

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. Pupil's 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 traditional children's stories**

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 practise reading independently.

Read/listen to a book.

Predict what will happen.

Think about techniques used (The types of character, plot, setting).

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

Weeks 3-4**To analyse text for technique.**

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

Read/comprehend as independently as possible.

Describe characters, plot and setting. (Who are the characters – nice, evil, human, animals? Where is it set – inside, outside, pretty setting, spooky setting? What is the plot – beginning, middle, end, problems, solutions, morals?)

Use knowledge of character, setting and plot to plan, draft and create own story.

Weeks 5-7**To compare a variety of non-fiction texts.**

Pupils to look at a variety of non-fiction. This can be text of interest (posters, leaflets etc.). Discussion around headings, sub headings, keywords etc.

Identify type of text.

Explain the features of non-fiction text (newspapers, magazines, posters, leaflets).

Compare for similarities and differences.

Plan a school trip and look at the information leaflets/posters/advertisements for where you are going.

Weeks 8-16**To understand the different techniques used in poetry and rhyme.**

Rhymes and poetry – recap rhyme. Look at examples of rhyme. Analyse different poems for technique.

Read poetry and rhyme.

Express opinion on the poems and rhymes with explanation – what do you like/dislike?

Identify techniques used to engage the reader.

Term two**Weeks 1-2**

To expand use of vocabulary.

Read material that gives pupils opportunity to use their growing phonic knowledge. Pupils can highlight words they don't know, find out what they mean, learn to spell them and use them in their own sentences. Discuss and highlight words with contractions.

Use phonic knowledge to decode words.

Identify unknown words.

Use new vocabulary in writing.

Weeks 3-4**To understand spelling rules.**

Read words with the endings:

-s

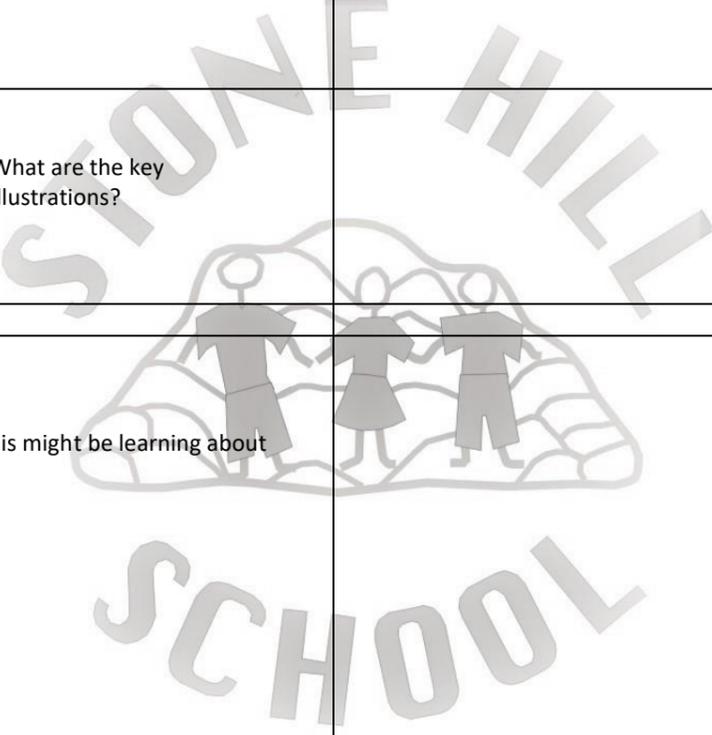
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Read text using phonic knowledge.

<p>Identify words with the above endings. Use words with these endings in writing.</p>	
<p>Weeks 5-7 To use new vocabulary in written work. Non-fiction. Read material beyond which they can read independently to develop a motivation to further their reading skills.</p> <p>Watch children’s Newsround. Find articles in newspapers or online (BBC/Sky news) that match the stories on children’s Newsround. Pupils use the photographs/words they know/Newsround knowledge to explain what is happening. Highlight unknown vocabulary and use dictionaries/staff to find out new word meanings.</p> <p>Read non-fiction material beyond which can be read independently. Use clues/pictures/knowledge to explain what is happening. Use new vocabulary in written work.</p>	
<p>Weeks 8-9 To evaluate non-chronological reviews. School trip to a local attraction. Read material about the place you are visiting. Once you have visited discuss whether or not you experienced everything you read about and whether it was how you expected it to be.</p> <p>Make a list of destinations you would like to visit. Pupil vote to decide. Read reviews on chosen school trip (TripAdvisor etc.). Compare your experience to the reviews you read.</p>	
<p>Weeks 10-12 To identify the features used by a known author. Look at the style of particular authors. Read a selection of books by the same author together as a class. What are the key characteristics? Are there repeated phrases? Can you join in with predictable phrases? How do they use illustrations?</p> <p>Read/listen to a selection of books by the same author. Discuss the similarities between each book. Produce writing/artwork in a similar style.</p>	
<p>Term three</p>	
<p>Weeks 1-4 To recall information.</p> <p>Read books that are linked to something pupils already know about (for example, current topic work). This might be learning about World War Two and reading stories on The Blitz. This will enable pupils to:</p> <ul style="list-style-type: none"> • Draw on what they already know. • Use the background information they already have. • Use and recognise vocabulary. • Check the text makes sense to them as they read. <p>Recall information about a known topic. Identify own knowledge in text. Summarise knowledge in written account.</p>	
<p>Weeks 5-12 Reading that promotes the following skills: Correct their own reading when making a mistake. Discuss the significance of title and events. Discuss what you have read. Explain your understanding of the text you have read. Infer what will happen. Predict what will happen.</p>	
<p>Intended impact: Pupils comprehension skills will be well developed. They will be able to locate key information with growing independence. Pupils will start to answer questions about information that is not explicit in the text such as ‘how do you think the person is feeling?’ and ‘what makes you think this?’. The topics and skills studied allow for independent and collaborative learning. Pupils will recognise that they can use their growing phonic knowledge to read independently and locate information independently. They will recognise when they can complete work themselves and when they need to ask for support. When working in a group pupils will take turn to speak and listen. They will put across their point of view and start to appreciate that other views may be different.</p>	