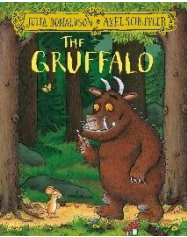



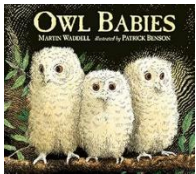


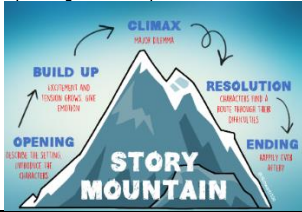
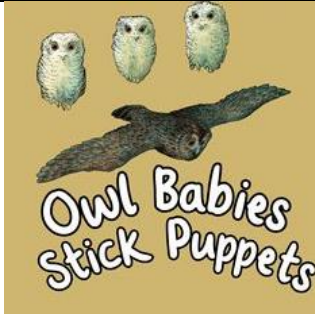
Woodland


Spring 1

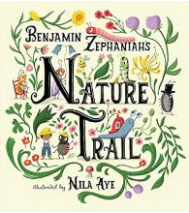

Week	Book	Day	NC Coverage	Knowledge and Skills	Activity Outline										
<i>Spring 1</i>															
Spring – Week 1 The Gruffalo		Day 1	<i>Year 1:</i> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart	<i>Year 1:</i> <i>Knowledge</i> <ul style="list-style-type: none"> Be familiar with key texts including: stories To know what a title is To know what an illustration is To know the meaning of words Recognise predictable phrases Recognise and know the difference between fiction and non-fiction Understand different genres of text. Recognise features of poetry. <i>Skills</i> <ul style="list-style-type: none"> To be able to draw on knowledge already known or background information/vocab given by the teacher to understand books read. <ul style="list-style-type: none"> Be able to discuss events Be able to discuss a title 	Introduce the story, 'The Gruffalo'. Read the story together and pick out any key words and vocabulary – make a list of these words together on the board. Work together to create a glossary of meanings for these words. Reintroduce the story and recap what happens, discussing the beginning, middle and the end. Children are to individually number the events of the story to make sure they are listed in the correct order. <div style="text-align: center;">  </div>										
		Day 2	discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading			Focus on each of the characters and work together to discuss their actions within the story and the effect that this had e.g. the mouse lied so the other characters were scared. Complete a table as a class: <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Character:</th> <th style="width: 33%;">Action:</th> <th style="width: 33%;">Consequence</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Character:	Action:	Consequence						
		Character:	Action:			Consequence									
Day 3															
Day 4			Split the class into small groups, give each group a scene from the story e.g. when the mouse met the snake. They are to role play the scene!												

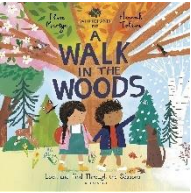

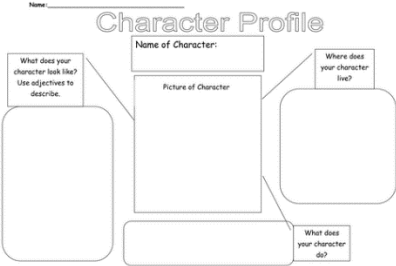
Spring 1 – Week 2
Owl Babies

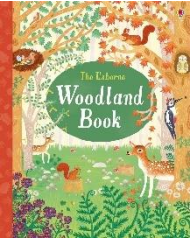


Day 5	<p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> • Make inferences on what is being said and done. • Predict what may happen based on what has been read so far. • Take turns and listen to others • Participate in discussion about what is read to them • Ask questions about a text • Summarise key details in a text • Be able to sequence a story • To perform poetry • To perform role-play to retell a story that has been read 	<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Inference • Predict • Explain • Summarise
Day 1	<p>Year 2:</p> <p>listening to, discussing and expressing views about a wide range of</p> <p>contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p>	<ul style="list-style-type: none"> • Compare texts that have been read to texts previously read • Exploration of characters. • Link what they have read to own experiences 	<p>Work together as a class to create a story mountain of the events of the story – consider; the opening, build up, climax, resolution and ending. Add illustrations to the story mountain.</p> 
Day 2	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<ul style="list-style-type: none"> • Join in with predictable phrases 	<p>Display yesterday's story mountain on the board for all children to see. Rediscuss the story – what happened in the different events? Children are to create their own story mountain – outlines can be given if needed.</p>
Day 3	<p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p>	<p>Year 2:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Become increasingly familiar with key texts including: <ul style="list-style-type: none"> ○ Stories • Know what a title is • Know what an illustration is • Know the meaning of words • Understand literary language • Build a repertoire of poems by heart 	 <p>Children are to spend the lesson creating their own owl babies stick puppets – explain that these are going to be used to perform their own re-enactment of the story in a small group.</p>
Day 4	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> • Identify non-fiction texts 	<p>Children are to practice, in small groups, retelling the story of 'owl babies'. They are to take it in turns to present snippets of the book to the rest of the class. Children are to focus on their oracy skills (see oracy progression of skills for the year groups).</p>

