

KS2 Our World- Reading

Decoding

Decoding is a key skill that is taught across all topics in the 'My World' curriculum. Every teacher is a teacher of reading and this is reflected in our RWI Phonics curriculum across school.

Reading is a core focus throughout the day in Primary:

RWI session

Literacy session linked to the topic

3pm Story Sharing

Challenge and Stretch

During each cycle, pupils will revisit skills they have learned previously to ensure these are embedded thoroughly. In addition, each cycle develops these skills and builds on previous knowledge. This shows clear, systematic progression whilst also ensuring that key reading skills are revisited regularly.

	Engage	Discover	Develop
Decoding	<p>Pupils will be exposed to environmental sounds from a variety of situations such as:</p> <ul style="list-style-type: none"> Farms Train Stations Zoos Beaches Parties Traffic noises Supermarkets <p>Pupils will be able to make a choice to hear a sound again by asking for more or less.</p> <p>Pupils will engage with sounds in real-life situations such as water using key phrases such as 'wheee'; or beating a drum with support.</p>	<p>Pupils will discover environmental sounds.</p> <p>Pupils will discover to discriminate between different environmental sounds.</p> <p>Pupils will anticipate and begin to respond to environmental sounds.</p> <p>Pupils will discover the first five sounds of RWI: m a s d t</p> <p>Pupils will discover that 2 words can sound the same (rhyme).</p> <p>Pupils will recognise words with the first initial sound: m a s d t</p>	<p>Pupils will learn Set 1,2 and 3 speed sounds from RWI.</p> <p>Pupils will recognise special friends and be able to decode words with special friends in them.</p> <p>Pupils will be able to apply phonic knowledge to decode words.</p> <p>Pupils will be able to complete a rhyming string.</p> <p>Pupils will be able to read common suffixes (-s, -es, -ing, -ed, etc)</p> <p>Pupils will develop reading aloud phonically-decodable texts.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	History	RE	Geography	History	RE	Geography
Cycle A	Stone Age to Iron Age Text- Fiction 'Stone Age Boy' 'How to Wash a Woolly Mammoth' 'Cave Baby' 'Cave Man Dave' 'Dave's Cage' 'The Caveman Next Door'	Diwali – Festivals and celebrations Text- Non-Fiction/ Poetry 'Rama and Sita the story of Diwali' 'My First Diwali' Poems about fireworks and colour.	Exploring Britain Text- Non-Fiction 'Coming to England'- Floella Benjamin Info Buzz- The United Kingdom Fiction-	Ancient Egypt Text- Fiction 'Marcy and the Riddle of the Sphinx' Non-Fiction- 'Meet the Ancient Egyptians'	Places of Worship Text- Non- Fiction 'Discovering Places of Worship' 'In my Mosque'	Weather and Climate Text- Fiction 'Froggy Day' 'If Polar Bears Disappeared' Non-Fiction- 'Rain, Snow or Shine' Out of the Ark- Eddie the Penguin saves the World'
En	Pupils will engage with images and listen to sensory stories.	Pupils will engage with poetry and performance by listening to songs or poems. They will move their body or communicate via a communication aid if they are engaging with the experience.	Pupils will be exposed to environmental sounds from a variety of situations such as: Farms Train Stations Zoos Beaches Parties	Pupils may engage with stories with fleeting attention-developing this for longer periods of time.	Pupils may start to engage with contextual clues such as familiar gestures, words and sounds.	Engage with non-fiction texts about themselves and their environment. Look at books made on book creator that has key pictures of reference such as: Family Staff

