

Year 1 Medium Term Plan – Shared Reading

Week	Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
Autumn 1					
Week 1	Word reading Phonics phase 3	I can spot digraphs in words and use this in my reading. I know how to use phonic knowledge to help me to decode words including words with more than one syllable.	Points Shrinks Missing	Decodable text using phase 3 phonemes The Lost Cow (phase 3)	What do we know now? Look at the letters, say the sound and blend the together I can spot the digraph or trigraph I chunk longer words
2	Word reading Phonics phase 3	I understand the features of non-fiction and use these to navigate text. I know that I need to notice HFW words or words I have already decoded and just say them.	Roost Swoop Munch Fact	Decodable text using phase 3 phonemes Bat Facts (phase 3)	See the word say the word If I already know it, I can just say it
3	Word reading Phonics phase 4	I know how to read words with more than one syllable that contain graphemes I know.	Flippers Broom Shock	The Crab Dragon (phase 4)	I chunk longer words
4	Wider reading strategies Phonics phase 4	I re-read words or phrases to check and problem solve. I know how to check that what I have read is correct or work out a word I am stuck on by reading words or groups of words again.	Spook Groan Strap Glad	No Tricks Gran (phase 4)	If I stop to use my phonics I go back and reread the sentence That doesn't look (sound) right. I will go back and do a slow check I need to read as if I am talking.
5	Wider decoding skills	I re-read words or phrases to check and problem solve. I know that I should notice when I make a mistake because it does not look right I try to correct myself "on the run".	Shrank Spotted Trick Crept Sprang	A Shock for Nok (phase 4)	If I stop to use my phonics I go back and reread the sentence That doesn't look (sound) right. I will go back and do a slow check

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6	Reading comprehension strategies Phonics phase 4	I predict what might happen based on the front cover and pictures.	Scotland Sailing Lake Cottage Postcard	A Monster Mistake Oxford Owl**	I think...because...
7	Word reading Start phase 5 onwards	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -er, and -est. I use phonic knowledge to help me decode words	Burst Munched Target Aim	Funfair Fun (phase 4)	I can spot the... digraph or trigraph... Look at the letters, say the sound and blend the together
8 (4 days)	Reading comprehension strategies	I predict what might happen based on the front cover and on some pictures. I know that linking my own experiences to what I am reading can help me to understand.	Hotpot Cookbook Hob	Leek Hotpot Oxford Owl**	I already know... I remember when... This reminds me of what happened to me once when...

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Autumn 2					
1	Word Reading	I know that if I have read a word before I should try to read it without saying the phonemes and blending to make my reading fluent. (HFW or decodable)	Training Flung Branch Bench	Up, up down (Phase 4)	See the word say the word If I already know it, I can just say it
2	Wider decoding skills	I read many words within my graphemic knowledge without needing to sound them out.	Trotted Escape Prefer	Molly's new toy wh,ph,ew,oe,ey, a-e,i-e, o-e,u-e	I see the word and say the word If I know the word, I just say it
3	Wider decoding skills	I re-read sentences to build up fluency and confidence in word reading. I know that when I read it should sound like I am talking	Planet Swerved Robotic arm Conveyor belt Thrusted	The Junk Cruncher ar,air,or,ur,oo,ai, ee,igh,oa, (y)oo,oo,sh	If I stop to use my phonics I go back and reread the sentence I need to read as if I am talking.
8	Wider decoding skills	(Not finger pointing fluency) I am beginning to read as if I am talking I re-read sentences to build up fluency and confidence in word reading.	Flex Defeat Flung	Monster Sprouts ay,ou,ie,ea,oy, ir,ue,aw	I need to read to make the story sound interesting. If I stop to use my phonics I go back and reread the sentence
4	Grammar for reading	I know how to use punctuation to help me to understand what I am reading, by stopping at the end of the sentence and thinking what do I know now?	Stumpy tails Proud Grit Tingled Icicle	How the Bear lost it's tail	What do I know now? It is a full stop – I need to stop. It is a comma – I need a little breath It is a question mark – I need to make my voice sound like I am asking a question
5	Reading Comprehension strategies	I understand what I read and can retell it in sequence. I know how to say the information from 1 sentence in my own words.	Daughter Lawn Haunted Paw Basement Howling	The Haunted House Phase 5 GPCs	Stop... think... what was that about? So now I know This sentence tells me that

