
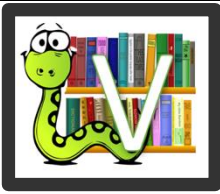


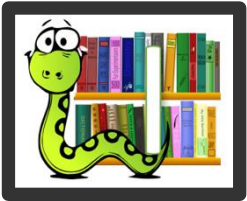
TEXT

Fiction	Non-Fiction	Poetry
<p>Author focus – Julia Donaldson, Michael Bond</p> <p>Gruffalo by Julia Donaldson George and the Dragon by Christopher Wormell The Tiger Who Came to Tea by Judith Kerr Little Teddy Left Behind by Anne Mangan Paddington at the tower by Michael Bond Ruby by Maggie Glen Toby and the Great Fire of London by Margaret Nash The Lighthouse Keepers Lunch by R and D Armitage Peace at Last by Jill Murphy Can't you sleep little Bear? By Martin Wadell Where the Wild Things are by Maurice Sendak Lost and Found by Oliver Jeffers Avocado Baby by John Burningham (LS) Oi Get of My Train by John Burningham Beegu by Alexis Deacon (LS) Dogger by Shirley Hughes Elmer by David McKee Cops and Robbers by Janet and Alan Ahlberg Fairy Stories and Traditional Tales – Goldilocks, Magic Porridge Pot</p>	<p>Bonfire Night Weather and Climate Danger Zone: Avoid Being in the Great Fire of London Experts Festivals and Celebrations Great Fire of London Plants – How to plant a sunflower Seaside</p>	 <p>Bonfire Poems Weather poems – list poems Christmas Performance (play-script) What we found at the seaside by Kate Williams</p>
<p>A Very First Poetry Book</p>	<p>The Puffin Book of Fantastic First Poems</p>	<p>When we were very young By AA Milne</p>

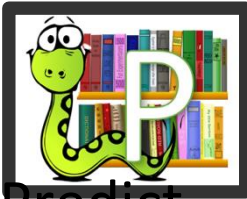
Key Knowledge



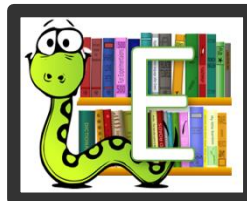
Vocabulary



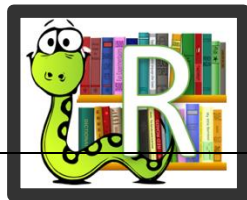
Infer



Predict



Explain



WORD READING

- read all capital letters and the days of the week
- apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- **respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many 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 decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**
- re-read books to build up fluency and confidence

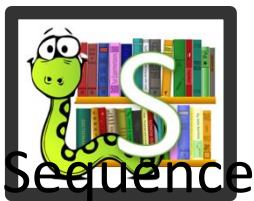
COMPREHENSION

- **The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.**
- **The pupil can:**
- **listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently**
- link what they read or hear read to their own experiences
- **become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**
- recognise and join in with predictable phrases with increased confidence
- recite by heart many rhymes and poems
- **discuss word meanings and link new meanings to those already known**

The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:

- draw on what they already know or on background information and vocabulary provided by the teacher

Retrieve



- check that the text makes sense to them as they read and correcting inaccurate reading discuss significant events in stories
- make inferences on the basis of what is being said and done
- predict 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

What should be seen in the classroom?

- Daily phonics teaching using Little Wandle which is tracked to age related expectations
- Daily practise of target high frequency words
- 3 x a week guided reading focus: fluency, prosody, comprehension
- 2 books sent home each week – phonics and reading for pleasure
- Daily story telling
- Weekly whole class reading lesson
- Non-fiction and poetry focus for whole class reading lesson at least once each half term.
- Vipers to be used to implicitly teach reading skills
- Poem of the week or Rhyme of the Week – learning to recite by heart rhymes and poems
- New vocabulary list – added to weekly

POETRY OVERVIEW

Year	Reading Comprehension	Writing Composition	Poetry Genre
One	<ul style="list-style-type: none"> • Listen and discuss a wide range of poems • Link to own experiences • Join in with predictable phrases • Appreciate rhymes and poems and recite some by heart • Discuss word meanings • Discuss significance of title and events 	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils 	<p>Performing</p> <p>Performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases Create and include actions</p> <p>Creating</p> <p>Group performance poetry with repeated patterns or lines</p>

	<ul style="list-style-type: none">• Participate in discussions	Read aloud their writing clearly enough to be heard by their peers and the teacher.	List poems Free verse based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write <i>Consider having a poem/rhyme each week to learn/enjoy</i>
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