

Reading Primary		
Autumn 1 – Under the sea		Time allocation: 18 lessons
<p>Coverage: Wk1- Non-chronological report Wk 2- Poster- favourite sea creature Wk 3: Advert for an aquarium Wk 4: Leaflet for an aquarium Wk 5- Advert. ASSESSMENT WEEK Phonics, Suffolk Reading Age and Toe by Toe, Reading Comprehension Rising Stars. Wk 6- Poetry shapes/poetry haiku</p> <p><i>Where possible pupils should be given the opportunity to explore a variety of text types as identified above.</i></p>		<p>Key Words: Non-chronological report, advert, aquarium, leaflet, poetry, haiku, syllables title, beginning, middle, end, discussion, predict, plausible, inference, comprehension, locating, context, knowledge, significance, text, features, character, setting, adventure, action, vocabulary, sequencing,</p>
<p>Skills</p> <ul style="list-style-type: none"> • Apply phonic knowledge • Recognise sound to graphemes • Blend sounds • Read common expectation words • Read aloud, accurately and consistently • Re-read to build fluency • Predict • Inference • Sequence • Participate in discussion 		<p>Suggested support materials & resources</p> <p>Week 1 – set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>)</p> <p>Week 2 – set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>)</p> <p>Week 3 – set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>)</p> <p>Week 4 – set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>) Non-fiction books/facts about superheroes.</p> <p>Week 5 – set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>)</p> <p>Week 6 - set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>)</p> <p>Week 7 - set 1 and set 2 sound cards, red words, story book x 2 (<i>books linked to children's reading ability and interest</i>)</p>
Content:		Learning objectives EYFS Y1 Y2 Y3

<p>Week 1 Non-chronological report</p>	<p>RWI - Review sounds from set 1 and set 2 – use mini assessment to check sounds recalled. Review known sounds and teach next sounds following order from RWI at beginning of each session. Use within spelling as shown in the RWI handbook. Focus on teaching of red words to develop word recognition when reading.</p> <p>Reading – all children to have a chosen reading book which they will read 3 days per week at least this will be recorded in their reading record books. Each child needs a reading book at their own level or just below if they need to develop their comprehension skills.</p> <p>Pupils to be given a non-chronological report to read, differentiated according to the needs of the pupils. Pupils should discuss the text features that are used in a non-chronological report, such as title, an introduction, information split into short manageable sections, sub headings, facts and pictures with captions. Pupils should develop an understanding of the main purpose of a non-chronological report.</p> <p>Pupils should express personal responses to what they read within the non-chronological report, this could be opinions on what is written within the texts or how they good they feel the text is, based on the features that they have been learning about within this weeks learning.</p> <p>Pupils should be given questions about the text, differentiated according to the stage in which pupils are working within. They should demonstrate their confidence in both reading the text and locating key information to answer the given questions. Pupils within EYFS stage should at this stage discuss what they have read in the text and the questions should be given verbally by the teacher they are working with.</p>	<p>I can read simple sentences I can express myself effectively, showing awareness of the listeners needs I can demonstrate understanding when talking to others about what I have read</p> <p>I can discuss the significance of simple text features I can express personal responses, including likes and dislikes I can identify and discuss simple points from familiar texts</p> <p>I can recognise the main purpose of a non-chronological report I can express personal responses, including likes and dislikes with reasons I can answer and ask questions by locating information in texts</p> <p>I can discuss and identify how structure and presentation contribute to meaning I can express personal responses to non-fiction texts I can locate key information for a purpose</p>
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<p>Week 2 Pupils to read a story text based on an animal</p>	<p>RWI - Review sounds from set 1 and set 2 –Review known sounds and teach next sounds following order from RWI at beginning of each session. Use within spelling as shown in the RWI handbook. Focus on teaching of red words to develop word recognition when reading.</p> <p>Reading – all children to have a chosen reading book which they will read 3 days per week at least this will be recorded in their reading record books. Each child needs a reading book at their own level or just below if they need to develop their comprehension skills</p> <p>For this week’s reading lessons pupils should be given a story appropriate to the stage they are working within. Pupils should read part of the story and connect with the text by linking it to their own experiences. This should be differentiated according to the stage in which the pupils are working within, but for most stages this should be done verbally and pictures taken as evidence for books and display.</p> <p>Pupils will continue from where they left the story in the last lesson, or if necessary to read another story related to animals. Pupils should predict what might happen by both drawing a picture and writing key words or write sentence/sentences detailing what they think might happen in the next part of the story.</p> <p>Pupils should look at the text they have been reading this week and look at the literary features of the text and how these features impact the reader.</p>	<p>I can develop my own explanations by connecting ideas or events I can develop my own narratives by connecting ideas I can demonstrate understanding when talking with others about what I have read</p> <p>I can link what I read to my own experiences I can predict what might happen on the basis of what has been read so far I can begin to understand how written language can be structured</p> <p>I can use personal experiences to connect with texts I can make plausible predictions based on what I have read I can recognise patterns of literary language</p> <p>I can use personal experiences to connect with texts I can predict what might happen from details stated and attempt to predict from details implied I can identify features that writers use to provoke readers’ reactions</p>
<p>Week 3 Advert for an aquarium</p>	<p>RWI - Review sounds from set 1 and set 2 –Review known sounds and teach next sounds following order from RWI at beginning of each session. Use within spelling as shown in the RWI handbook. Focus on teaching of red words to develop word recognition when reading.</p> <p>Reading - all children to have a chosen reading book which they will read 3 days per week at least this will be recorded in their reading record books. Each child needs a reading book at their own level or just below if they need to develop their comprehension skills</p> <p>Pupils to look at a range of adverts for different purposes and they are to look at the differences between language choices. At this stage pupils should just look at the differences in language choices and in lesson two pupils will look at this in greater depth to consider the impact that this language has on the reader.</p> <p>In lesson three pupils to make plausible predictions, implied from the advert about the aquarium.</p>	<p>I can express myself effectively showing awareness of the listener I can use past, present and future forms accurately when talking about events that have happened I can read common irregular words</p> <p>I can comment on obvious features of language I can discuss new vocabulary and link meanings to what is already known I can discuss the significance of simple text features</p> <p>I can comment on language choices I can work out meanings of new vocabulary from context I can make plausible predictions based on a single point of reference in the text</p> <p>I can discuss and identify how structure and presentation contribute to meaning I can identify how writers use figurative and expressive language to create images and atmosphere I can begin to understand what the writer is implying in a text</p>

