

| Year 1 Guided Reading | | | | | | | | | |
|--|-----------------|--|---|--|----------------|---|--|--|--|
| Define Draw on knowledge of vocabulary to understand texts. | | Retrieve Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information. | | Sequence Identify and explain the sequence of events in texts. | | Infer Makes inferences from the text. | | Predict Predict what might happen on the basis of what has been read so far. | |
| Discussion | Multiple choice | Ranking / ordering | Matching / labelling | Find and copy | Short response | Investigate | Open-ended response | | |
| Knowledge and Skills | | | | | | | | | |
| Autumn Half Term 1 | | | | | | | | | |
| Fiction: | | | Non Fiction: | | | | Poetry: | | |
| <p>Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.</p> <ul style="list-style-type: none"> Use own knowledge and background knowledge and pictures when reading a new word to support with understanding. <p>Understand how story language works and use some formal elements when re-telling stories</p> <ul style="list-style-type: none"> Retell a story using story language (once upon a time..., she lived in a ..., he replied....) <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p> <ul style="list-style-type: none"> Read a range of traditional tales with the children joining-in. Retell a story through role play using predictable phrases. | | | <p>Explore and understand the difference between fiction and non-fiction and distinguishing features of each.</p> <ul style="list-style-type: none"> Know the basic features of each text type Be able to sort fiction and non-fiction texts based on their features. Compare a fiction and non-fiction text about the same topic. <p>Read recounts and begin to recognise generic structures.</p> <ul style="list-style-type: none"> Order events chronologically. Look for adverbs for time (first, next, after). | | | | <p>Listen to poems being read and talk about likes and dislikes.</p> <ul style="list-style-type: none"> Read a range of poems such as rhymes, riddles and tongue twisters and discuss if they like them. Give reasons why they like disliked commenting on ideas, puzzles, the words used and patterns. <p>Explore acrostic poems noting the structure and theme.</p> | | |
| Autumn Half Term 2 | | | | | | | | | |
| Fiction: | | | Non Fiction: | | | | Poetry: | | |
| <p>Re-tell stories and rhymes with predictable and repeating patterns</p> <ul style="list-style-type: none"> Improvise on patterns by substituting words and phrases. | | | <p>Make simple notes on a text.</p> <ul style="list-style-type: none"> Underline key words or phrases Add labels and captions to pictures <p>Read and note basic features of simple</p> | | | | <p>Identify and appreciate rhyme and alliteration in poetry.</p> <ul style="list-style-type: none"> Look for rhyming words within simple poems Discuss and spot alliteration by highlighting these | | |

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| <ul style="list-style-type: none"> • Extend the pattern by adding more words or an extra line. • Invent own pattern to fit in another part of the story <p>Retrieve basic information about a character using pictures and simple language.</p> <ul style="list-style-type: none"> • Describe a character based on an image using adjectives. • Look for describing words with a simple sentence <p>Re-enact stories in a variety of ways.</p> <ul style="list-style-type: none"> • Use role play to act out the story • Use puppets or props to react the story. | <p>instructional texts</p> <ul style="list-style-type: none"> • Look at a recipe and discuss features making simple labels for these | <p>features</p> <p>Join in with class rhymes and poems.</p> <ul style="list-style-type: none"> • Memorise and perform a simple class poem or rhyme • Sing familiar children’s rhymes |
| Spring Half Term 1 | | |
| Fiction | Non Fiction | Poetry |
| <p>Locate and read significant parts of the text.</p> <ul style="list-style-type: none"> • Find the names of key characters/ places • Read stories with rhymes/chants (The Gingerbread man, Jack and the beanstalk) • Discuss main problem/issue within the story <p>Identify and record some key features of story language from a range of stories, and practise reading and using them.</p> <ul style="list-style-type: none"> • Create a word bank of commonly used opening sentences. • Create a word bank of common ending sentences | <p>Use some simple processes for finding out information.</p> <ul style="list-style-type: none"> • Highlight key words to support fact finding • Read headings and subheadings to discover what that page/page is about <p>Read a variety of recount texts noting perspective</p> <ul style="list-style-type: none"> • Read a diary entry noting this a first person perspective (I & we) • Understand a newspaper report is in third person (he, she, they) | <p>Link themes in poetry to their own experiences.</p> <ul style="list-style-type: none"> • Read poems with common childhood experiences in. • Discuss their own experience of what the poem is describing eg winter, animals, celebrations <p>Explore Shape Poems/Calligrams</p> <ul style="list-style-type: none"> • Note how the poem is presented in the shape of an object it is describing. • Know the layout may either be with the words inside a shape or around the outline of the shape. |
| Spring Half Term 2 | | |
| Fiction: | Non Fiction: | Poetry: |
| <p>Identify and discuss a range of story themes, collect and compare.</p> <ul style="list-style-type: none"> • Know each story has a theme (friendship, family, growing up, bravery, school life) | <p>Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.</p> | <p>Identify simple repeating patterns describing the effect.</p> <ul style="list-style-type: none"> • Read poems with repeating lines, questions, phrases and highlight the repeated part |

