

Reading Planning Autumn 1 : Australia: Poetry - Perfectly Peculiar Pets

<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 	
<p>Working Below the Expected Standard (Pre Key Stage Standard 4) 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>	<p>Working Towards the Expected Standard 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>	<p>Working At the Expected Standard 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>	<p>Working at Greater Depth 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.</p>

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Summer	Day 1	Day 2	Day 3	Day 4	Day 5
Yr 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	Show front cover of Perfectly Peculiar Pets and discuss. What do you think this might be about? Read blurb. Look at contents - what do you notice? Read poem Perfectly Peculiar Pets - discuss and model working out unfamiliar words using a range of strategies - are there any words you don't understand? Children re-read poem independently.	Paired read - Perfectly Peculiar Pets Discuss fluffy friendly Alliteration - choose a pet can you think of more alliterative phrases to describe these. Rhyme Children re-read poem again looking for rhyming pairs.	Introduce Rex Retriever Model answering retrieval questions. Share sentence starters for answers. Re-read Perfectly Peculiar Pets.	Re-read Perfectly Peculiar Pets and answer retrieval questions. What four animals are mentioned in the poem? What do the parents do? What do the parents whisper?	60 second reads - Animal stories
Week 2	Read A for B for C for D for E for Discuss and identify the rhyming words. Ask children to identify words that they are unfamiliar with. Discuss and model working out unfamiliar words using a range of strategies. Children re-read poems independently	Discuss the words Snuggle Stare Grumpy Brilliant Model using a dictionary to find meanings of words. Mind map other words that mean the same.	Introduce Prediction Pip Model answering prediction questions Share sentence starters for answers Re-read poems	Re-read poems and answer prediction questions What animals might there be for the next few letters of the alphabet? What else might Madam Mandy do? What junk do you think the elephant hoovered up?	60 second reads - Animal stories
Week 3	Read F for G for H for I for, J for Discuss and identify the rhyming words. Ask children to identify words that they are unfamiliar with. Discuss and model working out unfamiliar words using a range of strategies. Children re-read poems independently	Children use dictionaries to find the meaning of the following words Flamboyantly Panic Prances Impolite Chuckle	Introduce Iggy Inference Model answering inference questions Share sentence starters for answers Re-read poems	Re-read poems and answer inference questions Why did the poet use ... word? How does the poem make you feel? What would you do if ...?	60 second reads - Animal stories
Week 4	Read K for L for m for, n for, o for Discuss and identify the rhyming words. Ask children to identify words that they are unfamiliar with. Discuss and model working out unfamiliar words using a range of strategies. Children re-read poems independently	Dreadful Charming Tiny Peculiar Model using a thesaurus to find other words with the same meaning - introduce the word synonym	Introduce Vocabulary Victor Model answering vocabulary questions Share sentence starters for answers Re-read poems	Re-read poems and answer vocabulary questions Can you think of another way of saying...? Why is IS written in capital letters? What does frilly mean? How can you find out what this word means if you don't know?	Dog reading comprehension questions
Week 5	Read P for Q for R for S for T for Discuss and identify the rhyming words. Ask children to identify words that they are unfamiliar with. Discuss and model working out unfamiliar words using a range of strategies. Children re-read poems independently	Recap alliteration. Children re-read poems and find examples of alliterative phrases.	Introduce sequencing Suki Model answering sequencing questions Share sentence starters for answers Re-read poems.	Re-read poems and answer sequencing questions Put these phrases in order they appear in the poem. Which animal did we meet first?	Rabbit reading comprehension questions

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				What is special about the order of the poems? Do you have to read this in the order it is written?	
Week 6	Read rest of Perfectly Peculiar Pet poems Discuss and identify the rhyming words. Ask children to identify words that they are unfamiliar with. Discuss and model working out unfamiliar words using a range of strategies. Children re-read poems independently	Introduce onomatopoeia. Discuss potter patter. Can children think of other examples?	Recap VIPRS Can children recall what each letter means and give examples of questions for each? Children write own questions for each letter.	Children answer each other's questions from previous session	Reading Age Assessments