



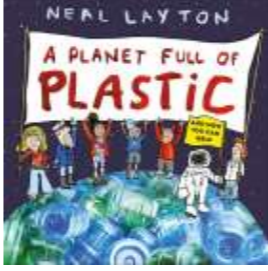

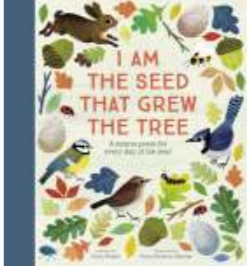



# Reading Curriculum Cycle – Ruby Class (Year 1 & 2) – Cycle A



Ruby Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Themes &amp; curricular focus</b> Can I be your friend? <i>English &amp; PSHE</i>  National Poetry Day	Can I be your friend? <i>English &amp; PSHE</i>  National Poetry Day	Have you met a dinosaur? <i>English</i>	What's your plea for the sea? <i>Geography – weather in the UK</i>	Where's my favourite toy? <i>History – how toys have changed</i>	Why won't my flower grow? <i>Science - plants</i>	How high can you fly? <i>History – How did we learn to fly?</i>
<b>Core Texts</b>  Fiction Non-fiction Poetry & Rhyme	  Wolf Girl by Jo Fisher	  Katie and the Dinosaurs by James Mayhew	  <i>Somebody Swallowed Stanley</i> by Sarah Roberts	  Toys in Space by Mini Grey	  Bloom by Anne Booth	  Rosie Revere by Andrea Beaty
<b>Supporting Texts</b>  <b>Children</b> <ul style="list-style-type: none"> <li>are introduced to a range of authors that they might not choose themselves</li> <li>select own books (and be taught how to do so)</li> <li>continue to develop a positive attitude to reading and understand what is read</li> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>read books that are structured in different ways and read for a range of purposes</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	On Sudden Hill by Linda Sarah & Benji Davies  <i>A variety of poems for National Poetry Day</i>  <i>The Lion Inside</i> by Rachel Bright  <i>Super Duper You!</i> by Sophie Henn  Rabbit and Bear by Julian Gough	<i>The Girl and the Dinosaur</i> by Hollie Hughes  <i>Captain Flinn and the Pirate Dinosaurs</i> by Giles Andreae  Harry and the Bucketful of Dinosaurs by Ian Whybrow	The Storm Whale by Benji Davies  <i>The Big Book of Blue</i> by Yuval Zommer  <i>A Planet Full of Plastic</i> by Neal Layton  Where's the Starfish? – Barroux	<i>Toys and Games</i> by Sally Hewitt  <i>Toys around the world</i> by Joanna Brundle  Dogger by Shirley Hughes  The Hat Full of Secrets by Karl Newson	The Secret Sky Garden by Linda Sarah  <i>Roots, Stems, Leaves and Flowers</i> by Ruth Owen  <i>I am the Seed that Grew the Tree</i> by Fiona Waters	<i>Fantastically Great Women Who Changed the World</i> by Kate Pankhurst  Izzy Gizmo by Pip Jones  Flying Fergus by Sir Chris Hoy
						



Class Reader						
Decoding/Word Reading Year 1	Little Wandle Letters and Sounds Revised: Autumn 1	Little Wandle Letters and Sounds Revised: Autumn 2	Little Wandle Letters and Sounds Revised: Spring 1	Little Wandle Letters and Sounds Revised: Spring 2	Little Wandle Letters and Sounds Revised: Summer 1	Little Wandle Letters and Sounds Revised: Summer 2
Assess: Using Little Wandle Letters and Sounds Revised Assessments						
Decoding/Word Reading Year 2	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency
Assess: Using Little Wandle Letters and Sounds Revised Assessments						
Literal Understanding and Retrieval Locate/identify Understand (explicit) Justify  Year 1	Consolidate finding and reading out words and phrases that have been learned (EYFS)	Introduce use growing phonic knowledge and vocabulary to recognise words	Practise use growing phonic knowledge and vocabulary to recognise words and phrases	Practise using growing phonic knowledge and vocabulary to recognise words and phrases which locate information found explicitly in the text	Develop use growing phonic knowledge and vocabulary to recognise words and phrases which locate information found explicitly in the text	Embed use growing phonic knowledge and vocabulary to recognise words and phrases which locate information found explicitly in the text
	Introduce talk about the title	Practise talk about how the title relates to the events in the text	Develop Talk about how the title relates to the events in the text			Embed talk about how the title relates to the events in the text
	Consolidate recalling facts from a text which has been read to them (EYFS)	Introduce explain key facts about what is read to them	Practise explain key facts about what is read to them across all types of text	Develop explain key facts about what is read to them about characters, places and events		Embed explain key facts about what is read to them about characters, places and events
	Consolidate using visual literacy, point to information on a page to answer questions (EYFS)	Introduce retrieve answers	Practise retrieve answers	Develop retrieve answers to simple literal <i>who, what, where, when, which and how</i> questions		Develop retrieve answers to simple literal <i>who, what, where, when, which and how</i> questions
	Assess: Using Little Wandle Letters and Sounds Revised Assessments					
Literal Understanding and Retrieval Locate/identify Understand (explicit) Justify  Year 2	Consolidate retrieve answers to simple literal questions (Year 1)	Introduce scan for key words in the text	Practise scan for key words in the text order to locate answers	Develop scan for key words in the text order to locate answers		Embed scan for key words in the text order to locate answers
	Introduce analyse the wording of a question	Practise analyse the wording of a question in order to choose what to look for		Develop analyse the wording of a question in order to choose what to look for	Develop analyse the wording of a question in order to choose what to look for	Embed analyse the wording of a question in order to choose what to look for
		Introduce sometimes find answers where the question word does not match the text word	Practise sometimes find answers where the question word does not match the text word	Practise sometimes find answers where the question word does not match the text word	Develop sometimes find answers where the question word does not match the text word	Embed sometimes find answers where the question word does not match the text word

