

Intent:

Pupils will continue to enjoy reading and will be exposed to different reading material such as fairy stories, poetry and non-fiction. Pupils will continue to grow in confidence when reading independently. They will build on their vocabulary and look at common exception words and contractions. Pupils' phonic knowledge will grow and this will be seen when reading 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 a variety of texts.**

Pupils will be presented with a variety of appropriate children's books – key stories, fairy stories and traditional tales. They will use pupil voice to choose a book to read as a class.

Pupils should discuss the front cover and title of the book and decide what they think the book will be about. They will listen to the teacher read it the first time. Pupils should then have their own copy to practice reading independently.

Listen to a variety of texts.

Read some of the text to the best of your ability.

Predict what will happen.

Analyse text for techniques.

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

Weeks 3-4**To explore a set text.**

Activities related to the book – read the book, correct inaccurate reading, participate in discussion, writing activities.

To read the book to the best of your ability.

Participate in class discussion about your understanding of the book.

Act on feedback to improve own reading.

Weeks 5-7**To compare texts.**

Pupils to choose a different type of book than the one above. This should allow for comparisons between the texts. Highlight common exception words and contractions and complete additional work on this.

Read the book to the best of your ability.

Highlight words you can't read/don't understand – find out what they mean.

Explore the book for use of punctuation.

Compare the book to the last book for similarities and differences.

Weeks 8-16**To identify the features of non-fiction.**

on-fiction.

Look at a variety of non-fiction texts (newspapers, magazines, biographies, autobiographies). Analyse the features of non-fiction.

Use your analysis to create your own non-fiction. Whilst doing this continue working on the following skills:

Reading independently, correcting inaccurate reading, building vocabulary, reading common exception words and contractions, take part in discussion and comprehension activities.

Look at different types of non-fiction.

Explain their similarities and differences.

Identify particular features of each type of text.

Term two**Weeks 1-4****To explore and compare poetry.**

Poetry – listen to poems, discuss poems, read poems they find challenging, retell poems, join in with predictable phrases, recite by heart, highlight new words, discuss new words.

Read/listen to poetry.

Discuss poetry.

Identify poetic techniques.

Compare poems.

Weeks 5-8

<p>To analyse the features of traditional stories. Traditional stories – what features make a traditional children story? Aesop’s Fables (human and animal characters, set outside, problem and solution, moral). Check the text makes sense as they read, discuss the significance of title and events and predict what might happen. Listen to a variety of text. Read some of the text to the best of your ability. Predict what will happen. Analyse text for techniques.</p>	
<p>Weeks 9-10 To understand techniques used in rhyme. Rhyme – traditional rhyme. Listen to a selection. What do you notice? What are the techniques used? Listen to rhyme. Join in rhyme. Analyse for technique. Compare rhymes.</p>	
<p>Weeks 11-12 To analyse advertising techniques. Read material linked to their own experiences – take pupils on a trip and read material about the venue from the internet/leaflets/posters etc. Look at advertising related to venue. Recognise different types of advertising. Are the techniques used successful? Can you recognise anything from the advert on your visit?</p>	
<p>Term three</p>	
<p>Weeks 1-2 To evaluate the different types of news outlets. What’s on in the news? Read newspapers, look at news websites, listen to children’s Newsround. Recognise different types of media (newspaper, magazine, social media site, YouTube, Newsround). Listen to the news. Demonstrate comprehension of the news. Listen to/read the same story on different outlets and compare for similarities and differences.</p>	
<p>Weeks 3-4 To analyse magazines for technique. Carousel of magazines. Go round the classroom looking at various types of magazines that pupils will find interesting. Find out similarities and differences between them. Look at magazines, explain favourite and why. Identify common features of magazines. Compare magazines for similarities and differences.</p>	
<p>Weeks 5-6 To research a person of interest. List people you would like to research. Research a person with support. Research a person of interest independently and produce a biography.</p>	
<p>Weeks 7-8 To create an autobiography. Take part in group discussion about likes and dislikes. Think of 5 interesting facts (or more) about yourself. Create an autobiography.</p>	
<p>Weeks 9-12 Continue with RWI for practising new sounds, decoding and re-reading familiar books. Continue to read a variety of material.</p>	
<p>Intended impact: Pupils will read a variety of texts. This will allow them to make comparisons between different types of text. They will use their phonic knowledge to decode words and grow in confidence when reading independently. Pupils will progress using skills such as correcting their own reading, discussing text and recognising different types of text. Pupils will be confident in knowing when to ask for help and who to ask. They will start to be more creative in the presentation of their work. Pupils will be able to identify the purpose of their learning and share their learning with others. Pupils will start to form their own opinion on text they have read.</p>	