

St Oliver Plunkett Primary School

Medium Term Planning

Area of Learning: Reading

Year Group: 1

Date: Summer 1

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p>The children will be able to:</p> <ul style="list-style-type: none"> ▪ Listen to a range of stories, poems and non-fiction texts read to them by adults / other pupils. <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> ▪ Select and use books for a specific purpose. ▪ Share a range of books with adults / other pupils. <p><u>Big Book</u></p> <ul style="list-style-type: none"> ▪ Develop concepts of print ▪ Know how to handle and care for books ▪ Understand and use some language associated with big books. ▪ Develop auditory discrimination and memory ▪ Develop visual discrimination and memory 	<p>Shared Reading books to be sent home on a daily basis.</p> <p>Weekly visit to the school library to choose a variety of fiction/non-fiction books, while encouraging children to talk about the differences in these books.</p> <p>Teacher will continue to develop the concepts of print with the whole class, on a daily basis, using a Big Book, guided reading books and shared books– focusing on:</p> <ul style="list-style-type: none"> • The Title • Cover/Front/Back • Pictures • Left to right orientation • Turning Pages • Retell the story 	<p>Nursery Rhymes Seasonal poems Rhymes</p> <p>Shared Reading Books. Guided Reading Books</p> <p>Library books Lending library – Reading Zone QR CODE – Audiobooks Bug Club</p> <p>ICT: The Living Books (Apple TV) Cbeebies website/ stories Starfall website/ App</p> <p>iPads: Book Creator, Sound sorting ABC Phonics, Starfall, Puppet Pals, Pocket Phonics, Oxford Owl, Bug Club, QR Codes – Range of stories</p> <p>IWB; ICT Games: Dinosaur eggs, Phoneme Pop, pirate phonics, phonics 1/pirate phonics Nursery Rhyme Time, Dr. Seuss ABC'S. Remind children of Cyber Tiger's messages where appropriate</p>	<p>Teacher observation</p> <p>Questioning</p> <p>Linguistic Phonics assessment</p> <p>Key word assessment</p> <p>Running Records</p> <p>Literacy Profile</p> <p>Target booklet</p>

<p>▪ Sequence stories in reasonable detail using appropriate language</p> <p><u>Guided Reading</u> To follow the Oxford Reading Tree Scheme</p> <p>Build on knowledge of Oxford Reading Tree characters</p> <p>Continue with Stage 1 Oxford Reading Tree to Group 1- 4</p>	<ul style="list-style-type: none"> • Blurb • Author/Illustrator • Daily reading of Big Book. • Activities focusing on concepts of print, text, sentence and word level. • Sequence stories using appropriate language. • Talk about and draw/paint characters (teacher writes accompanying captions) • Dramatise story (using puppets) • Cut and stick sentences/ pictures where appropriate • Tracing where appropriate • Make a big book or frieze to accompany the story • Encourage children to join in ‘reading’ phrases in the Big Book. • Children will engage in group reading and focused reading activities. • Explore new ORT characters –Wilf/Wilma • Continue matching characters to name for Group 3/4 • Introduce Stage 1Decode and Develop - Group 1 • Introduce Stage 1+ ORT to Group 2 • Introduce Stage 1First 	<p><u>Big Books:</u> Farmer Duck You Noisy Monkey My House is Your House. The Very Hungry Caterpillar Wings and Wheels</p> <p><u>Story sacks</u> The Bad Tempered Ladybird The Journey The Train Ride</p> <p>Oxford Reading Tree Scheme Biff, Chip, Kipper I Can Read APP Stage 1 Decode and Develop Stage 1+phonics Stage 1 First Words Stage 1 Picture Books</p> <p>Key word Flipcharts Set 1, 2, 3 & 4.</p>	
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<p><u>Linguistic Phonics</u> Continue to identify 26 letters names/sounds</p> <p>Phonic awareness associating symbol with sound.</p> <p>Segment and blend unfamiliar vc and cvc words</p> <p>Use knowledge of phonemes to identify a missing sound. Use knowledge of rhyming words to identify other words that rhyme</p> <p><u>Key Words</u> Provide opportunities for quick recognition of key words</p>	<p>Words ORT to Group 3</p> <ul style="list-style-type: none"> • Introduce Stage 1 Picture Books to Group 4 • Reading activities related to ORT. <p>Linguistic Phonics taught daily Linguistic Phonics Flipchart Phoneme squares Stage 1 Linguistic Phonics V-C and C-V-C words</p> <ul style="list-style-type: none"> • Daily practice • Speed Reading Card • Word wall • Match/memory cards • Use cvc multilink and shoestring cubes to build words • Use magnetic letters to build words • Writing table challenges during ABL 	<p>Linguistic Phonics Flipchart Phoneme squares Whiteboards Markers Magnetic letters Phonic Chute CVC Multilink Jolly Phonics Songs Shoestring Sound cubes</p> <p>IWB Key Word Flipchart Word Wall Flashcards Keyword games CVC Multilink Shoestring Sound cubes Magnetic Letters Phonic Chute</p>	
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<p><u>Library</u> Provide opportunities for children to select fiction and non-fiction books</p> <p><u>Structured Play</u> Provide opportunities for children to browse and enjoy books</p> <p><u>Comet Activities</u> To develop skills in:</p> <ul style="list-style-type: none"> • Active listening • Concentration/ memory • Sequencing • Visual Discrimination • Syllable Awareness • Rhyme • Phoneme Awareness <p>Phonic Awareness</p> <p><u>Independent Reading</u> Through modelled, shared and guided reading sessions pupils should be enabled to :</p> <p>Understand the purpose of and use of environmental print.</p> <p>Read with some independence.</p> <p>Read a range of texts including digital texts and those composed by themselves and others.</p>	<ul style="list-style-type: none"> • Children will have the opportunity to freely choose a book from the school library • A selection of topic books will be available • Bug Club • QR Codes to access stories online • Continue with COMET games where appropriate Picture Lotto • Jigsaws • Matching pairs • Free play with puppets and theatre (Media Initiative) <p>Encourage the children to be aware of environmental print in school and their surroundings.</p>	<p>Introduce Bug club</p> <p>Topic based books</p> <p>COMET Folder</p>	
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Use word structure to develop reading

Select and use books for specific purposes.

Make and give reasons for predictions.