

Year 1 Scheme of Work – Shared Reading

Unit	Time (Wks)	Activities	Outcomes	Reading Objectives	Differentiation	Reading strategies	Curriculum Links
Previous learning: –Reception: Describing the grass in we’re going on a bear hunt, writing new version of Billy Goats Gruff				Y2 – Zoo, Oliver’s vegetables, Y3- Grandpa Chatterji- tales from other cultures,			
1.1 Handa’s Surprise	6	<p>L1- Chn taste fruit and use adjectives to describe the taste of the fruit. L2- chn write captions for the illustrations of the animals taking the fruit. L3- Finding out more about Kenya through mao work and research. L4- Chn to design and plan a surprise for a friend or family member. L5- chn should then plan a story map of Handa’s surprise. L6- create a new story changing the animals and fruit/objects on story map.</p> <p>Levelled book reading - 30 min once a week</p>	<p>-add work to the guided reading book -Adding adjectives to build interesting sentences. - To explore the story, setting, characters and ideas - role-play story using key words and ideas. - Discussing word meanings and linking new meanings to words already known.</p>	<p>- Predicting what might happen from details stated and implied - Checking that the text makes sense as they read and self-correct mistakes.</p>	<p>- Coloured inlays Graphic organiser Colourful semantics Visual -Language bags -Guided writing and reading.</p>	<p>- predicting – using clues from what they have read so far to predict. - checking that reading makes sense. - using pictures and clues from sentence to learn new words. - point to each word as you read. - using phonics to blend for reading</p>	<p>-- drama - speaking and listening -writing</p>
Previous learning: Reception: reading facts about Owls (Owl and Dinosaur, The Great Big Book of Families -writing mummy, story map for Billy Goats Gruff				Y2 – the Owl who was afraid of the dark- longer text			
1.2 Owl Baby	6	<p>L1- To research facts and information about owls and write a fact file sheet. L2- create spider diagram describing the setting using adjectives. L3-To write about a time they felt scared and alone, give advise to a friend on what to do? L4- To brainstorm how the owls are feeling using emotion words. L5- Write a note from mother owl to the babies explaining where she is going and not to be scared. L6- TO plan a story map of Owl Baby</p>	<p>- add work to the guided reading book -Discussing word meanings and linking new meanings to words already known. - discussing feelings and emotions -making links to personal experience. - To explore the story, setting, characters and ideas - Gain better understanding of owl facts.</p>	<p>- Predicting what might happen from details stated and implied - Discussing word meanings and linking new meanings to words already known -Linking their own experiences to their reading and using these to help understand the text. - Explaining clearly their understanding of what is read to them.</p>	<p>- peer collaboration - modelling -metacognition -colour semantics</p>	<p>- predicting using clues from the title and pictures - Making predictions using sentence. - Making inferences from the text based on what is said and done in the book. - using clues from the book and own personal experience) - summaries the main ideas in the story - point to each word as you read.</p>	<p>--- drama - speaking and listening -writing</p>

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						- using phonics to blend for reading	
2.1 Where the Wild things are	6	<ul style="list-style-type: none"> - L1- chn design their own suit taking inspiration from the story. L2- research words synonyms using either tablet/computer or thesaurus. Ask chn to find words in the word search link. L3- complete where the wild things are characters description template. Chn create their own wild thing using effective adjective to describe their character. L4- Chn design their favourite supper, labelling their work and writing a short narrative. play in small groups of 4 exceptional word bingo sheet L5- Role play MAX and character thought bubbles for chn to write what the character might think. L6-Discuss favourite parts of the story and chn to complete their own book review of the story. 	<ul style="list-style-type: none"> - add work to the guided reading book -Adding adjectives to build interesting sentences. - Exploring themes such as friendship, loneliness and love, responsibility and respect, kindness and fairness. - Annotated story maps, a character description, a 'book review, and an innovative retelling of the story 	<ul style="list-style-type: none"> - Predicting what might happen from details stated and implied. - Discussing word meanings and linking new meanings to words already known. - Making inferences from the text based on what is said and done in the book. -: Read common exception words (Year 1 spellings) - Explaining clearly their understanding of what is read to them. - Discussing the significance of the title and events 	<ul style="list-style-type: none"> - Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation 	<ul style="list-style-type: none"> - Looking for clues in the picture clues and vocabulary in the blurb to predict. -- read on to make sense of word meaning. -(using clues from the book and own personal experience) use inference grid - summaries the main ideas in the story - predicting using clues from the title and pictures – - point to each word as you read. - using phonics to blend for reading 	<ul style="list-style-type: none"> --- drama - speaking and listening -writing ICT
<p>Previous learning: Reception: Dog Eat Dog – writing an apology letter, People who help us – roles and responsibilities.</p>				<p>Y2 – Flat Stanley – writing letters, postcards</p>			