		Day 5	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<ul style="list-style-type: none"> Understand the way in which non-fiction texts are structured <p><i>Skills</i></p> <ul style="list-style-type: none"> Express views on different texts read. Discuss sequence of events in a book Identify and discuss favourite words and phrases To be able to draw on knowledge already known or background information/vocab given by the teacher to understand books read. 	<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Inference Predict Explain Summarise
<p>Spring 1 – Week 3</p> <p>The Oak Tree</p>		Day 1	<p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<ul style="list-style-type: none"> Be able to discuss events 	<p>Work together to map out the events of the story – what happened? What is the significance of the Oak Tree throughout the story?</p>
		Day 2	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<ul style="list-style-type: none"> Be able to discuss a title Make inferences on what is being said and done. 	<p>Split the children into smaller groups; give each group a large piece of paper. Together they are to create a mind map of either the events of the story or the characters that we meet in the story. What have we learnt about the character? Or what happened in the events? What impact do the events have on the story?</p>
		Day 3		<ul style="list-style-type: none"> Predict what may happen based on what has been read so far. Participate in discussion about what is read to them Ask questions about a text Summarise key details in a text Be able to sequence a story 	<p>Begin the lesson by singing an engaging rhyme that students may be familiar with, like "Twinkle, Twinkle, Little Star," to capture attention and introduce the concept of rhymes. Read aloud "The Oak Tree", ensuring to use expressive tones and pauses to draw attention to rhyming words. While reading, pause before key rhyming words, encouraging students to predict or shout out the rhyming word, promoting an interactive experience.</p>
		Day 4		<ul style="list-style-type: none"> To perform poetry with increasing confidence To perform role-play to retell a story that has been read Compare texts that have been read to texts previously read Exploration of characters through information gathered from the text that has been read. 	<p>Work together to write down any rhyming words that are within the story on a large piece of flip chart paper; how do we know that they are rhyming words?</p> <p>Give the children a line from the story – including rhyming words. They are to use their knowledge of rhymes to change it – replace the rhyming words with alternative rhyming words. Can they then create their own lines to add into the story?</p> <p style="text-align: center;">Original lines from the story.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Change it</p> <p style="text-align: center;">Improved rhyming lines.</p>

		Day 5			<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Inference • Predict • Explain • Summarise 						
<p>Spring 1 – Week 4 Nature Trail</p>		Day 1			<p>Read the story together and create a list of key features in the text that children discover; children are to write down the words that they discover onto post it notes and contribute it to a whole class display:</p> <table border="1" data-bbox="1272 628 2128 708"> <thead> <tr> <th data-bbox="1272 628 1563 667"><i>Adjectives:</i></th> <th data-bbox="1563 628 1841 667"><i>Verbs:</i></th> <th data-bbox="1841 628 2128 667"><i>Adverbs:</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1272 667 1563 708"></td> <td data-bbox="1563 667 1841 708"></td> <td data-bbox="1841 667 2128 708"></td> </tr> </tbody> </table>	<i>Adjectives:</i>	<i>Verbs:</i>	<i>Adverbs:</i>			
		<i>Adjectives:</i>	<i>Verbs:</i>	<i>Adverbs:</i>							
Day 2			<p>As a whole class, synchronise the story using story sequencing cards (or pages photocopied from the book) – which scenes do we see first, middle and last? Can they work together to put the pages of the book in order?</p> 								
Day 3											

<p>Spring 1 – Week 5 A Walk in the Woods</p>		<p>Day 1</p>			<p>Share the story together – pick out any descriptive language that the author uses – is this language that we have heard before? Work together to clarify the meaning of unknown words.</p>
		<p>Day 4</p>			<p>Children are to create their own checklists of animals/nature items to find in the book. They are to create their own poster displaying this – creating the activity to share with a friend or a peer in another class.</p>  <p>Children are to illustrate their nature checklist and write the name of the item. They are also to identify which page the item can be found on. Can they write a clue for the reader so that they are able to identify where they may find the images?</p>
		<p>Day 5</p>			<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Inference • Predict • Explain • Summarise
		<p>Day 2</p>			<p>Work together to create a character profile of the children's dog Jasper. What does he look like? How does he feel?</p> 

		Day 3			<p>Explore the different seasons in the story; what information can they gather? Focus on Spring and Summer. – can they find evidence from the text to support what they are suggesting. What else could they infer?</p> <table border="1" data-bbox="1272 252 2134 373"> <thead> <tr> <th><u>Season</u></th> <th>Information gathered:</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td></td> </tr> <tr> <td>Summer</td> <td></td> </tr> </tbody> </table>	<u>Season</u>	Information gathered:	Spring		Summer	
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Spring											
Summer											
		Day 4			<p>Explore the different seasons in the story; what information can they gather? Focus on Autumn and Winter. – can they find evidence from the text to support what they are suggesting. What else could they infer?</p> <table border="1" data-bbox="1272 528 2134 651"> <thead> <tr> <th><u>Season</u></th> <th>Information gathered:</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td></td> </tr> <tr> <td>Summer</td> <td></td> </tr> </tbody> </table>	<u>Season</u>	Information gathered:	Spring		Summer	
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<p>Spring 1 – Week 6 The Woodland Book – Non-Fiction focus</p>		Day 1			<p>Reading Comprehension Lesson – Using a Non-fiction text. Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> ● Retrieval ● Vocabulary ● Inference ● Predict ● Explain ● Summarise 						
		Day 2			<p>Children are to spend two lessons gathering/retrieving information from the text to create their own woodland fact files – what information can they discover?</p>						
		Day 3									

		Day 4			
		Day 5			Children are to present information that they have gathered in the previous lessons in the form of their fact files to the rest of their class.

Practice Read Sessions

Children are to take part in Little Wandle Practice Read sessions 3x weekly using closely matched phonetically decodable books.

Session 1 – Decoding	Session 2 – Prosody	Session 3 - Comprehension
<p>Year 1:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<p>Year 1:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<p>Year 1:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. re-read these books to build up their fluency and confidence in word reading. <p>Year 2:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher

- re-read these books to build up their fluency and confidence in word reading.

Year 2:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
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- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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