			Traffic noises Supermarkets Homes			Pets Their house Their bus Their favourite things Add to this as pupils experience new things.
Di	<p>Pupils will discover a range of genres by having stories read to them.</p> <p>Pupils will discover texts have a front cover and be read from left to right, helping turn the page.</p> <p>Pupils will be able to express interest more/less in favourite stories.</p> <p>Pupils will discover opportunities to join in with their favourite stories,</p>	<p>Pupils will discover the joy of joining in with rhythm and rhyme by anticipating when a key word will be said.</p> <p>Pupils will begin to anticipate key words or phrases in a rhyme.</p> <p>Pupils will discover clapping or moving to repeated sequences of sounds played to them.</p>	<p>Pupils will discover non-fiction books and that they can be full of facts and pictures.</p> <p>Pupils should discover the difference between print and image.</p>	<p>Pupils will discover that stories can be exciting and be about different things.</p> <p>Pupils will discover new characters and themes beyond which they are already familiar with.</p> <p>Pupils will begin to anticipate repetitive vocabulary in key stories and poems.</p> <p>Pupils will discover and handle items</p>	<p>Pupils will use QR codes or votes to state their favourite book from a choice of two.</p> <p>Pupils will return or ask for the same book that they enjoy.</p> <p>Pupils will use objects from the book to handle and return to favourite objects, pictures or music from a book.</p>	<p>Pupils will discover sound patterns and rhythms.</p> <p>Pupils will anticipate the beat of a drum for example.</p> <p>Pupils may make simple predictions between 2 pictures e.g. If it rains you may use an umbrella; if it's sunny you may use a sun hat.</p> <p>Pupils will discover books with colourful and bright images that have</p>

	repeating a key word or phrase.			which support the text they are reading.		been carefully selected as high-quality reading texts.
D	<p>Pupils will develop their understanding by re-telling what has been read to them by sequencing 3 pictures or key words.</p> <p>Pupils will be able to answer closed questions about what they have read e.g. choose from pictures of characters to select the correct answer to a question.</p> <p>Pupils will develop their questioning skills to find out more about the story they are reading.</p>	<p>Pupils will develop their skills in order to repeat words and phrases from familiar stories. Pupils will repeat new vocabulary in a context of a story.</p> <p>Pupils will develop understanding of what has been read to them by re-telling poems, stories and narratives using their own words and recently introduced vocabulary on a word mat for example. Pupils will be able to join in with</p>	<p>Pupils will develop their knowledge of non-fiction books and how we can use them to find facts about certain topics.</p> <p>Pupils will select non-fiction books about things that they find interesting.</p> <p>Pupils will develop knowledge of Print, images, bullet points and captions.</p>	<p>Pupils will develop their inference skills by looking at the title and blurb of a book to infer what the text is about.</p> <p>Pupils will develop their inference skills on the basis of what is said and done.</p> <p>Pupils will discover new words linked to the topics they are studying by using word mats or working walls.</p> <p>Pupils will develop their knowledge of antonyms and synonyms.</p>	<p>Pupils will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Pupils will be encouraged to link what they read or hear to stories of their own.</p> <p>Pupils will read a range of texts that are consistent with their phonic knowledge, including green and red words.</p> <p>Pupils will re-read phonetically decodable books to</p>	<p>Pupils will develop their prediction skills by predicting what might happen of the basis of what has been read so far.</p> <p>Pupils will develop opinions on favourite stories and select reasons why they enjoyed the stories.</p> <p>Pupils will develop knowledge of plot, character and vocabulary in order to say why they enjoyed a particular text.</p>

	Pupils will check sentences make sense when they are reading them and begin to self-correct mistakes.	rhyiming poems and stories such as <i>The Gruffalo</i> for example.		Pupils will develop their knowledge and love of favourite words and phrases.	build up their confidence in word reading, their fluency and their understanding an enjoyment. Pupils will request to read favourite books from a range of genres.	
Cycle B	Mayan Civilisation	Journeys	All Around Europe	Romans	Hinduism	Disasters – volcanoes and earthquakes
En	<p>Pupils will engage when their name is spoken.</p> <p>Pupils will engage with photos of familiar people.</p> <p>Pupils may attach meaning to photos of familiar objects or people such as 'mum', 'dad', 'cup'</p>	<p>Pupils may start to express emotion when listening to a familiar story.</p> <p>Pupils will discover the joy of joining in with rhythm and rhyme by anticipating when a key word will be said.</p> <p>Pupils will begin to anticipate key words or phrases in</p>	<p>Pupils will be able to identify feelings from a choice of two by looking a pictures e.g. The boy is sad.</p> <p>Pupils will discover what they can infer from clues in environmental sounds e.g. Where is this noise from? A farm or a</p>	<p>Pupils may engage with stories with increased fleeting attention-developing this for longer periods of time.</p> <p>Pupils engage with Roman artefacts such as costumes.</p>	<p>Pupils may start to engage with contextual clues such as familiar gestures, words and sounds.</p> <p>Pupils to engage with colours and sounds related to Diwali.</p>	<p>Engage with non-fiction texts about themselves and their environment. Look at books made on book creator that has key pictures of reference such as:</p> <p>Rain Sun Wind Snow Volcanoes Earthquakes</p>