	<b>Consolidate</b> locate information found explicitly in the text (Year 1)		<b>Introduce</b> navigate different paragraphs of text, locating most suitable paragraph in order to retrieve solutions		<b>Practise</b> navigate different paragraphs of text, locating most suitable paragraph in order to retrieve solutions	<b>Develop</b> navigate different paragraphs of text, locating most suitable paragraph in order to retrieve solutions
	<b>Consolidate</b> use growing phonic knowledge and vocabulary to recognise words and phrases (Year 1)	<b>Introduce</b> recognise simple recurring literacy language	<b>Practise</b> recognise simple recurring literacy language		<b>Develop</b> recognise simple recurring literacy language, locate and discuss favourite words and phrases	
	<b>Introduce</b> read and recite a repertoire of poems	<b>Practise</b> read and recite a repertoire of poems including classical poetry	<b>Develop</b> read and recite a repertoire of poems	<b>Embed</b> read and recite a repertoire of poems		
	<b>Consolidate</b> use growing phonic knowledge and vocabulary to recognise words and phrases (Year 1)	<b>Introduce</b> draw on vocabulary knowledge to understand text	<b>Practise</b> draw on vocabulary knowledge to understand text and solve problems	<b>Develop</b> draw on vocabulary knowledge to understand text and solve problems, checking the text makes sense as they read		<b>Embed</b> draw on vocabulary knowledge to understand text and solve problems, checking the text makes sense as they read
<b>Assess:</b> Using Little Wandle Letters and Sounds Revised Assessments						
Inferential Understanding Understand Infer (implicit) Predict Summarise  Year 1	<b>Introduce</b> discuss the significance of the title and events	<b>Practise</b> discuss the significance of the title and events		<b>Develop</b> discuss the significance of the title and events	<b>Develop</b> discuss the significance of the title and events	<b>Embed</b> discuss the significance of the title and events
	<b>Consolidate</b> understand the feelings of characters in texts they listen to (EYFS)	<b>Introduce</b> make simple inferences when a book is read to them	<b>Practise</b> make simple inferences when a book is read to them	<b>Develop</b> make simple inferences when a book is read to them	<b>Develop</b> make simple inferences when a book is read to them	<b>Embed</b> make simple inferences when a book is read to them and begin to explain their understanding
	<b>Introduce</b> predict what might happen next in a sequenced story	<b>Practise</b> predict what might happen next in a sequenced story, based on what has been read so far		<b>Develop</b> predict what might happen next in a sequenced story, based on what has been read so far		
		<b>Introduce</b> discuss word meanings	<b>Practise</b> discuss word meanings, drawing on what they already know	<b>Develop</b> discuss word meanings, drawing on what they already know and vocabulary provided by the teacher		
Inferential Understanding Understand Infer (implicit) Predict Summarise  Year 2	<b>Consolidate</b> make simple inferences when a book is read to them and begin to explain their understanding (Year 1)	<b>Introduce</b> make some inferences which may reach beyond the text	<b>Practise</b> make some inferences which may reach beyond the text, particularly when based on the child's personal experiences		<b>Develop</b> make some inferences which may reach beyond the text, particularly when based on the child's personal experiences and explain their understanding of what is read to them	<b>Embed</b> make some inferences which may reach beyond the text, particularly when based on the child's personal experiences and explain their understanding of what is read to them
	<b>Consolidate</b> predict what might happen next in a sequenced story, based on what has been read so far (Year 1)			<b>Practise</b> predict what might happen next based on what has been read so far	<b>Develop</b> predict what might happen next based on what has been read so far	<b>Embed</b> predict what might happen next based on what has been read so far
	<b>Introduce</b> learn about cause and effect e.g. what has prompted a character's behaviour	<b>Practise</b> learn about cause and effect e.g. what has prompted a character's behaviour			<b>Practise</b> learn about cause and effect e.g. what has prompted a character's behaviour	<b>Develop</b> learn about cause and effect e.g. what has prompted a character's behaviour
		<b>Introduce</b> discuss and clarify the meanings of words	<b>Practise</b> link new meanings to new vocabulary			<b>Develop</b> link new meanings to new vocabulary