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<p>2.2 Jolly postman letters</p>	<p>6</p>	<p>L1-Postman' chn to think brainstorm in small groups different synonyms for jolly and Research role/ responsibility of a postman/postwoman using computers/tablets. L2- play 'sneaky suffix', where chn work in pairs to read a set of words containing various suffix and group them words into piles- Encourage chn to be a detective and spot all words containing a suffix from the story L3- Provide chn describe the character worksheet. Chn to describe using adjectives. L4- Play true or false with the chn based on the text. Provide story map for chn to complete. L5- Chn write their own letter/postcard or invitation to a known traditional tale character of their choice L6- Complete comprehension sheet on the text and book review on the story.</p>	<p>- add work to the guided reading book -Adding adjectives to build interesting sentences - To explore familiar and unfamiliar rhymes and stories -To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives. -To develop creative responses to the text -writing outcomes - write in role, write letter, book review, research.</p>	<p>- Predicting what might happen from details stated and implied. - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings). -: explaining clearly their understanding of what is read to them. - making inferences from the text based on what is said and done in the book. - Explaining clearly their understanding of what is read to them. - Discussing the significance of the title and events</p>	<p>-- Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation</p>	<p>- Looking for clues in the picture clues and vocabulary in the blurb to predict. - model reading longer words - chunking/ linking suffix to root word - Model restating the meaning of text in one's own words. -- using written clues and pictures from the book and own personal experience. - summaries the main ideas in the story - point to each word as you read. - using phonics to blend for reading</p>	<p>- drama - speaking and listening -writing -ICT</p>
<p>Previous learning: Character Descriptions, Asked questions, Phase 3/5 phonics Letter formation, retelling story about knuffle bunny.</p>				<p>Y3 - ,</p>			
<p>3.1 Dogger</p>	<p>6</p>	<p>L1- Write next predictions of the events that may happen t using prediction sheet. Chn to draw and write about their favourite toy providing detailed information using adjectives. L2- Model how to use a dictionary. chn work in small groups and provide them with a list of new words from the text to find alongside writing its meaning using the dictionary L3- Explain that a toy is lost. Explain to the chn that they are a detective, and they need to help me find the lost toy by asking detective questions, clues and pictures. Chn to discuss a</p>	<p>- add work to the guided reading book -Create questions using just pictures from the story. -Predict where Dogger could be- write ideas - Create a word bank of words to describe Dogger - Write a description of Dogger -Predict where Dogger could be- write Ideas. -Use drama/role play to act out the story link to emotions</p>	<p>- Predict what might happen. -Discuss the significance of the title. -Participate in discussion about what is read to them, take turns and listen to what others say. -Become very familiar with key stories retelling them and considering their particular characteristics -Discuss word meanings, linking new meanings to those already known.</p>	<p>. Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation -language bags</p>	<p>- predict analysing clues form the front cover and vocabulary from the blurb) - reading on to work out the meaning of new words - listening to own reading to check if it make sense or if it sounds right - and give the children two options – which one makes sense?)</p>	<p>- drama - speaking and listening -writing</p>

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		<p>favourite toy they have lost with partner.</p> <p>L4- Chn role play parts of the story and character – focusing on emotions such as sadness, love, empathy.</p> <p>L5- Explain to the chn that they are going to be writing a short story like Dogger-where a child loses a toy but then finds it but it is going to be based on their personal experience.</p> <p>L6- Chn complete book review suggesting what they liked, dislikes and what they would change about the story.</p>	<p>- Write sentences in speech bubbles linked to what the characters could be saying.</p> <p>-Write about a time they lost something and how it made them feel</p>	<p>-Make inferences on the basis of what is being said and done</p> <p>-explain clearly their understanding of what is read to them</p> <p>-being encouraged to link what they read or hear read to their own experiences</p>		<p>-- talk about ideas and feelings linking to reading</p> <p>- using pictures and words from the text to make inference.</p> <p>- looking for smaller words inside the word</p> <p>- point to each word as you read.</p> <p>- using phonics to blend for reading</p>	
Previous learning:							
<p>3.2 Lighthouse keepers lunch</p> <p>Poem: down behind the dustbin</p>	6	<p>L1- Chn explore story hook and make predictions based on cover and title.</p> <p>L2-Show chn a short documentary on lighthouse and discuss the important role and responsibility of a keeper. In small groups chn write facts learnt from the video about the role of a lighthouse and its keepers.</p> <p>L3- Brainstorm things we know about seagulls as a class (provide activity sheet). Chn to help Mr Grinling create a sandwich that would discourage the seagull from eating his lunch.</p> <p>L4- Chn design their own ideal lunch and a bird proof invention to stop the seagulls from eating Mr Grinlings lunch.</p> <p>L5- roleplay the story by re-telling it through actions.</p> <p>L6- Provide chn with various pictures from the text so far and encourage chn to provide short caption of what is happening.</p>		<p>- Discussing the significance of the title and events</p> <p>- to link what they read or hear read to their own experiences</p> <p>- Explaining clearly their understanding of what is read to them.</p> <p>- predicting what might happen on the basis of what has been read so far</p> <p>- checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>- . Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p> <p>-language bags</p>	<p>- predict analysing clues form the front cover and vocabulary from the blurb)</p> <p>- checking meaning</p> <p>- reread a sentence to check it make sense</p> <p>- work in partner to tell each other about the character and what happened</p> <p>- Predicting: read the opening paragraph – summarise what they know so far (use searchlights) and predict what might happen next – read the next paragraph to check.</p>	<p>Drama</p> <p>- speaking and listening</p> <p>-writing</p> <p>- DT</p>

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	<p>Down Behind the Dustbin: L7- Chn use their your knowledge on lighthouse to create a modern lighthouse using current and new technology whilst still serving the purpose of a lighthouse to guide ships and boats.</p> <p>L1- Chn re-read the poem together, helping each other with any tricky words. Provide chn Comprehension Questions and encourage chn to think about the poem.</p> <p>L2- Chn plan and write their own version of Down Behind the Dustbin using the template provided.</p> <p>L3- chn finf meaning of words and write in own words.</p>					
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