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| Spring 1 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Yr 1 | Activate Thinking  Introduce Text  Reading | Vocabulary Focus | Link ideas  Talk for Reading – skills focus | Retell  Talk for Reading – skills focus | Answer questions  Apply |
| Week 1 | Introduce new text: Looking at People  Front cover/Blurb/up to pg 11  Show cover and tell them what  text is about (read the blurb).  Discuss what children already  know.  Model reading of text – children  follow along with own version.  Children then read same text independently.  Find evidence that this is a non-fiction,  Information text – photographs, labels, captions, | Children re-read text from yesterday  and find the words used to describe eyes/hair.  Discuss meanings of words. How does  context help?  Model re-reading sentences to help.  Emphasis that everyone is different.  Write the word different on the whiteboard,  add some, people, have – read list together.  Can children find these words in the text? | Re-read text in pairs.  Model using contents page to find section on eyes.  Check children can read the words different & eyes?  Read the captions and draw the matching eyes. | Adult re-reads texts,  models how to answer simple questions using the text  Recap VIPRS questions and sentence starters answers. | Children read related text  about other body parts  Children practise the skills  taught yesterday to answer  SATs style questions  (Phonics levelled 60 second read texts) |
| Week 2 | Recap what they read last week.  Read pages 12 - 21  Model reading of text – children follow along with own version.  Children then read same text independently | Children re-read text from yesterday.  Show a range of words from the text – do children know the meanings of all these words?  Children match words and meanings   * Uniform * Pilot * Paramedic * Reflective * Stethoscope | Recap ?  Re-read text in pairs.  Can you spot the ? And answer the questions in the text.  Show and practise reading question words. | Introduce children to question: why do people where uniforms?  Discuss how to find the answer – which section of the text do we need?  How can we find the correct section?  Model using the contents to find the right section.  Children independently read the section on uniforms. How many times can you find the word uniform in the text? | Children read related text  about people who help us.  Children practise the skills  taught yesterday to answer  SATs style questions  (Phonics levelled 60 second read texts) |
| Week 3 | Recap what they read last week.  Read pages 22-31  Model reading of text – children follow along with own version.  Children then read same text independently | Children re-read text from yesterday.  Ask children do they know what all these words mean?  Read feeling words and draw faces to match. | Re-read texts in pairs.  Can children identify the describing words?  Children read related text and draw a matching clown that matches the description. | Recap the features that make this text a non-fiction information text.  Model using contents and index to find particular information.  Children use the contents and index to find given sections of text. | Phonics based loop cards. |
| Week 4 | Introduce new text: Our City Holidays  Front cover/Blurb/up to pg 10  Show cover and tell them what text is about (read the blurb).  Discuss what children already  know.  Model reading of text – children follow along with own version. Children then read same text independently.  Find evidence that this is a non-fiction,  Information text – photographs, labels, captions, | Show children list of exception words/high frequency words from the text. Check children can read/recognise all these words.  Children re-read text and try to find the words. | Re-read text in pairs.  Discuss how it is written/read in the first person – I  Introduce time words – can children recognise/find these in the text?  Children order sentences using time words. (Recount) | Recap what they have read so far  Read pages 11 - 19  Model reading of text – children follow along with own version.  Children then read same text independently | Introduce unfamiliar vocabulary   * Superbowl * Candy factory * Museum * Skeletons * Irish * Treasure   Discuss meanings.  Re-read texts.  Match time words and places. |
| Week 5 | Re-read text, model how to use text to answer questions.  Children answer simple comprehension questions. | Recap what they have read so far.  Read pages 20 - 31  Model reading of text – children follow along with own version.  Children then read same text independently | Re-read text in pairs.  Show questions and sequence and then answer. (CM9) | Re-read text independently.  Recap how to use text to find answers.  Children answer comprehension questions (CM11) | Reading Assessments |