	etc.	<p>a rhyme. Pupils will discover clapping or moving to repeated sequences of sounds played to them.</p> <p>With support, pupils will discover words beginning with m,a,s,t,d and colour adjectives on a word grid. relating to pictures shown.</p>	swimming pool?			Sensory bags to be created and Pre- phonic environmental sounds played for each weather element.
Di	<p>Pupils will discover objects of reference and objects related to a story to enhance their knowledge of key vocabulary in a story.</p> <p>Pupils will discover key words that start with the letters m a s t d</p>		<p>Pupils will discover non-fiction books and that they can be full of facts and pictures.</p> <p>Pupils should discover the difference between print and image.</p> <p>Pupils will use prior knowledge to</p>	<p>Pupils will discover that stories can be exciting and be about different things- such as the Romans.</p> <p>Pupils will discover new characters and themes in <i>different contexts</i> beyond which they are already</p>	<p>Pupils will use QR codes or votes to state their favourite book from a choice of two.</p> <p>Pupils will return or ask for the same book that they enjoy.</p> <p>Pupils will use objects from the</p>	<p>Pupils will discover sound patterns and rhythms.</p> <p>Pupils will anticipate the touch of objects linked to the topic such as 'lava' from a volcano or a ball that vibrates to mimic an earthquake.</p>

	linked to Mayan Civilization.		choose books based on the topic. For example- they would choose an atlas to look at the world between a choice of two texts.	familiar with. Pupils will begin to anticipate repetitive vocabulary in key stories and poems. Pupils will discover and handle items which support the text they are reading with increasing confidence.	book to handle and return to favourite objects, pictures or music from books about Hinduism. Pupils will link pictures of objects of reference. Pupils will choose the correct picture that matches with a key word from the books about Hinduism.	Pupils may make simple predictions between 2 pictures or sensory items e.g. building blocks being shaken on a table and falling down to mimic an earthquake. Pupils will discover books with colourful and bright images that have been carefully selected as high-quality reading texts and begin to handle them more independently.
D	Pupils will develop their understanding by re-telling what has been read to them by sequencing 3 or more pictures or key words. Pupils will be able to sequence	Pupils will listen to and discuss a wide range of poems, at a level beyond that at which they can read independently. Pupils will be encouraged to link what they read or	Pupils will develop their knowledge of non-fiction books and how we can use them to find facts about certain topics- they may begin to use the contents page and locate a particular	Pupils will develop their inference skills by looking at the title and blurb of a book to infer what the text is about. Pupils will develop their inference	Pupils will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Pupils will be encouraged to link	Pupils will develop their prediction skills by predicting what might happen of the basis of what has been read so far. Pupils will develop opinions on

