	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Range of texts and book appreciation: **T1** **The Gruffalo, Stick Man and Room on the Broom by Julia Donaldson. Range of Julia Donaldson books.** **T2** **Dogger by Shirley Hughes, Where's my teddy by Jez Alborough,** **T3** **Variations of The Three Little Pigs, The True story of the Three Little Pigs by Jon Scieszka** **T4** **Lost and Found by Oliver Jeffers, various information texts on penguins and Robert Falcon Scott. Atlases and reference books to support topic based learning.** **T5** **Jack and the Jelly beanstalk by Rachael Mortimer, We're going on a bear hunt by Michael Rosen** **T6** **Pirates next door by Jonny Duddle, range of pirate stories and information texts.**	develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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 - discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: - 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	- 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.	- 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.	- 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.	- 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.	- 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.	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.
Vocabulary	I can ask what unfamiliar words mean. e.g What does 'grinned' mean? (Room on the Broom)	e.g. What does 'worn' mean? (Dogger)	- I can use my knowledge of texts to support reading of unfamiliar words, and sometimes remember them the next time I come across them. **e.g What does it say at the beginning of a traditional tale?** - I can guess what new words mean, using clues from my teacher. **What does 'creeping' mean? Teacher to model creeping.**	e.g Can you remember from Room on the Broom what 'searched' means? (Lost and Found) e.g. What's an explorer? (Robert Falcon Scott)	- I can recognise story language e.g. 'Once upon a time.. Big Bad Wolf…' e.g How does Jack and the Jelly beanstalk start? (Once upon a time) - I can discuss what new words mean, linking new meanings to those I already know e.g. What does 'dismay' mean? (Jack and the Jelly Beanstalk)	e.g. What word tells you that Nugget is a bit naughty? (rascal)
Inference	- I can sometimes understand what the main characters are doing, or what is happening in the text, even if it	e.g. How did Dogger get lost?	- I understand the feelings of the main characters within a story. I can link this to my own experience. e.g. Why was the Big Bad Wolf feeling sad?	E.g. Can you explain why the boy left the penguin?	- I can make inferences on the basis of what is said and done e.g. I can recognise why a character is feeling a certain way.	e.g. What might Matilda be thinking and feeling when she sees the pirates?

	doesn't say so clearly. e.g Why did the mouse say he was having dinner with the Gruffalo?		(The True story of the Three Little Pigs)		e.g. How does Jack feel about selling Daisy the cow?	
Prediction	- I can use stories I have already heard or read to make simple predictions. e.g. Who do you think is coming down the chimney? (Stick Man)	e.g. Where do you think Dogger is?	- I know the simple structure of the texts I am reading, and can make a prediction based on these. e.g. What's going to happen to the house of sticks?	e.g. Where do you think the penguin is from?	- I can make predictions on the basis of what I have read so far, e.g. about what the character might do next. e.g. What will Jack do next?	e.g. How do you think the people of Dull-on-Sea will react to the pirates?
Explain	- I can say what I like about a story, in a simple way. -When prompted, I can find a link with my own experience. Why do like the story?	Have you ever lost your favourite teddy?	- I can use my knowledge of texts that I have read to answer questions, e.g. What usually happens to good and bad characters? - I am beginning to understand how the characters have an impact on the main events in a story. - I understand the feelings of the main characters within a story. I can link this to my own experience. How does the Big Bad Wolf in the 'True story of the Three Little Pigs' feel?	How do you think the penguin feels when the boy leaves?	- I can answer straightforward questions about a story. Why was Mum furious with Jack? - I can explain clearly my understanding of what is read to me. - I can participate in discussion about what is read to me, taking turns and listening to what others say. -I can express opinions about main events and characters in a story - I can link what I read or hear read to my own experiences.	e.g. Would you like to live in Dull-on-Sea? Who is your favourite character? Why?
Retrieve	- I can use pictures and texts to identify meaning. - I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. - I understand the features of a book and use these to	How much money was 'Dogger' on sale for?	- I know what the title says and means. - I can use my knowledge of texts that I have read to answer questions, e.g. What usually happens to good and bad characters? - I can recognise the difference between a story and an information text. - I understand rhyming words and how they can be used in poems.	What's the difference between 'Lost and Found' and 'All about Penguins'?	I know why the main events are important; I can discuss the significance of the title. - I can recognise some differences between fiction and non-fiction. e.g. What kind of text is this? - recognise a range of patterns in texts, including	e.g. Who are Matilda's new neighbours?

	help me understand what it is about, e.g. title, blurb… - I recognise what a poem is and understand that some sounds rhyme. - I am familiar with some traditional tales and I know some of the features. e.g. What is the title of the book?		- I know a few traditional tales very well and I know the key characteristics. e.g. What happens at the end of traditional tales?		stories, rhymes and non-fiction. I can participate in discussion about what is read to me, taking turns and listening to what others say.	
Sequence	I know a few familiar stories and I can recall some events - I can join in with group reading of familiar stories. What happens in the Gruffalo?	What happens in Dogger? Where did Mum and Dad look for Dogger?	- I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. e.g. What happens at the beginning, middle and end of the Three Little Pigs? - I can use my knowledge of texts that I have read to answer questions, e.g. What usually happens to good and bad characters? - I understand the familiar structure in certain stories and I can join in with repeated language. - I know the simple structure of the texts I am reading,	What happens in the middle of 'Lost and Found'?	- I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Can you retell Jack and the Jelly Beanstalk?	How does the story end?

RESPONSE TO TEXT

Children learn to –

listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / *information texts*) which are beyond those they can read by themselves, to develop a love of reading; listen to *new words* in texts read aloud to them, *which broaden their vocabulary*; talk about words they know or like;

participate in discussion about the text, *taking turns and listening to others*;

draw links between the text and some of their own experiences;

are shown some ways to *find information in non-fiction texts*;

can *discuss the significance of the title or events*;

are *learning to appreciate* poems and rhymes and beginning to express reasons for preferences.

FLUENCY AND PHRASING 70 wpm

Children learn to:

recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat;

recognise and join in with predictable phrases;

read on sight the CE words for Y1;

say or sing the alphabet in sequence;

sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills;

read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation;

re-read favourite books to themselves, to gain confidence with word reading and fluency.