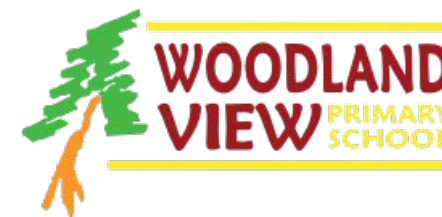




# YEAR 1 Reading Medium Term Plan



	Theme	Genre	NC Learning Objectives	VIPERS Skills Coverage	VIPERS Skills Taught
Aut 1 Continuous Provision	Land Ahoy	<b>Lists, labels and captions</b> -2 weeks	Ongoing objectives- see below	VIR	<b>Retrieval Focus</b> <ul style="list-style-type: none"> <li>● Answer a question about what has just happened in a story.</li> <li>● Develop their knowledge of retrieval through images</li> <li>● Recognise characters, events, titles and information</li> <li>● Identify differences between fiction and non-fiction texts.</li> <li>● Retrieve information by finding a few key words</li> <li>● Contribute ideas and thoughts in discussion</li> </ul>
		<b>Recount</b> Pirate day -2 weeks	<ul style="list-style-type: none"> <li>● being encouraged to link what they read or hear read to their own experiences</li> </ul>	VERS	<b>Prediction Focus</b> <ul style="list-style-type: none"> <li>● Predict what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>● Make simple predictions based on the story and on their own life experience</li> <li>● Begin to explain these ideas verbally or through pictures.</li> </ul>
		<b>Questions</b> (History link - famous pirates)  <b>Poetry</b> - <i>I can hear the Pirates</i> (Dimensions) -2 weeks	<ul style="list-style-type: none"> <li>● participate in discussion and listening to what others say</li> <li>● listening to and discussing a wide range of poems at a level beyond that at which they can read independently</li> <li>● learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	VIPS	
Aut 2 Continuous Provision	Come Fly With Me - Arctic Circle	<b>Non chronological Reports/</b> Information texts (animals, explorer, climate change) -3 weeks	<ul style="list-style-type: none"> <li>● listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>● discussing the significance of the title and events</li> </ul>	VERS	<b>Inference Focus</b> <ul style="list-style-type: none"> <li>● Begin to make basic inferences about characters' feelings by using what they say as evidence</li> <li>● Infer basic points with direct reference to the pictures and words in the text</li> <li>● Discuss the significance of the title and events</li> <li>● Demonstrate simple inference from the text based on what is said and done</li> </ul>
		<b>Setting Description</b> (Focus text - <i>Poles Apart?</i> ) 1 week	<ul style="list-style-type: none"> <li>● listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> </ul>	VIPRS	<b>Explain Focus</b> <ul style="list-style-type: none"> <li>● Give their opinion including likes and dislikes (not nc objective)</li> <li>● Link what they read or hear to their own experiences</li> <li>● Explain their understanding of what has been read to them</li> <li>● Express their views about events or characters</li> </ul>
		<b>Instructions</b> Christmas 2 weeks	<ul style="list-style-type: none"> <li>● listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>● discussing the significance of the title and events</li> </ul>	VERS	



Spr 1	Happily Ever After	<b>Stories with predictable and patterned language</b> -3 weeks	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	VIPERS	<b>Retrieval Focus</b> <ul style="list-style-type: none"> <li>Answer a question about what has just happened in a story.</li> <li>Develop their knowledge of retrieval through images</li> <li>Recognise characters, events, titles and information</li> <li>Identify differences between fiction and non-fiction texts.</li> <li>Retrieve information by finding a few key words</li> <li>Contribute ideas and thoughts in discussion</li> </ul> <b>Sequence Focus</b> <ul style="list-style-type: none"> <li>Recall main events/ideas from a text</li> <li>Retell familiar stories orally e.g fairy stories and traditional tales</li> <li>Sequence the main events of a familiar story</li> <li>Begin to discuss how events are linked</li> </ul>
		<b>Letters</b> -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing non-fiction at a level beyond that at which they can read independently</li> </ul>	VIPRS	
Spr 2	Never Eat Shredded Wheat	<b>Stories from other cultures</b> -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> </ul>	VIPERS	<b>Inference Focus</b> <ul style="list-style-type: none"> <li>Begin to make basic inferences about characters' feelings by using what they say as evidence</li> <li>Infer basic points with direct reference to the pictures and words in the text</li> <li>Discuss the significance of the title and events</li> <li>Demonstrate simple inference from the text based on what is said and done</li> </ul> <b>Vocabulary Focus</b> <ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Draw upon knowledge of vocabulary in order to understand the text</li> <li>Join in with predictable phrases</li> <li>Use vocabulary given by the teacher</li> <li>Discuss their favourite words and phrases</li> </ul>
		<b>Instructions</b> -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>discussing the significance of the title and events</li> </ul>	VERS	
		<b>Adverts</b> -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>discussing the significance of the title and events</li> </ul>	VERS	



Sum 1	Famous Five	Diaries and blogs -1 week	<ul style="list-style-type: none"> <li>listening to and discussing non-fiction at a level beyond that at which they can read independently</li> </ul>	VIPRS	<p><b>Retrieval Focus</b></p> <ul style="list-style-type: none"> <li>Answer a question about what has just happened in a story.</li> <li>Develop their knowledge of retrieval through images</li> <li>Recognise characters, events, titles and information</li> <li>Identify differences between fiction and non-fiction texts.</li> <li>Retrieve information by finding a few key words</li> <li>Contribute ideas and thoughts in discussion</li> </ul> <p><b>Inference Focus</b></p> <ul style="list-style-type: none"> <li>Begin to make basic inferences about characters' feelings by using what they say as evidence</li> <li>Infer basic points with direct reference to the pictures and words in the text</li> <li>Discuss the significance of the title and events</li> <li>Demonstrate simple inference from the text based on what is said and done</li> </ul>
		Newspaper Report -2 weeks	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> </ul>	VIERS	
		Poetry -1 week <i>Zim Zam Zoom</i> (Space poems)	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems at a level beyond that at which they can read independently</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	VIPS	
		Fantasy Stories -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> </ul>	VIPERS	
Sum 2	Going Wild	Story with familiar settings -2 weeks	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	VIPERS	<p><b>Review- VIPERS</b></p> <p>Ensure all VIPERS skills have been covered and revisited as necessary</p> <p>Review and revise key reading skills that are areas of weakness for the cohort.</p>
		Information text -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing non-fiction at a level beyond that at which they can read independently</li> <li>discussing the significance of the title and events</li> </ul>	VERS	
		Poetry -2 weeks	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems at a level beyond that at which they can read independently</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	VIPS	



YEAR 1 National Curriculum Objectives- READING	
<b>Reading - Word Reading</b> Ongoing NC Objectives covered throughout	<ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• 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</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul>
<b>Reading - Comprehension</b> Ongoing NC Objectives covered throughout	<ul style="list-style-type: none"><li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>○ being encouraged to link what they read or hear read to their own experiences</li></ul></li><li>○ discussing word meanings, linking new meanings to those already known</li><li>• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>○ making inferences on the basis of what is being said and done</li><li>○ predicting what might happen on the basis of what has been read so far</li></ul></li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>
<b>On-going RWI Phonics Objectives</b>	See separate <i>Read Write Inc</i> National Curriculum objectives planning grid for reading and spoken language coverage.