

**Intent:**

Pupils will continue to enjoy reading a variety of text including rhyme. Pupils will continue to build on their vocabulary and start to read text more independently.

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

**Links to:  
Literacy, Numeracy, SMSC,  
Gatsby Benchmarks**

**Term one****Weeks 1-2**

**To explore new vocabulary in a set text.**

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

Discuss favourite books.

Listen to a book being read to you.

Repeat others reading (staff and peers).

Read independently.

Explore new vocabulary.

Please see lower school planning for literacy/numeracy/SMSC.

**Weeks 3-4**

**To comprehend a book you have read.**

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

Listen to a book being read to you.

Demonstrate understanding of a book you have read with materials provided for you (through writing or artwork).

Demonstrate understanding of a book independently.

**Weeks 5-6**

**To explore new vocabulary.**

Practise 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).

Make marks on material relating to the book you have read.

Practise writing new words and phrases you have learnt from the book you have read.

Use new vocabulary you have learnt to make independent sentences which demonstrate understanding of the book you have read.

Compare two books you have read for similarities and differences. Express an opinion on the text prefer with reason.

**Weeks 7-8**

**See objectives and outcomes above.**

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

**Weeks 9-16**

**To understand rhyme.**

Introduce rhyme. Practise words that rhyme. Look at reading material where rhyme is used. Are there any patterns to the rhyme?

Say words that rhyme.

Recognise rhyme in reading material.

Identify patterns in rhyme.

To use illustrations to aid comprehension of reading material.

Practise looking at pictures either in books, newspapers, magazines and explain what the pictures tells us. Practise inferring information from a picture.

Describe pictures.

What do you think is happening in the pictures?

Link the picture to quotes from the text.

<b>Term two</b>	
<b>Weeks 1-2</b> <b>To identify different types of text.</b> Introduce different types of text (comics, magazines, leaflets, brochures, catalogues etc.). Choose ones that pupils will engage with. What do they think each one is? Discuss – what is a comic? How do we know it is a comic? Describe what the text looks like. <a href="#">Choose a layout they like.</a> <a href="#">Explain why you like the layout of a text (interesting pictures, detailed information, clear headings etc.).</a> <a href="#">To identify different types of text.</a>	
<b>Week 3</b> <b>To infer information from illustrations.</b> Library sessions – choose books that are of interest and read them. Use photographs in the book to infer what is happening. <a href="#">To find a book of interest in the library.</a> <a href="#">Explain your choice of book.</a> <a href="#">Use illustrations to help you understand the content of the book.</a> <a href="#">Complete a book review.</a>	
<b>Weeks 4-5</b> <b>To use phonic knowledge to decode words.</b> Use words that pupils can say and spell from their phonics sessions. Link to the class topic. Match pictures to words. Create writing from known words. Read a book related to the class topic. <a href="#">Recognise sounds.</a> <a href="#">Read familiar words independently.</a> <a href="#">Create sentences using familiar words.</a>	
<b>Weeks 6-7</b> <b>To understand rhyme.</b> Read some well-known rhymes. Join in with the rhymes. Recognise rhythmic pattern. Comprehension activities linked to the rhymes. <a href="#">Join in familiar rhymes.</a> <a href="#">Demonstrate understanding of rhymes you read.</a> <a href="#">Identify patterns in rhyme.</a>	
<b>Weeks 8-10</b> <b>To analyse traditional stories for technique.</b> Read traditional stories. Watch the stories on YouTube (see Colourful Semantics website.). Complete artwork and comprehension work related to the stories. <a href="#">Listen to a range of traditional stories.</a> <a href="#">Demonstrate comprehension of the stories (through artwork or writing).</a> <a href="#">Identify features of a traditional story.</a>	
<b>Weeks 11-12</b> <b>To apply poetic techniques when creating your own.</b> Listen to poems – listen, join in, recognise techniques, choose a favourite and explain why. Create a class poem linked to the topic. <a href="#">Listen to poetry.</a> <a href="#">Read poetry.</a> <a href="#">Choose favourite poetry and explain your choice.</a> <a href="#">Identify different features and techniques used in poetry.</a>	
<b>Term three</b>	
<b>Weeks 1-4</b> <b>To read biographies and autobiographies.</b> <a href="#">To listen to information on famous people.</a> <a href="#">To read information on famous people.</a> <a href="#">To create writing on famous people.</a> <a href="#">To identify the difference between a biography and autobiography.</a>	
<b>Week 5-8</b> <b>To understand news stories from around the world.</b>	

Look at the news/Newsround. Answer questions such Who? What? Where? Why? How?

Listen to the news.

Describe what is happening.

Answer specific questions - Who? What? Where? Why? How?

**Week 9-12**

Read materials that promote the following skills:

- Listen to and respond to text.
- Match objects to pictures and symbols.
- Enjoy reading.

**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 practise 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. At this stage of learning pupils become more independent, taking responsibility for their own learning and self-managing the resources they need to succeed.

