

Reading Planning Spring 2: Superheroes and Castles

Year 1	
<p>Word Reading</p> <p>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</p> <p>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</p> <p>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</p> <p>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

Reading Planning Spring 2: Superheroes and Castles

<p>Working Below the Expected Standard (Pre Key Stage Standard 4)</p> <p>1. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>2. read accurately by blending the sounds in words with up to five known graphemes</p> <p>3. read some common exception words</p> <p>4. read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence</p> <p>5. talk about the events in the story and link to their own experience</p> <p>6. retell some of the story</p>		<p>Working Towards the Expected Standard</p> <p>1. can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>2. can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p> <p>3. can read many common exception words.</p> <p>4. In a book closely matched to the GPCs as above, can read aloud many words quickly and accurately without overt sounding and blending.</p> <p>5. In a book closely matched to the GPCs as above, can sound out many unfamiliar words accurately.</p> <p>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</p> <p>1. can read accurately most words of two or more syllables</p> <p>2. can read most words containing common suffixes</p> <p>3. can read most common exception words</p> <p>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</p> <p>5. In age-appropriate books, can sound out most unfamiliar words accurately, without undue hesitation.</p> <p>6. In a book that they can already read fluently, can check it makes sense to them, correcting any inaccurate reading.</p> <p>7. In a book that they can already read fluently, can answer questions and make some inferences.</p> <p>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</p> <p>1. In a book they are reading independently, make inferences.</p> <p>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.</p> <p>3. In a book they are reading independently, make links between the book they are reading and other books they have read.</p>	
EVFS/Yr 1							
Spring 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	To discuss the meanings of unfamiliar words. Focus on vocabulary: teach the class using the pictures and context. Have you ever felt panicked before? Where might a conveyor belt be used? Which character do you know that	To describe how a character might be feeling. Read Supertato up to page 16: 'Was this the end for Supertato?' Discuss what is happening. Now read the whole typed text out loud on the PPT and ask the children	To read fluently Pupils 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 Pupils now each have a copy of the text and highlight the words	To make predictions 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 how to answer each	Phonics shared reading & comprehension questions.		

Reading Planning Spring 2: Superheroes and Castles

	<p>could be described as mischievous? Why might someone try to escape?</p> <p>Discuss the title and author of the book. Have you read any books about Supertato before? What do we know about Supertato? Encourage children to share their ideas.</p>	<p>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>Discuss how the characters might be feeling. What do you think will happen next?</p>	<p>from the vocabulary list. Underline any words they cannot read or phrases they cannot understand with a pencil.</p> <p>Extension activity for faster readers: Find and highlight words with suffixes 'ing' and 'ed' (escaped, laughing, panicked, knocked, pushed, pleased)</p>	<p>question by writing in full sentences with capital letters and full stops. Pupils are then to describe and draw a picture to show what they think will happen next.</p> <p>Explain the extension activities that are available if the children have finished.</p>	
<p>Week 2</p>	<p>To discuss new vocabulary and make predictions. Focus on vocabulary: teach the class using the pictures and context. What would make you grin? What would you need a lot of strength for?</p> <p>Revisit the title and author of the book. Ask the children what has already happened in the story. What do they think will happen next? Encourage children to share their ideas.</p>	<p>To read fluently. Read Supertato up to page 21 'Was this the end for Supertato?' 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.</p> <p>Discuss how the characters might be feeling. How do they think Evil Pea escaped from the freezer? Do they think that it will happen again?</p>	<p>To read a text and identify adjectives. Pupils work mixed ability groups to discuss the text and to tell each other what is happening. Use one copy of the text between them.</p> <p>Yr 1 Pupils now 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. Find and highlight all of the adjectives in the text.</p>	<p>To answer comprehension questions and make predictions. 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 how to answer each question by writing in full sentences with capital letters and full stops. Model how to complete the true and false question. Pupils are then to describe and draw a picture to show what they think will happen next. EYFS children answer questions verbally before drawing their predictions.</p> <p>Explain the extension activities that are available if the yr 1 children have finished. Share some of the children's ideas and responses to the story. Did anyone correctly predict the next part of the story? Was anyone shocked? Do you think this is the last time Evil Pea will escape?</p>	<p>Phonics shared reading & comprehension questions.</p>