<p>Week 4 Leaflet for an aquarium</p>	<p>RWI - Review sounds from set 1 and set 2 –Review known sounds and teach next sounds following order from RWI at beginning of each session. Use within spelling as shown in the RWI handbook. Focus on teaching of red words to develop word recognition when reading.</p> <p>Reading – all children to have a chosen reading book which they will read 3 days per week at least this will be recorded in their reading record books. Each child needs a reading book at their own level or just below if they need to develop their comprehension skills</p> <p>Pupils to look at the leaflets for the aquarium, differentiated according to the stage in which the pupils are working within. Pupils to be able to identify that this is a factual text and the main purpose of the text. Pupils working within EYFS should be encouraged and supported to read and understand the simple sentences contained within the leaflet.</p> <p>Pupils to read the leaflet that they looked at from the previous lesson and be able to identify points made within the text. Including for stage three the different ideas within each paragraph. Pupils should be able to discuss this with their peers/adult they are working with.</p> <p>Within the final lesson pupils should be able to look at the language used within the text, the meaning of the words from their context and how the language appeals to the reader.</p>	<p>I can read and understand simple sentences I can use phonic knowledge to decode regular words I can decode irregular words</p> <p>I can identify factual texts I can check that the text makes sense as I read I can discuss word meanings, linking those to already known</p> <p>I can recognise the main purpose of a text I can identify simple, most obvious points from the text I can work out meanings of some new vocabulary from context and knowledge</p> <p>I can identify the main purpose of texts I can identify the main ideas from more than one paragraph I can understand how language in different texts appeals to readers</p>
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<p>Week 5 Assessment Week Advert</p>	<p>RWI - Review sounds from set 1 and set 2 –Review known sounds and teach next sounds following order from RWI at beginning of each session. Use within spelling as shown in the RWI handbook. Focus on teaching of red words to develop word recognition when reading.</p> <p>Reading - all children to have a chosen reading book which they will read 3 days per week at least this will be recorded in their reading record books. Each child needs a reading book at their own level or just below if they need to develop their comprehension skills</p> <p><i>This week pupils should complete an assessment writing task- advert- cold write, phonics, reading comprehension Rising Stars</i></p> <p>For the first lessons pupils should access a Rising Stars reading comprehension test appropriate to the level which the pupils are working within. Within this they should recall straight forward information from the text</p> <p>Pupils should use a text that they are enjoying reading, this could be a class text or it could be a reading book that they have been reading. Pupils working at stage 1 should be encouraged to check that the text makes sense as they read. This would involve discussing with the adult they are working with what is happening within the text and if this makes sense; they should be encouraged to re-read if appropriate. Pupils working at stage 2 should answer questions about the text by locating information within the text.</p> <p>Pupils to make predictions about what might happen next in the story they are reading based on what they have read so far. Pupils should do this more independently than in the previous week. Pupils should record their predictions in whatever format is most appropriate, this could be using pictures, a sentence or a paragraph. Pupils working at stage 2 should be encouraged to give reasons from the text to support their predictions; this could include quotations if appropriate.</p>	<p>I can read and understand simple sentences I can use phonic knowledge to decode regular words I can decode common irregular words</p> <p>I can identify simple points from familiar texts I can check that the text makes sense as I read I can predict what might happen on the basis of what has been read so far</p> <p>I can recall straight forward information I can answer questions by locating information in texts I can make plausible predictions based on what has been read so far</p> <p>I can locate key information for a purpose I can make predictions based on what is stated and implied I can predict what might happen from details stated and attempt to predict from details implied</p>
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<p>Week 6 Poetry- shapes and haiku</p>	<p>RWI - Review sounds from set 1 and set 2 – Assessment to check sounds recalled. Review known sounds and teach next sounds following order from RWI at beginning of each session. Use within spelling as shown in the RWI handbook.</p> <p>Reading – all children to have a chosen reading book which they will read 3 days per week at least this will be recorded in their reading record books. Each child needs a reading book at their own level or just below if they need to develop their comprehension skills</p> <p>Pupils should be given the opportunity this week to explore a variety of poetry, with a given focus on shape poems and haiku poems. Within the first lesson they should be able to identify some similarities and differences between the poems, comparing different poem forms, differentiated according to the stage the pupils are working within.</p> <p>Pupils to look at a given poem and comment on the language choices or structure and presentation of the given poem form.</p> <p>Within the next lesson pupils should look at how the literary language used contributes to the meaning.</p>	<p>I can develop my own explanations by connecting ideas or events I can read and understand simple sentences I can demonstrate understanding when talking with others about what I have read</p> <p>I can make connections between texts I can comment on obvious features of language I can explore effects of patterns of language and repeated words and phrases</p> <p>I can identify similarities and differences between poems I can comment on language choices I can recognise patterns of literary language</p> <p>I can identify author viewpoint with reference to the text I can discuss and identify how structure and presentation contribute to meaning I can discuss how language is used to create emphasis, humour, atmosphere and suspense</p>
	<p>Notes:</p>	