

## Reading Planning Summer 1: France & the Olympics

Year 1	
<p><b>Word Reading</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Comprehension</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ol style="list-style-type: none"> <li>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</li> <li>2. being encouraged to link what they read or hear to their own experiences</li> <li>3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>4. recognising and joining in with predictable phrases</li> <li>5. learning to appreciate rhymes and poems, and to recite some by heart</li> <li>6. discussing word meanings, linking new meanings to those already known</li> </ol> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:               <ol style="list-style-type: none"> <li>1. drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>2. checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>3. discussing the significance of the title and events</li> <li>4. making inferences on the basis of what is being said and done</li> <li>5. predicting what might happen on the basis of what has been read so far</li> </ol> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>
Year 2	
<p><b>Word Reading</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<p><b>Comprehension</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• 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"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• 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</li> </ul>

## Reading Planning Summer 1: France & the Olympics

<ul style="list-style-type: none"> <li>reread these books to build up their fluency and confidence in word reading</li> </ul>		<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>				
<p><b>Working Below the Expected Standard (Pre Key Stage Standard 4)</b></p> <ol style="list-style-type: none"> <li>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</li> <li>read accurately by blending the sounds in words with up to five known graphemes</li> <li>read some common exception words</li> <li>read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence</li> <li>talk about the events in the story and link to their own experience</li> <li>retell some of the story</li> </ol>		<p><b>Working Towards the Expected Standard</b></p> <ol style="list-style-type: none"> <li>can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</li> <li>can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</li> <li>can read many common exception words.</li> <li>In a book closely matched to the GPCs as above, can read aloud many words quickly and accurately without overt sounding and blending.</li> <li>In a book closely matched to the GPCs as above, can sound out many unfamiliar words accurately.</li> <li>In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences.</li> </ol>		<p><b>Working At the Expected Standard</b></p> <ol style="list-style-type: none"> <li>can read accurately most words of two or more syllables</li> <li>can read most words containing common suffixes</li> <li>can read most common exception words</li> <li>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</li> <li>In age-appropriate books, can sound out most unfamiliar words accurately, without undue hesitation.</li> <li>In a book that they can already read fluently, can check it makes sense to them, correcting any inaccurate reading.</li> <li>In a book that they can already read fluently, can answer questions and make some inferences.</li> <li>In a book that they can already read fluently, can explain what has happened so far in what they have read.</li> </ol>		<p><b>Working at Greater Depth</b></p> <ol style="list-style-type: none"> <li>In a book they are reading independently, make inferences.</li> <li>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.</li> <li>In a book they are reading independently, make links between the book they are reading and other books they have read.</li> </ol>
EYFS/Yr 1						
Summer 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	<b>To discuss new vocabulary</b> Introduce new text - Funnybones Introduce and discuss vocabulary - Skeleton, bones, frighten, bumped. Count syllables in skeleton. See how the two e are making two different	<b>To listen and discuss a story.</b> Read Funnybones out loud from pages to 1-11 and discuss what is happening.	<b>To decode a text.</b> Read the whole typed text out loud on the PPT 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 then choral read the whole text together as a	<b>To make predictions</b> Go over any words/misconceptions from the text. Revise vocabulary meanings. Demonstrate how to complete the task sheet by modelling how to draw each of the skeletons and what they think they will do next in the story. Model how to write a sentence with capital letters and full	Phonics shared reading & comprehension questions.	

Reading Planning Summer 1: France & the Olympics

	sounds. Frighten and bumped both verbs. Recap and discuss what a verb is - can children think of any more? What sound can you hear at the end of bumped? T. Bones - highlight the spilt vowel diagraphs.		class. Ensure understanding and concentration.	stops explaining what they will do next.	
Week 2	<b>To share predictions. To read fluently.</b> Share ideas on predictions from last lesson. Re-read text again developing fluency and expression.	<b>To read fluently</b> In mixed ability groups discuss the text and tell each other what is happening. Yr 1 children read the text for Reception children to echo back.	<b>To decode and identify words</b> Give copies of the texts to children - read and underline the key words from last week and Reception verbally explain their meaning. Yr 1 write the meaning of each word. Highlight all the three letter words - use phonic skills to decode and read the words.	<b>To read aloud</b> Record Yr 1 children reading pg 1 - 11 again aloud - ask children to watch videos and comment on performances/expression.	Phonics shared reading & comprehension questions.
Week 3	<b>To discuss new vocabulary</b> Look at jumped and climbed - both verbs written in the past tense - ed added to the end. Tricky - y making the ee sound. Sound out corners. Count syllables and phonemes. Discuss meanings of words.	<b>To listen and discuss a story</b> Read Funnybones out loud from pages to 11- end and discuss what is happening. Now read the whole typed text out loud on the PPT 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 understanding and concentration.	<b>To retrieve information from a text</b> Go over any words/misconceptions from the text. Revise vocabulary meanings. Demonstrate how to complete the task sheet by modelling how to write a full sentence for each of the ways the skeletons frightened each other.	<b>To identify adjectives.</b> Children list other adjectives to describe the skeletons e.g. scary, funny, frightening etc.	Phonics shared reading & comprehension questions.
Week 4	<b>To recall events in sequence.</b> Share some of the ideas from the pupils. How many different ways did the skeletons frighten each other? Can you remember the correct order? Re read the text again with the	<b>To read fluently</b> Children work in mixed ability groups to discuss the text and to tell each other what is happening. Use one copy of the text between them. Yr 1 read parts of the text that they are familiar with, out	<b>To decode and identify words</b> Give copies of the texts to children - read and underline the key words from last week and Reception verbally explain their meaning. Yr 1 write the meaning of each word.	<b>To recognise capital letters</b> Children each have a copy of the text find all of the capital letters and highlight them.	Phonics shared reading & comprehension questions.