	<p>increasingly complex stories and begin to think about beginning, middle and endings of stories.</p> <p>Pupils will be able to answer closed questions about what they have read e.g. choose from pictures of characters to select the correct answer to a question.</p> <p>Pupils will develop their questioning skills to find out more about the story they are reading.</p>	<p>hear to poems of their own.</p>	<p>page of interest.</p> <p>Pupils will select non-fiction books about the world and see them as a source of information about their topic- they may begin to talk about the difference between fiction and non-fiction.</p> <p>Pupils will develop knowledge of print, images, bullet points and captions and be able to label them.</p>	<p>skills on the basis of what is said and done.</p> <p>Pupils will discover new words linked to the topics they are studying by using word mats or working walls.</p> <p>Pupils will develop their knowledge of antonyms and synonyms.</p> <p>Pupils will develop their knowledge and love of favourite words and phrases.</p> <p>Pupils will begin to look at specific characters and label their appearance and how this links to the kind of character they are.</p>	<p>what they read or hear to stories of their own.</p> <p>Pupils will read a range of texts that are consistent with their phonic knowledge, including green and red words.</p> <p>Pupils will re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding an enjoyment.</p> <p>Pupils will request to read favourite books from a range of genres.</p> <p>Pupils will develop knowledge that</p>	<p>favourite stories and select reasons why they enjoyed the stories.</p> <p>Pupils will develop knowledge of plot, character and vocabulary in order to say why they enjoyed a particular text.</p> <p>Pupils will develop their sequencing skills by discussing the key elements of the story and deciding the pivotal points of a plot.</p>
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					words can be linked to specific topics and be encouraged to list these words and what the mean e.g. 'diwali' is a Hindu festival. It is_____.	
Cycle C	Vikings	Respect Text- Poetry	All Around The World	Greeks Text- Non-	Charity	Disasters – water/wind
En	<p>Pupils will engage when their name is spoken.</p> <p>Pupils will engage with photos of familiar people and objects.</p> <p>Pupils may attach meaning to photos of familiar objects or people such as 'mum', 'dad', 'cup' etc.</p> <p>Pupils will engage with key images about Vikings and enjoy sensory</p>	<p>Pupils may start to express emotion when listening to a familiar story.</p> <p>Pupils will listen to the 'Hello' song every morning and feel they are part of their class team-learning that a song signals the time to start school.</p> <p>Pupils will engage with objects that start with the first 5 RWI sounds</p>	<p>Pupils will be able to identify feelings from a choice of two by looking a pictures e.g. The boy is sad.</p> <p>Pupils will discover what they can infer from clues in environmental sounds e.g. Where is this noise from? A farm or a swimming pool?</p> <p>Pupils will engage with sounds linked</p>	<p>Pupils may engage with stories with increased fleeting attention-developing this for longer periods of time.</p> <p>Pupils engage with sensory items about the Greeks such as dress. Pupils will engage with pictures of themselves dressed up and add the picture to their 'Learning Journey' book.</p>	<p>Pupils may start to engage with contextual clues such as familiar gestures, words and sounds.</p> <p>Pupils to engage with sounds related to 'Charity' such as money in a tin.</p>	<p>Engage with non-fiction texts about themselves and their environment. Look at books made on book creator that has key pictures of reference such as: Floods and tornadoes. Sensory bags to be created and Pre- phonic environmental sounds played for each weather element.</p>

	objects linked to the topic.	linked to their classroom and friends- respecting each other.	to travel around the world: planes, trains, boats, cars etc.			Pupils experience to sound and feeling of a tornado by using a hairdryer for example.
Di	<p>Pupils will discover objects of reference and objects related to a story to enhance their knowledge of key vocabulary in a story.</p> <p>Pupils will discover key words that start with the letters m a s t d linked to Vikings.</p>	<p>Pupils will discover the joy of joining in with rhythm and rhyme by anticipating when a key word will be said.</p> <p>Pupils will begin to anticipate key words or phrases in a rhyme.</p> <p>Pupils will discover clapping or moving to repeated sequences of sounds played to them.</p> <p>With support, pupils will discover words beginning</p>	<p>Pupils will discover non-fiction books and that they can be full of facts and pictures.</p> <p>Pupils should discover the difference between print and image.</p> <p>Pupils will use prior knowledge to choose books based on the topic. For example- they would choose an atlas to look at the world between a choice of two texts.</p> <p>Pupils will discover that text can</p>	<p>Pupils will discover that stories can be exciting and be about different things- such as the Greeks.</p> <p>Pupils will discover new characters and themes in <i>different contexts</i> beyond which they are already familiar with.</p> <p>Pupils will begin to anticipate repetitive vocabulary in key stories and poems.</p> <p>Pupils will discover</p>	<p>Pupils will use QR codes or votes to state their favourite book from a choice of two.</p> <p>Pupils will return or ask for the same charity leaflet that they enjoy.</p> <p>Pupils will learn that leaflets contain pictures and text.</p> <p>Pupils will link pictures of objects of reference.</p> <p>Pupils will choose the correct picture</p>	<p>Pupils will discover sound patterns and rhythms.</p> <p>Pupils will anticipate the touch of objects linked to the topic such as water from a flood or leaves and wood from a hurricane.</p> <p>Pupils may make simple predictions between 2 to 3 pictures or sensory items such as streets before and after flooding.</p> <p>Pupils will discover</p>

