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| **Y1** |  |  | **WHOLE CLASS READING RECORD** | | **Term Week** |
| **Date: Fiction/Non-fiction/Poetry** | | | | **Learning Goal: to retrieve information from texts.** | |

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| **1a** | **1b** | **1c** | **1d** | **1e** |
| **1a: Draw on knowledge of vocabulary to understand texts.** | **1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information.** | **1c: Identify and explain the sequence of events in texts.** | **1d: Make inferences from the text.** | **1e: Predict what might happen on the basis of what has been read so far.** |

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| **Year 1 Programme of Study** |
| Reading – word reading  Pupils should be taught to:  1. apply phonic knowledge and skills as the route to decode words  2. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  3. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  4. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  5. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  6. read other words of more than one syllable that contain taught GPCs  7. read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)  8. 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  9. re-read these books to build up their fluency and confidence in word reading.  Reading – comprehension  Pupils should be taught to:  1. develop pleasure in reading, motivation to read, vocabulary and understanding by:   1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 2. being encouraged to link what they read or hear read to their own experiences 3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 4. recognising and joining in with predictable phrases 5. learning to appreciate rhymes and poems, and to recite some by heart 6. discussing word meanings, linking new meanings to those already known   2. understand both the books they can already read accurately and fluently and those they listen to by:   1. drawing on what they already know or on background information and vocabulary provided by the teacher 2. checking that the text makes sense to them as they read and correcting inaccurate reading 3. discussing the significance of the title and events 4. making inferences on the basis of what is being said and done 5. predicting what might happen on the basis of what has been read so far   3. participate in discussion about what is read to them, taking turns and listening to what others say  4. explain clearly their understanding of what is read to them. |

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| **Text: Farmer Duck - week 2** | | |
| Vocabulary and HFW/CEW words | | 1. Introduction:word reading   Focus on vocabulary: teach the class using the pictures and context.  Read Farmer Duck out loud from pages to 1-12 and discuss what has now happened. Now read the whole typed text out loud on the PPT and ask the children to follow it as you model decoding, fluency and expression, making good note of CL/FS. Explain that you want the pupils to copy you. Echo Read a sentence at a time and then Choral Read the whole text together as a class. Ensure understanding and concentration. |
| sawed  (cutting wood) | comforted  (make someone  feel better) |
| weepy  (tearful) | cunning  (crafty and  clever) |
| 1. Pairs Work: word reading & comprehension   Pupils work in their mixed ability pairs to read the text out loud taking it in turns. Use one copy between them and a ruler to guide them. Read it several times to aid fluency and word recognition.  Now pupils *each* have a copy of the text and highlight the words from the vocabulary list. Ask a few pupils to write one of the words on a card to go on the Working Wall. Underline any words they can’t read or understand with a pencil. Hear a few children read during this time.  Extension- (make an activity for those who finish early – linked to SPaG, etc) | | 1. Whole Class: comprehension   Go over any words/misconceptions from the text. Revise vocabulary meanings. Demonstrate how to complete the task sheet by modelling how to find the answers using clues in the text – inference. How do you know? Give reasons…  Show the sentences that the children have to put in order – scaffolded according to need. Use the text to help them.  Explain the extension activities.   1. Return to text: comprehension   Share some of the ideas from the pupils  Re-read the text again with the whole class with fluency and expression. |

**Whole Class Feedback Sheet**

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| **Names** | | | **Need Further Support** |
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| **Work to Praise and Share** |
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| **Areas to work on – next steps** | | **Spelling, Punctuation & Grammar** | |