

Intent:

Pupils to explore books they enjoy. Pupils will gain experience in listening to a book, reading a book, copying text, class discussion, comprehension, prediction and art work.

Learning Outcomes
Knowledge and Skills
To know, to use, to apply...

Links to:
Literacy, Numeracy, SMSC,
Gatsby Benchmarks

Term one**Weeks 1-2**

To recall information from text.

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 after the teacher. Write out vocabulary they understand. Write new vocabulary.

[Listen to a book being read.](#)

[Repeat information from a book.](#)

[Discuss new vocabulary.](#)

Please see lower school medium term plan.

Weeks 3-4

To explore a set text.

Activities related to the book – copy out text, class discussion, comprehension, play based activities, art.

[Copy text](#)

[Discuss the text](#)

[Comprehend the text](#)

Weeks 5-6

To predict what will happen next in your chosen text.

Choose a different book related to topic. Introduce the element of prediction. Predict what will happen next in a variety of situations before applying this skill to the book.

[To describe a photograph.](#)

[To predict what might happen next in the photograph.](#)

[To start to predict what might happen in your chosen book.](#)

Weeks 7-8

To explore new vocabulary

Activities related to the book – copy out text, class discussion, comprehension, play based activities, art. Build up new vocabulary.

[Listen to a text.](#)

[Copy text.](#)

[Repeat information from a text.](#)

[Discuss the events of the text.](#)

[To discuss new vocabulary](#)

[To comprehend the text.](#)

[To predict what will happen in the text.](#)

Weeks 8-16

Continue to read material that allows pupils to practise all of the above skills. Refer to the above Learning Objectives and Learning Outcomes.

Term two**Weeks 1-2**

To understand the meaning of a nursery rhyme.

Nursery rhymes linked to topic where possible. Pupils will listen to the rhyme. They will look at pictures to help them understand the song/rhyme.

Pupils will start to join in the song/rhyme and make actions to show their understanding.

[Listen to a rhyme.](#)

[Understand the rhyme.](#)

[Make actions to show understanding of rhyme.](#)

Weeks 3-4

To create your own rhyme.

<p>Pupils will choose their favourite songs and rhymes and explain why. Listen to rhythmic patterns in rhymes and stories. Start to make their own rhymes using single words that sound similar. Choose your favourite rhyme. Analyse patterns in rhyme. Create your own rhyme.</p>	
<p>Weeks 5-6 To create your own picture book. Look at printed material where there are accompanying pictures. Ask the pupils to explain their understanding of a story from the picture. Read the material and see if they were correct. Do an activity where pupils can take photographs of themselves and make their own picture book which they present to the class. To describe pictures. To predict what happens in the story from pictures. To create your own picture book.</p>	
<p>Weeks 7-8 To apply phonic knowledge to decode text. Read material of suitable phonic level. Ask pupils to pronounce simple words and ask them to explain the meaning of the words. Look at leaflets/magazines/posters etc. and explain your understanding from looking at the photographs. To use your phonic knowledge. To read words using phonic knowledge. To explain your understanding of words and text.</p>	
<p>Week 9-10 To explore a favourite song, story or rhyme. Pupils voice/class vote – favourite songs/stories/rhymes. Act them out. Go on a treasure hunt and find objects from the book. Make objects/costumes and role play. Choose a favourite song, story or rhyme. Identify objects in the song, story or rhyme. Create a re-enactment of the song, story or rhyme.</p>	
<p>Week 11-12 To follow instructions. Follow simple instructions – use play, music, art, sport. Listen to instructions. Follow instructions. Create your own instructions.</p>	
Term three	
<p>Week 1-2 To evaluate what is important to you. All about me – introduce yourself. Who are you? Who is important to you and why? Who are your friends? (have social time with friends) What do you like doing? What is your personality? Describe yourself. Listen to other people describe themselves. Recall information from descriptions you have heard.</p>	
<p>Week 3-4 To research a person of interest Case studies on celebrities they are interested in (link to topic?) Who are they? Who is important to them and why? Who are their friends? What do they enjoy? What sort of personality do they have? Present to the class. Identify a famous person you find interesting. Describe what you know about your chosen person. Research for further information on your chosen person.</p>	
<p>Week 5-6 To read signs and instructions. Go on a school trip and focus on questioning. For example, at the YWP ask where is the café? Where are the lions? Where are the toilets? Ask them if there are any clues. Research before you go and make a presentation when after the trip.</p>	

Plan a school trip.

Consider signs and instructions you will need to read and follow.

Create a presentation on the signs and instructions encountered on the trip.

Week 7-12

Recap to ensure the following skills are embedded:

- read a variety of materials
- use pictures to guess what the text is about
- explain your favourite text from a choice
- answering simple questions
- explain the meaning of simple words
- follow simple instructions

Intended impact:

Pupils will recognise their own success and share their learning with others. Pupils will plan their work, review their work and make improvements. Pupils will ask for help with their work. Pupils will try to find the resources they need to complete tasks.

Pupils will make links between English and other subjects, for example appreciating how artwork can aid comprehension.