		<p>with m,a,s,t,d and colour adjectives on a word grid. relating to pictures shown.</p> <p>Pupils will discover Performance Poetry and that it contains words/ sounds and movement. They will work together to create a poem as a class and participate in at at their level.</p>	<p>explain pictures and match the word or symbol for 'world' with a picture of the world.</p>	<p>and handle items which support the text they are reading with increasing confidence.</p> <p>Pupils will discover that images show us lots of different things and be able to spot different things shown in an image that matches with a symbols grid.</p>	<p>that matches with a key word from the charity leaflets.</p>	<p>books with colourful and bright images that have been carefully selected as high-quality reading texts and begin to handle them more independently. Pupils will discover feelings linked to events in stories- e.g. sad, scared, happy using symbols and pictures.</p>
D	<p>Pupils will develop their understanding by re-telling what has been read to them by sequencing 3 or more pictures or key words. Pupils will be able to sequence increasingly complex stories and begin to think</p>	<p>Pupils will listen to and discuss a wide range of poems, at a level beyond that at which they can read independently. Pupils will be encouraged to link what they read or hear to poems of their own.</p>	<p>Pupils will develop their knowledge of non-fiction books and how we can use them to find facts about certain topics- they may begin to use the contents page and locate a particular page of interest.</p> <p>Pupils will select</p>	<p>Pupils will develop their inference skills by looking at the title and blurb of a book to infer what the text is about.</p> <p>Pupils will develop their inference skills on the basis of what is said and done.</p>	<p>Pupils will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Pupils will be encouraged to link what they read or hear to stories of their own.</p>	<p>Pupils will develop their prediction skills by predicting what might happen of the basis of what has been read so far.</p> <p>Pupils will develop opinions on favourite stories and select reasons why they enjoyed</p>

	<p>about beginning, middle and endings of stories.</p> <p>Pupils will be able to answer closed questions about what they have read e.g. choose from pictures of characters to select the correct answer to a question.</p> <p>Pupils will develop their questioning skills to find out more about the story they are reading.</p> <p>Pupils will develop their questioning skills by participating in role play based on characters from the 'Vikings' topic text.</p>	<p>Pupils will develop Performance Poetry and know that it contains words/ sounds and movement. They will work together to create a poem as a class and participate in at their level.</p>	<p>non-fiction books about the world and see them as a source of information about their topic- they may begin to talk about the difference between fiction and non-fiction.</p> <p>Pupils will develop knowledge of print, images, bullet points and captions and be able to label them.</p> <p>Pupils will use information they have found in a book and create a heavily- scaffolded poster bullet pointing the key facts.</p>	<p>Pupils will discover new words linked to the topics they are studying by using word mats or working walls.</p> <p>Pupils will develop their knowledge of antonyms and synonyms.</p> <p>Pupils will develop their knowledge and love of favourite words and phrases.</p> <p>Pupils will begin to look at specific characters and label their appearance and how this links to the kind of character they are.</p> <p>Pupils will understand that</p>	<p>Pupils will read a range of texts that are consistent with their phonic knowledge, including green and red words.</p> <p>Pupils will re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding an enjoyment.</p> <p>Pupils will request to read favourite books from a range of genres.</p> <p>Pupils will understand that a charity leaflet is giving us information and asking us for money</p>	<p>the stories.</p> <p>Pupils will develop knowledge of plot, character and vocabulary in order to say why they enjoyed a particular text.</p> <p>Pupils will develop their sequencing skills by discussing the key elements of the story and deciding the pivotal points of a plot.</p> <p>Pupils will create a bank of adjectives and key words about water and wind. They will use these to write their own definitions of hurricanes and flood and illustrate these.</p>
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				stories can be written in the first or 3 rd person.	or help. Pupils to feature spot on a leaflet: Image Bullet points Heading Sub-heading Phone number Website.	
Cycle D	Henry VIII	God	Settlements and local castles. Robin Hood and Ivanhoe	Inventors & Inventions	Major World Religions	All Around The Americas
En	<p>Pupils will engage when their name is spoken.</p> <p>Pupils will engage with photos of familiar people and objects.</p> <p>Pupils may attach meaning to photos of familiar objects or people such as 'mum', 'dad', 'cup' etc.</p> <p>Pupils will engage</p>	<p>Pupils may start to express emotion when listening to a familiar story.</p> <p>Pupils will listen to the 'Hello' song every morning and feel they are part of their class team-learning that a song signals the time to start school.</p> <p>Pupils will engage</p>	<p>Pupils will be able to identify feelings from a choice of two by looking a pictures e.g. The man is strong. The man is brave.</p> <p>Pupils will discover what they can infer from clues in environmental sounds e.g. Where is this noise from? A castle or a</p>	<p>Pupils may engage with stories with increased fleeting attention-developing this for longer periods of time.</p> <p>Pupils engage with sensory items about Inventors and Inventions.</p> <p>Pupils will engage with pictures of themselves</p>	<p>Pupils may start to engage with contextual clues such as familiar gestures, words and sounds.</p> <p>Pupils to engage with sounds related to different religions being called to prayer etc.</p> <p>Pupils may pay fleeting attention to objects from different world</p>	<p>Engage with non-fiction texts about themselves and their environment.</p> <p>Look at books made on book creator that has key pictures of reference such as:</p> <p>Flags Food Animals Linked to the Americas. Sensory bags to be</p>