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6	Word reading	<p>I can spot unusual letter sound correspondences and choose/select the sound that makes sense</p> <p>I know that a grapheme can represent more than one phoneme.</p>	<p>Sigh Powered Shrieked Streak of light</p>	<p>Nok gets homesick a,e,i,o,ow,ie, ea,er,ou</p>	<p>I can spot the digraph or trigraph</p>
7	Reading comprehension strategies	<p>I am beginning to link what I read or hear read to my own experiences.</p> <p>I know that linking my own experiences to what I am reading can help me to understand.</p>	<p>Urgently Beneath Gasped Instantly</p>	<p>The Missing Medal y,ch,g,ey,c,f,v,w, e,ow</p>	<p>Stop... think... what was that about?</p> <p>So now I know</p> <p>I already know... I remember when... This reminds me of what happened to me once when...</p>

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Spring 1					
1	Word reading	<p>I can spot unusual letter sound correspondences and choose/select the sound that makes sense</p> <p>I know how to use phonic knowledge to help me to decode words including words with more than one syllable.</p>	<p>Fabricator machine Signal Mysterious Lunged Veered away</p>	<p>Worm song ch,j,n,s,z,u,i, ear,o</p>	<p>I can spot the digraph or trigraph</p> <p>That doesn't look (sound) right. I will go back and do a slow check</p> <p>I chunk long words</p>
2	Word reading	<p>I know that if I have read a word before I should try to read it without saying the phonemes and blending to make my reading fluent.</p>	<p>Gust Parachute</p>	<p>The Parachute wh,ph,ew,a-e,i-e,o-e,u-e</p>	<p>If I already know it, I can just say it</p> <p>I need to read as if I am talking.</p>
3	Reading comprehension strategies	<p>I know when a word does not make sense as I read I fix it/self-correct. I know how to fix my mistake/ self-correct by re-reading the word/sentence</p>	<p>Rock pools Oyster Beat its wings</p>	<p>The Seagull ay,ou,ie,ea,oy ir,ue,aw</p>	<p>That doesn't make sense, I will re-read from the beginning of the sentence to fix it</p>
4	Reading comprehension strategies	<p>I know that making inferences is when I use clues that the author has given me to work out what is happening. I know how to make simple inferences such as what is happening, where a story is and when it is happening using clues from single phrases and sentences.</p>	<p>Whisk Impossible complete Whiskers</p>	<p>The Case of the Missing Whisk wh,ph,ew,oe,ey,a-e,e-e, i-e,o-e,u-e</p>	<p>This shows me that... This tells me that... I'm thinking...because...</p>
5	Grammar for reading	<p>I stop at the full stop and explain what I know.</p>	<p>Egypt Pyramids polish Glinting Pearls</p>	<p>The Missing Crystal Phase 5 GPCs</p>	<p>It is a full stop – I need to stop.</p> <p>Now I know... This sentence tells me that...</p>
6	Word reading	<p>I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll</p>	<p>Space buggy Float Cave</p>	<p>Oxford Owl** Red Planet</p>	<p>I know this word is made from the words...</p>

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		<p>I know that an apostrophe shows there are missing letters in a word e.g. I'm, I'll, we'll</p> <p>I know how to recognise and read words with missing letters by spotting apostrophes and thinking about what the original words were.</p>		<p>Won't, don't didn't</p>	<p>The apostrophe shows...</p>
Week	Module	Learning Focus	Vocabulary check	Text for shared	Possible notes for Shared, guided and independent session (if necessary)
Spring 2					
1	Word reading	<p>I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est. or</p> <p>I use phonic knowledge to help me decode words - select phonemes based on assessment</p>	<p>Relieved Responding Impact</p>	<p>Blast Off y,ch,g,ey,c,f,v w,e,ow</p>	<p>When I use my phonics I remember to blend the word and say the word</p> <p>I can see the suffix...</p>
2	Reading comprehension strategies	<p>I know that thinking about what might happen can help me to understand what I read</p> <p>I know how to predict what might happen using clues on the front cover and in some pictures.</p>	<p>Frisbee Handkerchief Relief</p>	<p>Oxford Owl** Please do not sneeze</p>	<p>I wonder how/ why / where / when...? What if...? It might be...</p>
3	Wider decoding skills	<p>I know that when I make a mistake because it does not look right</p> <p>I know that when I make a mistake or get stuck on a word I need to use my phonic knowledge to read the word.</p> <p>I try to correct myself "on the run".</p>	<p>Pile Monitor Panic Air lock Magnetic boots</p>	<p>The Spacewalk ar,air,or,ur,oo,ai ,ee,igh,oa, (y)oo,oo,sh,zh</p>	<p>That doesn't look right. I will go back and do a slow check</p> <p>I will re-read from the beginning of the sentence to fix it</p>
4	Grammar for reading	<p>I show awareness of a range of punctuation marks (fluency)</p> <p>I am beginning to read as if I am talking</p>	<p>Waitress Tumbled</p>	<p>Nok's Lunch a,e,i,o,u,ow,ie, ea,er,ou</p>	<p>I need to read as if I am talking.</p>