<p>Response to Text React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions</p> <p>Year 1</p>	<p><b>Introduce</b> listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves</p>	<p><b>Practise</b> listen to new words in texts</p>	<p><b>Develop</b> listen to new words in texts which broaden their vocabulary and talk about words they know or like</p>		<p><b>Embed</b> listen to new words in texts which broaden their vocabulary</p>	
	<p><b>Consolidate</b> children show pleasure in stories being read to them</p>	<p><b>Introduce</b> participate in discussion about the text</p>	<p><b>Practise</b> participate in discussion about the text, taking turns and listening to others</p>		<p><b>Develop</b> participate in discussion about the text, taking turns and listening to others</p>	
	<p><b>Introduce</b> draw links between the text and some of their own experiences</p>		<p><b>Practise</b> draw links between the text and some of their own experiences</p>	<p><b>Develop</b> draw links between the text and some of their own experiences</p>		
			<p><b>Introduce</b> find information in non-fiction texts</p>		<p><b>Practise</b> find information in non-fiction texts</p>	<p><b>Embed</b> find information in non-fiction texts</p>
	<p><b>Introduce</b> discuss the significance of the title or events</p>	<p><b>Practise</b> discuss the significance of the title or events</p>			<p><b>Develop</b> discuss the significance of the title or events</p>	
	<p><b>Introduce</b> appreciate poems and rhymes</p>		<p><b>Practise</b> appreciate poems and rhymes</p>	<p><b>Develop</b> appreciate poems and rhymes, beginning to express reasons for preference</p>		
<p>Response to Text React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions</p> <p>Year 2</p>	<p><b>Practise</b> develop their pleasure in reading by listening to a wide range of texts</p>	<p><b>Develop</b> develop their pleasure in reading by listening to and discussing a wide range of texts</p>			<p><b>Embed</b> develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts</p>	
	<p><b>Practise</b> participate in discussion about text, taking turns and listening to others</p>		<p><b>Develop</b> participate in discussion about text, taking turns and listening to others</p>		<p><b>Embed</b> participate in discussion about text, taking turns and listening to others</p>	
	<p><b>Introduce</b> discuss the sequences of events</p>	<p><b>Practise</b> discuss the sequences of events, retelling orally</p>		<p><b>Develop</b> discuss the sequences of events, retelling orally</p>		
			<p><b>Introduce</b> talk about how different items of information in non-fiction texts are related</p>		<p><b>Practise</b> talk about how different items of information in non-fiction texts are related</p>	<p><b>Develop</b> talk about how different items of information in non-fiction texts are related</p>
		<p><b>Introduce</b> recognise simple recurring literacy language e.g. <i>once, long ago, far, far away</i></p>	<p><b>Practise</b> recognise simple recurring literacy language e.g. <i>once, long ago, far, far away</i></p>	<p><b>Practise</b> recognise simple recurring literacy language e.g. <i>once, long ago, far, far away</i></p>		
		<p><b>Consolidate</b> listen to new words in texts and broaden their vocabulary (Year 1)</p>	<p><b>Introduce</b> clarify the meaning of words, linking new meanings to new vocabulary</p>			<p><b>Practise</b> clarify the meaning of words, linking new meanings to new vocabulary</p>
<p>Fluency and Phrasing Read fluently with understanding at the point of reading Read aloud/recite Use expression</p> <p>Year 1</p>	<p>Little Wandle Letters and Sounds Revised: Autumn 1</p>	<p>Little Wandle Letters and Sounds Revised: Autumn 2</p>	<p>Little Wandle Letters and Sounds Revised: Spring 1</p>	<p>Little Wandle Letters and Sounds Revised: Spring 2</p>	<p>Little Wandle Letters and Sounds Revised: Summer 1</p>	<p>Little Wandle Letters and Sounds Revised: Summer 2</p>
	<p><b>Assess:</b> Using Little Wandle Letters and Sounds Revised Assessments</p>					

<p><b>Fluency and Phrasing</b>  Read fluently with understanding at the point of reading  Read aloud/recite  Use expression</p>	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency	Little Wandle Fluency
<p>Year 2</p>	<p><i>Assess:</i> Using Little Wandle Letters and Sounds Revised AssessmentS</p>					