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| <ul style="list-style-type: none"> • Group stories with similar themes • Discuss similarities and differences. Between stories based on their theme <p>Recognise ways that emphasis has been created in a text.</p> <ul style="list-style-type: none"> • Identify bold words and discuss why these are this way • Know why capitalisation has been used | | <ul style="list-style-type: none"> • Discuss what effect this has on the poem and the reader <p>Perform in unison, following the rhythm of the poem and keeping time.</p> <ul style="list-style-type: none"> • Perform a poem from memory with repeating pattern |
| Summer Half Term 1 | | |
| Fiction | Non Fiction | Poetry |
| <p>Describe story settings and incidents and relate them to own experience and that of others.</p> <ul style="list-style-type: none"> • Read stories with familiar settings and incidents e.g. at school, at home when something is lost, stolen, someone is hurt, someone is unkind • Identify the setting in the text and discuss their own experience within this setting • Discuss if any of the incidents in the story have happened to them. • How are they similar or how are they different? <p>Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</p> <ul style="list-style-type: none"> • Read a selection of stories with different settings. Can children identify where the story takes place? • Explain what is the same about the settings and what is different <p>Identify descriptive language e.g. adjectives.</p> <ul style="list-style-type: none"> • Read a story or extract and identify what is being described (character, setting, object etc.) • Identify the adjectives used to describe. • Is that the best adjective? Could you improve? | <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <ul style="list-style-type: none"> • Explore non-fiction books/ texts about the same topic • Discuss how it is presented and the features used e.g. title, heading, picture and captions • Compare with a different non-fiction book about the same topic. <p>Explore instructional texts (recipes, instructions, directions)</p> <ul style="list-style-type: none"> • Compare with similar texts • What features engaged/helped the reader • What was difficult to read/understand in that particular text. | <p>Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p> <ul style="list-style-type: none"> • Read a selection of children’s poems both long and short • Discuss why it is a favourite • Read some aloud sometimes knowing them by heart <p>Explore riddles</p> <ul style="list-style-type: none"> • Note how the poem describes a noun but does not name it • Know the last line usually directly addresses the reader and uses a question • Understand the mood of the poem is fun and light-hearted. |

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| <p>Identify and discuss different characters</p> <ul style="list-style-type: none"> • Discuss a characters appearance, behaviour and qualities • Become familiar with character descriptions • Use a role on the wall to show this • Make predictions about how they may behave in the story <p>Discuss how characters are described in the text; and compare characters from different stories.</p> <p>Become aware of characters and dialogue</p> <ul style="list-style-type: none"> • Understand how a character speaks and what they say depends on what type of person they are • Role play different characters changing dialogue and voice | <p>Identify simple questions and use text to find answers.</p> <ul style="list-style-type: none"> • Answer simple find and retrieve comprehension questions <p>Locate parts of text that give particular information including labelled diagrams and charts.</p> <ul style="list-style-type: none"> • Highlight specific parts of a text • How did you know to look there? What were the clues? | <p>Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.</p> <ul style="list-style-type: none"> • Discuss sound patterns and how they make a poem interesting • Know what alliteration is and how it can be used in poetry • Know that poems aren't always set out the same. <p>Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p> <ul style="list-style-type: none"> • Perform a favourite poem as a class • Understand the importance of rehearsing and working together • Understand that punctuation informs us when to pause |

| Year 2 Guided Reading | | | | | | | | | |
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| Define | | Retrieve | | Sequence | | Infer | | Predict | |
| Draw on knowledge of vocabulary to understand texts. | | Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information. | | Identify and explain the sequence of events in texts. | | Makes inferences from the text. | | Predict what might happen on the basis of what has been read so far. | |
| Discussion | Multiple choice | Ranking / ordering | Matching / labelling | Find and copy | Short response | Investigate | Open-ended response | | |

| Knowledge and Skills | | |
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| Autumn Half Term 1 | | |
| Fiction | Non Fiction | Poetry |
| Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check | Identify similarities and differences between fiction and non-fiction; understand how they are | Talk about own views, the subject matter and possible meanings in poems. |

