbs, and some are adjectives. Can the children say which are which? Ask the children to recall words for huge from last time. Where would you creep? Think about something you would stamp on - describe it to your partner.	Children work in their mixed ability pairs to read the same text out loud taking it in turns. Use one copy and a ruler to guide them. Read it several times to aid fluency and word recognition. Record on seesaw.	Children have a copy of the text and highlight the words from the vocabulary list. Underline any words they cannot read or phrases they cannot understand with a pencil. Hear a few children read during this time. Write meaning of each word.	predict what Claire will tell her mum. Discuss why they think Claire made up all the stories.	Phonics shared reading & comprehension questions.

Reading Planning Summer 2: France & the Olympics

	<p>What would people bundle together? What could be in a bundle?</p>				
<p>Week 4</p>	<p>Go over any words/misconceptions from the text. Revise vocabulary meanings by finding the phrases or sentences they are in and explaining what they mean. Demonstrate how to complete the task sheet by reading the question very carefully to see what part of the text the question is referring to. Explain that the answers are all able to be retrieved straight from the text.</p>	<p>Which front cover do you like best and why?</p>	<p>Read the end of the text with the whole class with fluency and expression and discuss what happened</p>	<p>Reading age assessment</p>	<p>Phonics shared reading & comprehension questions.</p>