Reading Planning Autumn 1 : Australia: Meet The Weather/My Encyclopaedia of Very Important Animals

Word Reading	Comprehension
Pupils should be taught to: • 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	Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: 　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: 　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

Working Below the Expected Standard (Pre Key Stage Standard 4)	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth
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	1.To apply phonic knowledge to decode regular words. 2. To apply phonic knowledge to attempt to read some common irregular words. 3.To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes. 4.To read and understand simple sentences. 5.To demonstrate a pleasure in reading and a motivation to read. 6.To listen whilst others read to them and show understanding. 7.To simply retell familiar stories. 8. To recognise and join in with predictable phrases in a text. 9. To check that a text makes sense to them as they read and begin to self-correct.	1.To blend sounds in unfamiliar words using the GPCs that they have been taught. 2.To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes. 3.To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 4.To read words containing taught GPCs. 5.To read words containing -s, -es, -ing, -ed and -est endings. 6.To read words with contractions (for example, I'm, I'll, we'll). 7.To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. 8.To re-read texts to build up fluency and confidence in word reading. 9.To continue to demonstrate a pleasure in reading and a motivation to read. 10.To link what they have read or hear read to their own experiences. 11.To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. 12.To retell familiar stories in increasing detail. 13.To recite simple poems by heart. 14.To discuss word meaning and link new meanings to those already known. 15.To check that a text makes sense to them as they read and to self-correct. 16.To predict what might happen on the basis of what has been read so far. 17.To begin to make simple inferences. 18. To discuss the significance of titles and events. 19. To join in discussions about a text, take turns and listen to what others say.	1.To read texts that are more complex and beyond their chronological age. 2.To read other words of more than one syllable that contain taught GPCs. 3.To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes. 4. To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). 5.To start to work on the Year 2 programme of study for word reading. 6.To continually demonstrate a pleasure in reading and a motivation to read. 7.To discuss their reading preferences, including favourite authors and genres. 8.To retell familiar stories in much detail and consider their particular characteristics. 9.To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to. 10.To check that a text makes sense to them as they read and to self-correct. 11.To make sensible predictions supported by evidence. 12.To make inferences based on what is being said and done. 13.To use age-appropriate non-fiction texts to extract information. 14. To contribute confidently in discussions about a text, take turns and listen to what others say.

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	10. To join in discussions about a text.				

Autumn	Day 1	Day 2	Day 3	Day 4	Day 5
Yr 1	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 the front cover – Meet the Weather. Make predictions about what the book will be about, do you think it's fiction/non-fiction, why? Read and discuss the blurb. Adult read the text aloud.	Adult re-read the text aloud. Look at and discuss the different size/style/bold texts and why they are written like that. Children – re-read a sentence/s with the correct expression.	Introduce sequencing. Re-read text and sequence weather pictures.	Re-read text – focus on phonics as a method to read words. Children practise using phonic knowledge to read weather words.	60 second read phonetically plausible weather/seasons questions
Week 2	Re-read text up to page on tornadoes. Discuss words – are there any words that you don't understand?	Look at words from yesterday – can you remember what they mean? What other words could we use instead?	Re-read text Introduce retrieval skills Match weather to what they do.	Choose a weather looked at this week – retrieve words to describe.	60 second read phonetically plausible weather/seasons questions
Week 3	Re-read text from tornadoes to the end. Discuss words – are there any words that you don't understand?	Look at words from yesterday – can you remember what they mean? What other words could we use instead?	Re-read text Recap retrieval skills Match weather to what they do	Choose a weather looked at this week – retrieve words to describe.	60 second read phonetically plausible weather/seasons questions
Week 4	Show the front cover – My encyclopaedia of very important animals. Make predictions about what the book will be about, do you think it's fiction/non-fiction, why? Read and discuss the blurb. Look at features of non-fiction.	Introduce the idea of a glossary. Read glossary – look at and discuss words and meanings.	Introduce vocabulary skills. Pg 10-11 What other words can we use to describe animals?	Pg 20 -21 Read Think about vocabulary used to describe mammals.	60 second read phonetically plausible animal questions
Week 5	Read and discuss pages 22 – 29. Discuss unknown words. Model using strategies to work out unfamiliar words.	Re-read pages 22-29. Introduce the idea of verbs. Look at page 22-23 – highlight verbs.	Re-read pages 22-29 Introduce common exception words. Look for familiar common exception words in the text.	Re-read pages 22-29 Play pairs with common exception words	60 second read phonetically plausible animal questions
Week 6	Look at contents page – look for page titles with alliteration – choose a page to read and discuss together, working on strategies to read unfamiliar words, and discuss unknown words.	Look at contents page – look for page titles with alliteration – choose a page to read and discuss together, working on strategies to read unfamiliar words, and discuss unknown words.	Look at contents page – look for page titles with alliteration – choose a page to read and discuss together, working on strategies to read unfamiliar words, and discuss unknown words.	Look at contents page – look for page titles with alliteration – choose a page to read and discuss together, working on strategies to read unfamiliar words, and discuss unknown words.	Reading Age Assessments