	<p>with key images about Henry VIII and enjoy sensory objects linked to the topic.</p> <p>Pupils will show engagement with stories and pictures about Henry VIII and be able to show a fleeting interest when listening to a story that has been read to them regularly.</p>	<p>with objects that start with the first 5 RWI sounds linked to 'God and Christianity'.</p> <p>Pupils may show signs of reaching or looking for their favourite objects linked to the topic.</p>	<p>house?</p> <p>Pupils will engage with sounds linked to castles: battles, cries, music, scurrying of rats etc.</p> <p>Pupils will engage with music about 'Robin Hood' and show fleeting responses to the repetition in the song.</p>	<p>dressed up as an Inventor and add the picture to their 'Learning Journey' book.</p> <p>Pupils will use sensory items to invent a new food combination; sound effects to be made by support staff such as 'squelch' or 'wheee' when adding liquid ingredients- linked to the Pre-Phonics curriculum.</p>	<p>religions and show signs of returning to a favourite object.</p>	<p>created and Pre-Phonic environmental sounds played different American environments such as the National Anthem for Washington; Disney Parade music for California etc.</p> <p>Pupils to handle maps and globes with support.</p>
Di	<p>Pupils will discover objects of reference and objects related to a story to enhance their knowledge of key vocabulary in a story.</p> <p>Pupils will discover</p>	<p>Pupils will discover the joy of joining in with rhythm and rhyme by anticipating when a key word will be said.</p> <p>Pupils will begin to anticipate key</p>	<p>Pupils will discover non-fiction books and that they can be full of facts and pictures.</p> <p>Pupils should discover the difference between print and image.</p>	<p>Pupils will discover that stories can be exciting and be about different things- such as Inventors and Inventions.</p> <p>Pupils will discover new characters</p>	<p>Pupils will use QR codes or votes to state their favourite book from a choice of two.</p> <p>Pupils will return or ask for the same book that they enjoy.</p>	<p>Pupils will discover sound patterns and rhythms.</p> <p>Pupils will anticipate the touch of objects linked to the topic such as a flag or music instruments</p>