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| <p>the meanings of unfamiliar words and to make sense of what they read.</p> <p>Identify and describe characters, expressing own views and using words and phrases from texts.</p> <ul style="list-style-type: none"> • Use appropriate expanded noun phrases to describe a character • Discuss why an author has used a specific word • Improve on the word choice used by the author | <p>structured.</p> <ul style="list-style-type: none"> • Compare different texts about different topics • Compare texts about the same topic • Understand how fiction and non-fiction texts can be structured differently <p>Explore and note features of non-fiction books that are structured in different ways.</p> <ul style="list-style-type: none"> • Compare and contrast non-fiction texts and their features • Make notes about the similarities and differences <p>Use dictionaries and glossaries to locate words by using initial letter.</p> | <ul style="list-style-type: none"> • Explore a range of children poems by different authors • Discuss possible meanings giving reasons for this • Discuss likes and likes and why <p>Comment on which words have most effect and why.</p> <ul style="list-style-type: none"> • Explore a range of descriptive poems • Identify the expanded noun phrases and descriptive vocabulary used • Pick out words which the reader feels are the powerful and have the most impact <p>Explore <i>Diamantes</i></p> <ul style="list-style-type: none"> • Note how the poem is presented in the shape of a diamond • Understand that precise verbs and adjectives are used • Explore each line and the pattern they follow |
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Autumn Half Term 2

| Fiction | Non Fiction | Poetry |
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| <p>Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.</p> <ul style="list-style-type: none"> • Verbally retell a familiar story (traditional tale) ensuring the main points are included • Act out familiar stories with actions ensuring the main points are included <p>Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.</p> <ul style="list-style-type: none"> • Read familiar stories and plot out their structures e.g. <i>introduction, build up, problem, resolution and ending</i> • Discuss consequences of actions within a story | <p>Explain how the main features of non-fiction texts are used.</p> <ul style="list-style-type: none"> • Know why the different features of a non-fiction text including heading, sub heading, picture, captions, introduction, key facts, contents page and glossary • Practise using the different features in different types of non-fiction texts <p>Pose questions for research and read non-fiction to find answers.</p> <ul style="list-style-type: none"> • Related to a curriculum topic, be able to find answers to self generated questions • use the features to successfully locate the | <p>Identify and discuss favourite poems and poets</p> <ul style="list-style-type: none"> • Give reason why they like a poem or poet • Use appropriate terms (poet, poem, verse, rhyme, etc.) • Refer to the language of the poems and the way it is used <p>Identify alliteration and describe the effect.</p> <p>Perform individually or together; speaking clearly and audibly.</p> <ul style="list-style-type: none"> • Perform a favourite poem as a class/individual • Understand the importance of rehearsing and working together • Know we need to speak clearly and with |

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| <p>both good and bad</p> | <p>answer</p> <ul style="list-style-type: none"> • Use skimming techniques to support finding the answer <p>Locate books by classification in the school library.</p> | <p>appropriate volume</p> |
| <p>Spring Half Term 1</p> | | |
| <p>Fiction</p> | <p>Non Fiction</p> | <p>Poetry</p> |
| <p>Discuss reasons for, or causes of, incidents in stories;</p> <ul style="list-style-type: none"> • identify the problem/incident in a story • answer questions about why and how it happened <p>Identify and compare basic story elements.</p> <ul style="list-style-type: none"> • Look at the beginnings of a familiar stories and discuss similarities and differences • Compare a range of story endings • Does the type of story have an impact on the ending? E.g. traditional tale/adventure/journey stories <p>Explore patterns of literary language.</p> <ul style="list-style-type: none"> • to understand stories can repeat an idea throughout • the effect of alliteration on the reader | <p>Use a contents page and index to navigate a text</p> <ul style="list-style-type: none"> • Scan a text to find specific sections, e.g. key words or phrases, sub-headings. <p>Identify how written instructions are organised</p> <ul style="list-style-type: none"> • Look for lists, numbered points, diagrams with arrows, bullet points, keys. | <p>Identify and discuss simple poetry patterns and structures.</p> <ul style="list-style-type: none"> • Understand a limerick has a rhyming pattern (AABBA) • They are 5 lines long and are usually humorous • Identify the rhyming words within them <p>Explore Haikus noting its structure, origin and mood.</p> <ul style="list-style-type: none"> • know Haikus originated in Japan • They are 3 lines long with a pattern of 5, 7, 5 <p>Perform poems; use actions and sound effects to add to the poem’s meaning.</p> |
| <p>Spring Half Term 2</p> | | |
| <p>Fiction</p> | <p>Non Fiction</p> | <p>Poetry</p> |
| <p>Re-tell stories, to give the main points in sequence and pick out significant incidents.</p> <p>Understand time and sequential relationships in stories,</p> <ul style="list-style-type: none"> • Know what happens when in the story • Identify events that happen before and after • Look at the words used to show this <p>Identify and discuss reasons for events in stories,</p> | <p>Understand how to read different non-fiction texts</p> <ul style="list-style-type: none"> • Know that the reader doesn’t need to read the text in order • Use the contents and index page to find what they are looking for <p>Learn about cause and effect non-fiction, the features and language associated with it.</p> <ul style="list-style-type: none"> • Know what has caused a problem and what the consequences are of this. | <p>Explore adventurous word choices and explain the effect.</p> <ul style="list-style-type: none"> • Choose words that enhance the effect of the poem • Discuss how it makes them feel • Discuss meanings of new vocabulary |

