

St Oliver Plunkett Primary School

Medium Term Planning

Area of Learning: Literacy: Reading

Year Group: One

Spring 2

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p>The children will be able to:- Listen to a range of stories, poems and non-fiction texts read to them by adults/ other pupils</p> <p><u>Shared Reading</u></p> <p>Select and use books for a specific purpose</p> <p>Share a range of books with adults/ other pupils</p>	<p>Teacher will give pupils the opportunity to choose a book from a familiar selection, on a daily basis</p> <p>Shared Reading books to be sent home on a daily basis.</p> <p>Weekly visit to the school library.</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 	<p>Nursery Rhymes Seasonal poems Rhymes</p> <p>Shared Reading Books. Guided Reading Books</p> <p>Library books Lending library – Reading Zone</p> <p>QR CODE – Audiobooks</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, Oxford Owl, Bug Club, QR Codes – Range of stories</p> <p>IWB; ICT Games: Dinosaur eggs, Phoneme Pop, pirate phonics, phonics 1/pirate phonics</p>	<p>Teacher observation</p> <p>Questioning techniques/ Blooms Taxonomy</p> <p>Observe pupils during reading activities</p> <p>Self and peer assessment</p> <p>Verbal Feedback</p> <p>Weekly observations/ assessments (see weekly planners)</p> <p>Individual Targets – See topic books/IEP'S</p> <p>Linguistic Phonics assessment</p> <p>Key word assessment</p> <p>Phoneme Deletion Assessment</p> <p>Running Records</p> <p>Literacy Profile</p>

<p><u>Big Book</u> Develop concepts of print Know how to handle and care for books</p> <p>Understand and use some language associated with big books</p> <p>Develop auditory discrimination and memory</p> <p>Develop visual discrimination and memory Sequence stories in reasonable detail using appropriate language</p>	<ul style="list-style-type: none"> • Pictures • Left to right orientation • Turning Pages • Retell the story • 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. 	<p>Nursery Rhyme Time, Dr. Seuss ABC'S.</p> <p>Remind children of Cyber Tiger's messages where appropriate</p> <p><u>Big Books:</u> Mud Walk Dan the Flying Man How Billy Duck Learned to Swim I want my mum Dishy Washy The Farm Concert</p>	
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<p><u>Guided Reading</u> To follow the Oxford Reading Tree Scheme</p> <p>Build on knowledge of Oxford Reading Tree characters</p> <p>Introduce Stage 1 Oxford Reading Tree to Group 1</p>	<ul style="list-style-type: none"> • Explore new ORT characters –Wilf/Wilma • Continue matching characters to name • Introduce Stage 1+ to Group 1 • Introduce Stage 1 (First Words) ORT to Group 2 and 3 • Reading activities related to ORT. 	<p>Oxford Reading Tree Scheme- Stage 1 Kipper stories Stage 1 First words Stage 1 Matching characters to name Oxford Reading Tree Stage 1 Class and homework weekly activities</p>	
<p><u>Linguistic Phonics</u> Identify 26 letters names</p> <p>Identify 26 letter sounds</p> <p>Segment and blend unfamiliar vc and cvc words</p> <p>Use knowledge of phonemes to identify a missing sound.</p> <p>Use knowledge of rhyming words to identify other words that rhyme</p>	<ul style="list-style-type: none"> • Continue with Linguistic Phonics Stage 1 phonics programme • Linguistic Phonics flipchart and the Jolly Phonics songs • Use Phoneme cards to build words • Use whiteboards and listening lines to build words • Use cvc multilink and shoestring cubes to build words • Use magnetic letters to build words • Phonic chute 	<p>IWB Linguistic Phonics Flipchart Phoneme Sound cards Whiteboards/ Markers Jolly Phonics Songs CVC Multilink Shoestring Sound cubes Magnetic Letters Phonic Chute</p>	
<p><u>Key Words</u> Provide opportunities for quick recognition of key words</p>	<ul style="list-style-type: none"> • Daily practice • Speed Reading Card 	<p>IWB Key Word Flipchart Word Wall</p>	

<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 • Phonic Awareness <p><u>Other Reading Activities</u> Understand the purpose of and use of environmental print</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Children will have the opportunity to freely choose a book from the school library <ul style="list-style-type: none"> • A selection of topic books will be available • Bug Club • QR Codes to access stories online <ul style="list-style-type: none"> • Continue with COMET games where appropriate • Picture Lotto • Jigsaws • Matching pairs • Free play with puppets and theatre (Media Initiative) <p>Encourage children to be aware of aware of environmental print in school and in their surroundings.</p>	<p>Flashcards Keyword games CVC Multilink Shoestring Sound cubes Magnetic Letters Phonic Chute</p> <p>Introduce Bug club</p> <p>Topic based books</p> <p>COMET Folder</p>	
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