	<p>key words that start with the letters m a s t d linked to Henry VIII.</p> <p>Pupils will engage with key images and find words on a word mat or talker about Henry VIII. With support, pupils may be able to select the correct adjective from a choice of 2.</p>	<p>words or phrases in a rhyme. Pupils will discover clapping or moving to repeated sequences of sounds played to them.</p> <p>With support, pupils will discover words beginning with m,a,s,t,d and colour adjectives on a word grid. relating to pictures shown.</p> <p>Pupils will discover Performance Poetry and that it contains words/ sounds and movement. They will work together to create a poem as a class and participate in at their level.</p>	<p>Pupils will use prior knowledge to choose books based on the topic. For example- they would choose an atlas to look at the world between a choice of two texts.</p> <p>Pupils will discover that text can explain pictures and match the word or symbol for 'castle' with a picture of a castle.</p> <p>Pupils will visit a castle and take pictures on iPads. Pupils will then label correct parts of a castle such as 'Turret' with support e.g a picture of a turret on a word mat to match with their picture on their</p>	<p>and themes in <i>different contexts</i> beyond which they are already familiar with. Pupils will begin to anticipate repetitive vocabulary in key stories and poems.</p> <p>Pupils will discover and handle items which support the text they are reading with increasing confidence.</p> <p>Pupils will discover that images show us lots of different things and be able to spot different things shown in an image that matches with a symbols grid.</p>	<p>Pupils will learn that non-fiction books contain pictures and text.</p> <p>Pupils will link pictures of objects of reference.</p> <p>Pupils will choose the correct picture that matches with a key word about major world religions.</p> <p>Pupils will engage with pictures of religious symbols and begin to make connections with the pictures and the associated religion from a choice of 2.</p>	<p>from Latin America.</p> <p>Pupils may make simple predictions between 2 pictures or sensory items</p> <p>Pupils will discover books with colourful and bright images that have been carefully selected as high-quality reading texts and begin to handle them more independently.</p> <p>Pupils will make links between different climates in America and the clothes they would need to pack- link to PFA.</p>
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		Pupils will discover that hymns are like poems and that we can share religious music or create our own about tolerance and peace.	iPad.	Pupils will discover that facts can be read about famous people from books or other sources such as the internet- shown to them on Youtube etc.		
D	<p>Pupils will develop their understanding by re-telling what has been read to them by sequencing 3 or more pictures or key words. Pupils will be able to sequence increasingly complex stories and begin to think about beginning, middle and endings of stories.</p> <p>Pupils will be able to answer closed</p>	<p>Pupils will listen to and discuss a wide range of poems, at a level beyond that at which they can read independently. Pupils will be encouraged to link what they read or hear to poems of their own.</p> <p>Pupils will develop Performance Poetry and know that it contains words/ sounds and movement. They</p>	<p>Pupils will develop their knowledge of non-fiction books and how we can use them to find facts about certain topics- they may begin to use the contents page and locate a particular page of interest.</p> <p>Pupils will select non-fiction books about the world and see them as a source of information about their topic- they</p>	<p>Pupils will develop their inference skills by looking at the title and blurb of a book to infer what the text is about.</p> <p>Pupils will develop their inference skills on the basis of what is said and done.</p> <p>Pupils will discover new words linked to the topics they are studying by using word mats or working walls.</p>	<p>Pupils will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Pupils will be encouraged to link what they read or hear to stories of their own.</p> <p>Pupils will read a range of texts that are consistent with their phonic knowledge,</p>	<p>Pupils will develop their prediction skills by predicting what might happen of the basis of what has been read so far.</p> <p>Pupils will develop opinions on favourite stories and select reasons why they enjoyed the stories.</p> <p>Pupils will develop knowledge of plot, character and vocabulary in order to say why they</p>

	<p>questions about what they have read e.g. choose from pictures of characters to select the correct answer to a question.</p> <p>Pupils will develop their questioning skills to find out more about the story they are reading.</p> <p>Pupils will develop their questioning skills by participating in role play based on characters from the topic text.</p> <p>Pupils will write a playscript <i>with support</i> about the life of Henry VIII and convey the key facts about his life. Images and props</p>	<p>will work together to create a poem as a class and participate in at their level.</p> <p>Pupils will create a Performance poem about 'God' related to the Nativity. They will learn their lines and perform in front of an extended audience. They will use music and props to scaffold their poetry reading and include actions- Makaton etc.</p>	<p>may begin to talk about the difference between fiction and non-fiction.</p> <p>Pupils will develop knowledge of print, images, bullet points and captions and be able to label them.</p> <p>Pupils will use information they have found in a book and create a heavily- scaffolded poster bullet pointing the key facts.</p> <p>Pupils will create a storyboard from a story they have read about set in a castle. They will use speech or thought bubbles to show what a</p>	<p>Pupils will develop their knowledge of antonyms and synonyms. Pupils will develop their knowledge and love of favourite words and phrases.</p> <p>Pupils will begin to look at specific characters and label their appearance and how this links to the kind of character they are.</p> <p>Pupils will understand that stories can be written in the first or 3rd person.</p> <p>Pupils will read short extracts from 'George's</p>	<p>including green and red words.</p> <p>Pupils will re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding an enjoyment.</p> <p>Pupils will request to read favourite books from a range of genres.</p> <p>Pupils will understand that a non-fiction text is giving us information and can provide answers to questions.</p> <p>Pupils to feature spot in a non-fiction text: Contents page</p>	<p>enjoyed a particular text.</p> <p>Pupils will develop their sequencing skills by discussing the key elements of the story and deciding the pivotal points of a plot.</p>
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	to be used.		character is thinking or saying.	Marvellous Medicine' and list what has been used in the medicine. Key focus: finding and extracting information.	Index Images Captions Bold text Italic text Pupils will develop their reasoning for why key words may be in bold or italics.	
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