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| <p>linked to plot.</p> <ul style="list-style-type: none"> • Understand what has caused an event and how that then changed the plot | <ul style="list-style-type: none"> • Know key words used in these text types (because, so, then, as a result of) | |
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| <p>Predict story endings/incidents, while reading.</p> <ul style="list-style-type: none"> • Make predictions at various points in the story e.g. after the introduction, during the build-up, when the problem/incident has occurred. • Discuss how and why their predictions change as you read the text <p>Make connections by comparing books by the same author.</p> <ul style="list-style-type: none"> • Compare settings and characters • Discuss themes that are similar • Use the language of similarities and differences <p>Compare books by different authors on similar themes or with similar characters to evaluate and give reasons.</p> <ul style="list-style-type: none"> • Discuss similarities and differences about each books theme/character • Evaluate and give reasons why they are similar | <p>Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.</p> <ul style="list-style-type: none"> • Identify the features of a non-fiction text • Understand skimming is a quick read of the main parts to gain an understanding of what the text is about <p>Know that glossaries give definitions and explanations.</p> <ul style="list-style-type: none"> • Discuss what definitions are • Explore some simple definitions in dictionaries | <p>Explore Shape Poems</p> <ul style="list-style-type: none"> • Understand that the poem is presented in the shape of an object it is describing. • Pick out words from the poem that are linked to the shape. • Discuss which type of shape poem they prefer the outline or the words inside <p>Discuss meanings of words and phrases that create humour, and sound effects in poetry and to classify poems into simple type; to make class anthologies.</p> <ul style="list-style-type: none"> • Read a selection of poems including nonsense poems, tongue twisters and riddles • Know the features of each type • Sort these into types and create an anthology |
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| Fiction | Non Fiction | Poetry |
| <p>Identify typical themes</p> <ul style="list-style-type: none"> • Read various texts with specific themes e.g., good over evil (Super worm), weak over strong (The Gruffalo, Three Little Pigs), wise over foolish (The Foolish Tortoise) • Discuss how we know the theme of each text. What happens to show this? | <p>Understand how to use alphabetically ordered texts to retrieve information.</p> <ul style="list-style-type: none"> • Explore a range of alphabetically ordered texts including dictionaries, thesauruses and encyclopaedias • Know the purpose of these types of texts • Discuss the usefulness of having things in alphabetical order | <p>Listen and read, discussing and expressing views about classic poetry. (Owl and the Pussy Cat, Please Mrs Butler)</p> <ul style="list-style-type: none"> • Know that classic poem were written a long time ago but are still read today • Understand that the language in classic poetry may be different to modern poetry • Give an opinion about the poem saying what |

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| | <p>To evaluate the usefulness of a text for its purpose.</p> <ul style="list-style-type: none"> • Using alphabetical text describe the ease of use and why • Discuss how a text could be improved to make it easier to use for the reader | <p>they like liked and disliked.</p> <p>Act out a poem using voices and intonation.</p> <ul style="list-style-type: none"> • Chose a favourite class poem and rehearse until know by heart • Perform to an audience |
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