Reading Planning Spring 2: Superheroes and Castles

				<p>Re-read Supertato with the whole class with fluency and expression.</p>	
<p>Week 3</p>	<p>To discuss the meaning of new vocabulary Focus on vocabulary: teach the class using the pictures and context. Ask the children when they have to be 'quiet'. Look at the structure of the word and how the <u> sounds like a /w/ (as in penguin too!). What do they know that is 'magical' and where might they see something like this? Discuss sounds that are quiet and linked to a 'hum' - think of how a cat purrs and how it sounds like humming. Demonstrate and ask the children to hum. Why would we use the word 'peep' instead of 'saw'? When may we look and when may we peep? <u>Sharing the book</u></p> <p>Share the original text using just the first double page spread. Copy the picture and ask the children to identify the vegetables/fruits and what they are reading. Ask them to try and guess why they were reading about such things and why some were sharing texts.</p> <p>Ask the children to think particularly about why the cucumber is reading about unicorns. What do unicorns have to do with magic? What magic do they think that may be used in the book?</p> <p>Now read the text from the PowerPoint and ask the children</p>	<p>To decode a text to support reading fluently Pupils 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.</p> <p>Yr 1 Pupils now each have a copy of the text and highlight the words from the vocabulary list. Underline any parts, words or phrases they cannot understand (or read if they are reading the text) with a pencil. Discuss the text and ask questions about it during this time with a group of pupils.</p> <p>Extension activity for faster readers - find and highlight all of the different books read.</p>	<p>To retrieve information from a 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 retrieving the information from the text. Show the children how to use the text to find words that mean the same as (or similar to) another one - for example, happy and joyful, cross and angry.</p> <p>Explain the extension activities that are available if the children have finished and encourage the children to challenge themselves to thinking about what other fruit and vegetables may want to read and why.</p> <p>Share some of the ideas from the children about why the fruit and vegetables read at nighttime and why the pineapples found their book amusing. Do they know why carrot wanted to read about lightbulbs?</p>	<p>To use new vocabulary correctly. Recap the meaning of the words focussed on this week. Ask children to think of examples of how each word could be used in a sentence. Yr 1 children scribe sentences for each word.</p>	<p>Phonics shared reading & comprehension questions.</p>

Reading Planning Spring 2: Superheroes and Castles

	<p>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.</p>				
<p>Week 4</p>	<p>To discuss the meaning of new vocabulary. To decode unfamiliar words. Focus on vocabulary: teach the class using the pictures and context. Ask the children to read the word 'crash' and 'cross' by sounding them out (CCVCC) phase 4 words. Evil starts with a long /ee/ sound that is in Phase 5 and the word 'waste' has a long /ai/ sound using the letter <a>. Think about how their faces would look using the words 'cross' and 'evil'. What may 'crash' and what may be called 'waste'? <u>Sharing the book</u></p> <p>Share the original text using just the next double page spread. Copy the picture and ask the children to identify the vegetables/fruits and what they are reading. Ask them to stand in the same pose as The Evil Pea and repeat the words, "Why are you all so quiet? What are you up to?" And then the veggies' reply, "We're reading!"</p> <p>Now read the text from the PowerPoint and ask the children to follow it as you model</p>	<p>To read with increasing fluency. Pupils 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. If ready, the more able child can try to mimic the teacher and read parts of the text that they are familiar with, out loud, for their partner to follow and echo read with them.</p> <p>Yr 1 Pupils now each have a copy of the text and highlight the words from the vocabulary list. Underline any parts, words or phrases they cannot understand (or read if they are reading the text) with a pencil. Discuss the text and ask questions about it during this time with a group of pupils.</p> <p>Extension activity for faster readers - practise reading the parts where the Evil Pea and the veggies speak with great expression.</p>	<p>To make predictions using what has been read so far. 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 retrieving the information from the text. Show the children again how to use the text to find words that mean the same as (or similar to) another one - for example, happy and joyful, cross and angry.</p> <p>Explain the activities and encourage the children to challenge themselves to thinking about what the Evil Pea is going to do with the books using what they know already by what he has said (they were silly to be reading)</p>	<p>To give opinions on a text. Recap predictions from yesterday. Share some of the ideas from the children about what The Evil Pea is going to do with the books.</p> <p>Read to the end of the book - enjoy!</p> <p>Discuss what happened in the end - where any of your predictions close?</p> <p>Did you enjoy the text? Why? Why not?</p> <p>Yr 1 write a book review.</p>	<p>Phonics shared reading & comprehension questions.</p>