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		I re-read sentences and to build up fluency and confidence in word reading.			I will re-read it to make my voice sound like talking.
5	Reading comprehension strategies	I know that I should notice words I don't understand and talk about what they mean I know how to talk about words I don't understand by linking them to words I do know.	Carnivores Omnivores (bold text – expand on vocab in context)	Beast Feasts Oxford Owl**	I think this word means... I now know that... This tells me that...
6	Response to text including reading across the curriculum	I can state a simple opinion about characters or events	Humming Vanished Fade Parachute Rumble	An Amazing Find y,ch,g,ey,c,v,w, ow	I really like.... because I don't like.... because
7	Word reading	I know how to read words that have more two syllables when shown the syllable boundaries I can spot all digraphs, split digraphs and the trigraphs I know.	Scrub Study Demanded Clunking Muttered Magnet	The Nosy Cook y,ch,g,ey,c,f,v, w,e,ow	I chunk long words I can clap syllables in words I can spot the digraph/trigraph or split vowel

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Summer 1					
1	Word reading	I use phonic knowledge to help me decode words. I know that if I have read a word before I should try to read it without saying the phonemes and blending to make my reading fluent.	Damaged Hovered Bottom deck Fabricator Wailed	Don't Press the Buttons ch,j,m,n,r,s,z,u, ear,o	If I already know it, I can just say it I need to read to make the story sound interesting.
2	Grammar for reading	I know that . ? and ! tell me where the end of a sentence is and I pause after one. I am beginning to read as if I am talking	Hopeless Label Smudged Telescope Mystery package	The Mystery Package ch,j,m,n,r,s,z,u,i, ear,o	It is a question mark – I need to make my voice sound like I am asking a question I need to read as if I am talking.
3	Reading comprehension strategies	I know how to ask simple who, what, when, where, why and how questions that I am asked about what I have read and look out for the answers.	Bold text	A Pony for the Day Oxford Owl**	Stop... think... what was that about? I wonder how/ why / where / when...? What if...?
4 (4 days)	Reading comprehension strategies	I scan labels and pictures to find something /information I need. I locate pages / sections of interest.	Prey Seabed Bristles Swell Submarine	Deep Down Weird Oxford Owl** NON-FICTION	I now know that... This tells me that... I have found the word... Now I will read the sentence with the word in it.

Week	Module	Learning Focus	Vocabulary check	Text for shared	Possible notes for Shared, guided and independent session (if necessary)
Summer 2					

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1	Reading comprehension strategies	I know that linking my own experiences to what I am reading can help me to understand. I know I should notice words I don't understand and talk about what they mean.	Common Knead Yeast Fungus Tradition	Bakes and Cakes ar,air,or,ur,oo,ai, ee,igh,oa, (y)oo,oo,sh	Now I know this...because... This sentence/word tells me that... What does this word mean?
2	Reading comprehension strategies	I make simple inferences on the basis of what is being done and the clues that the author has given me to work out what is happening.	Supermarket Staircase Sternly Storeroom Housekeeper	Oxford Owl** The Big breakfast	This shows me that... This tells me that... I'm thinking...
3	Reading comprehension strategies	I know that thinking about what might happen can help me to understand what I read I know how to predict what might happen using clues on the front cover and in some pictures.		Oxford Owl** The Big Breakfast cont...	What if...? It might be...
4	Reading comprehension strategies	I know that I should use the words I hear to make pictures in my head. I know how to make pictures in my head by imagining the characters, what they are doing and where they are.	Bridge Stream	Oxford Owl** Kipper and the troll	The picture in my head is... Now the picture is... In my mind I can see...
5	Reading comprehension strategies	I know that I should notice words I don't understand and talk about what they mean. I know how to talk about words I don't understand by linking them to words I know.	Camouflage Fins Speckled	Oxford Owl** Animal magic	What if...? It might be...
6	Response to text including reading	I know how to talk about books by naming my favourite books and explaining what I like and don't like in stories, poems and information books.	Food chains Vegetarians	Oxford Owl** Who eats who?	This reminds me of... I really like.... because I don't like.... because

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	across the curriculum				It makes me think about...
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