## Reading Planning Summer 1: France & the Olympics

	whole class with fluency and expression	loud, for Reception to follow and echo read with them.			
Year 2					
Summer 1	Day 1	Day 2	Day 3	Day 4	Day 5
	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	<p><b>To make predictions</b> Show the children the front cover of the book and ask them to discuss what they think will happen in the story. Write a prediction in guided reading books.</p>	<p><b>To discuss new vocabulary and the meaning of words</b> teach the new vocabulary using the pictures and context. Discuss the fact that they are all words in the text and some are similar in meaning. We should try and use them in our own writing. Show how they can be used in different contexts. Tell your partner something that is littered on the ground. Where might you find litter? What have you seen that is vivid? Can you remember something really clearly? What could the children do to create 'chaos' in a classroom? What might be in a bad enough state to be called a 'hovel'? Write words and meanings in Guided Reading books.</p>	<p><b>To read a new text decoding unfamiliar words.</b> Read and share the book up to page 8 - up to '<i>collecting for months</i>' out loud (but don't turn over) with the children. Discuss what has happened. 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. Ensure understanding and concentration. Record children reading text on seesaw.</p>	<p><b>To read fluently and identify key words</b> Children work in 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.  Children now each have a copy of the text and highlight the words from the vocabulary list.</p>	Phonics shared reading & comprehension questions.
Week 2	<p><b>To predict what happens next with reasons.</b> Discuss how Vlad and Loxton would be feeling as the hospital was cleaned up and how the children know this.</p>	<p><b>To find information in a text</b> 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 first question and explain how to use the meaning of the word vividly to show why Vlad remembered it. Why would it have been a strong memory? Demonstrate how to order the sentences according to the text and to look at the text to help them.</p>	<p><b>To use information from a text to create a setting description.</b> Using ideas from the text write to expanded noun phrases to describe the dirty hospital.</p>	<p><b>To infer about a character's feelings</b> Share some of the ideas about why the animals may have been upset by the nurses arriving at the hospital. Read page 9 and ask the children why the author has used a gap (use of ellipsis, but they don't need to know the term) and then the words 'they even used soap'. Write ideas into Guided Reading Book.</p>	Phonics shared reading & comprehension questions.

Reading Planning Summer 1: France & the Olympics

<p>Week 3</p>	<p><b>To discuss new vocabulary and the meaning of words</b>          teach the new vocabulary using the pictures and context. Ask the children what would distract them. What do they know that is precious? What would make them retaliate against someone? What else can arrested mean? (stopped)</p>	<p><b>To share a text</b>          Revisit the book up to page 9 and share the book to the end by reading it out loud to the children. Discuss the words in their context now. 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 with Loxton biting Quisby and then Quisby shouting. 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. Discuss what has happened and why the animals wanted to move on. Visualise what the place they may go to could be like.</p>	<p><b>To read fluently and identify key words</b>          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. Video reading of text.           Children now each have a copy of the text and highlight the words from the vocabulary list. Children then write the meaning of each word - using a dictionary to check the meaning if needed.</p>	<p><b>To retrieve and infer information from the text</b>          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 how to tick if the sentences are true or false. Show the children how to find and copy just one word - and that is all they need to write down - just <u>one</u> word!</p>	<p>Phonics shared reading &amp; comprehension questions.</p>
<p>Week 4</p>	<p><b>To infer information to describe and compare the setting at the beginning and end of the story.</b>          Draw two pictures to compare the hospital at the beginning and end of the story. Explain which would be better for them and which would be better for Vlad and Loxton.</p>	<p><b>To infer a character's feelings</b>          Share some of the ideas of what they think Mary Seacole's hospital will be like and if she would want them to visit. Explain why Vlad had got confused over what Mary Seacole thought of him. Look at what Vlad thought she had said (She said she had never seen such an incredible flea) with what Jimmy said she had said when he said, "Good luck with that." and "She actually said that she had never seen such an incredibly horrible flea."</p>	<p>Reading Age Assessments</p>		<p>Phonics shared reading &amp; comprehension questions.</p>

Reading Planning Summer 1: France & the Olympics