

Stone Hill School
Curriculum Plan 2019/20
English class 4 reading

Intent: reading – Pupils will continue to enjoy reading a variety of text. They will be introduced to rhyme. Pupils will continue to build on their vocabulary and start to read text more independently.

Term	Week/s	Topic/Theme Steam	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1-2	Please see lower school planning for topic/theme.	Alphabet practice throughout sessions. Discussion around books. Pupil voice on which book they would like to read. Choose a book and read together as a class. Listen to the teacher read the book once. Read parts of the book together (children to have their own copy of the text). Listen to the teacher, repeat the teacher. Write out vocabulary they understand. Write new vocabulary.	Please see lower school planning for literacy/numeracy/SMSC.
	3-4		Activities related to the book – copy out text, class discussion, comprehension , play based activities, art.	
	5-6		Practice reading and writing vocabulary from the text read above. Introduce a new book, possibly a book that allows for comparison with the first book (for higher ability).	
	7-8		Activities related to the book – copy out text, class discussion, comprehension , play based activities, art. Build up new vocabulary.	
	8- 16		Introduce rhyme. Practice words that rhyme. Look at reading material where rhyme is used. Are there any patterns to the rhyme? Practice looking at pictures either in books, newspapers, magazines and explain what the pictures tells us. Practice inferring information from a picture.	

Intended impact:

Pupils will continue to enjoy reading a variety of material and books. They will explore text and rhyme. Pupils will continue to build up their vocabulary. Using pictures as a prompt pupils will start to practice inferring information. By the end of the year pupils will start to read a book without picture or prompt and will use their growing phonic knowledge to do so.