Reading Planning Spring 2: Superheroes and Castles

	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				
Year 2					
Spring 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>To read and discuss the meaning of new/unfamiliar words. Focus on vocabulary: teach the class using the pictures and context. Introduce vocab words using PowerPoint and then read the book up to the page where he has a special mission. Read the adapted text out loud and ask the children to follow it as you model fluency and expression, making good note of punctuation. Explain that you want the pupils to copy you. See where the vocabulary words are in the text. Echo read a sentence at a time and then Choral Read the whole text together as a class. Ensure understanding and concentration.</p>		<p>To read and identify key vocabulary from last lesson. Pupils work in their mixed ability pairs to read the 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. Pupils now each have a copy of the text and highlight the words from the vocabulary list. Underline any words they can't read or understand with a pencil. Hear children read during this time. Extension- Think of some dialogue that could be used in the passage.</p>	<p>To retrieve facts from a text and make sensible predictions. Go over any words/misconceptions from the text. Revise vocabulary meanings. Demonstrate how to complete the task sheet by modelling how to predict based on information given. Discuss some of the ideas for a special mission. Explain the extension activity on PowerPoint.</p>	Phonics shared reading & comprehension questions.
Week 2	<p>To read and discuss the meaning of new/unfamiliar words. Focus on vocabulary: teach the class using the pictures and context. Read the book up to the point where they arrive at Granny's house. Next read the text on the PowerPoint out loud and ask the children to follow it as you model fluency and expression, making good note of punctuation. Explain that you want the pupils to copy you. Find</p>	<p>To use a dictionary to find the meanings of new words. Use a dictionary to find and copy the meaning of the key words looked at yesterday. Fluorescent Mysterious Shrubbery Suffocate</p>	<p>To read a text fluently and recognise adjectives. Pupils work in their mixed ability pairs to read the 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. This text is longer than the extract on the PowerPoint. Pupils now each have a copy of the text and highlight the words from the vocabulary list. Underline any words they can't read or understand with a pencil. Hear a</p>	<p>To answer comprehension questions, and sequence events. Go over any words/misconceptions from the text. Revise vocabulary meanings. Demonstrate how to complete the task sheet by modelling how to answer questions using the text. The children will also need to look at how to sequence events. Explain the extension activity on the PowerPoint.</p>	Phonics shared reading & comprehension questions.

Reading Planning Spring 2: Superheroes and Castles

	<p>two of the words from the vocabulary list and see how they were used. Echo read a sentence at a time and then Choral Read the whole text together as a class. Ensure understanding and concentration.</p>		<p>few children read during this time. Find some adjectives in the text and list them. See if they can add any more.</p>		
Week 3	<p>To read and discuss the meaning of new/unfamiliar words Teach the class the new vocabulary using the pictures and context. Read the book from when they arrive at Granny's to the end of the book. Then read the adapted text on the PowerPoint. Ask the children to follow it as you model fluency and expression, making good note of punctuation. Explain that you want the pupils to copy you. Find two of the vocabulary words in the text and discuss their meaning. Echo read a sentence at a time and then Choral Read the whole text together as a class. Ensure understanding and concentration.</p>	<p>To use a dictionary to find the meanings of new words. Use a dictionary to find and copy the meaning of the key words looked at yesterday. Hoist Romper Bonnet Expanse</p>	<p>To read fluently Pupils work in their mixed ability pairs to read the full 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. Pupils now each have a copy of the text and highlight the words from the vocabulary list. Underline any words they can't read or understand with a pencil. Hear children read during this time. Extension- what other Christmassy things may need rescuing by the team.</p>	<p>To answer comprehension questions, and sequence events using inference. Go over any words/misconceptions from the text. Revise vocabulary meanings and understanding of the rest of the story. Demonstrate how to complete the task sheet by modelling how to answer questions using inferencing techniques. The children will also look at sequencing events again. Explain the extension activity.</p>	Phonics shared reading & comprehension questions.
Week 4	<p>To read and discuss the meaning of new/unfamiliar words. Focus on vocabulary: teach the class using the pictures and context. Read the text on the PowerPoint out loud and ask the children to follow it as you model fluency and expression, making good note of punctuation. Explain that you want the pupils to copy you.</p>	<p>To use a dictionary to find the meanings of new words. Use a dictionary to find and copy the meaning of the key words looked at yesterday. Valiant Crackling Exceptional Immense</p>	<p>To read fluently to identify a range of sentence types. Pupils work in their mixed ability pairs to read the 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. This sheet has more text on it than on the PowerPoint. Ask them to highlight the words from the vocabulary list. Underline any words they can't read or</p>	<p>To answer comprehension questions, and sequence events using the skill find and copy. Go over any words/misconceptions from the text. Revise vocabulary meanings. Demonstrate how to complete the task sheet by modelling how to answer questions using inferencing techniques and the skill 'find and copy'. Explain the extension activity.</p>	Phonics shared reading & comprehension questions.

Reading Planning Spring 2: Superheroes and Castles

	Echo read a sentence at a time and then Choral Read the whole text together as a class. Ensure understanding and concentration.		understand with a pencil. Hear children read during this time. Find different sentence types. Which is the most common?		
--	---	--	---	--	--