
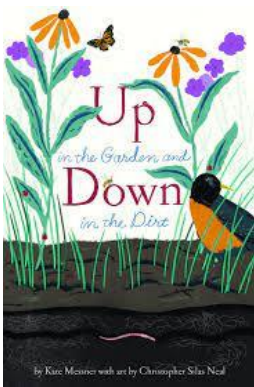
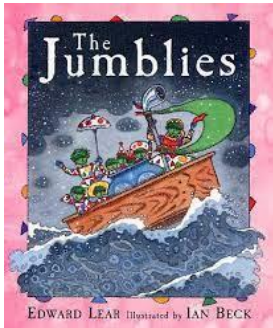
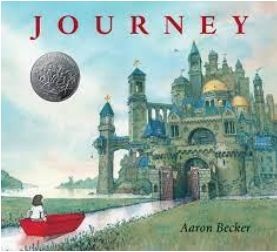
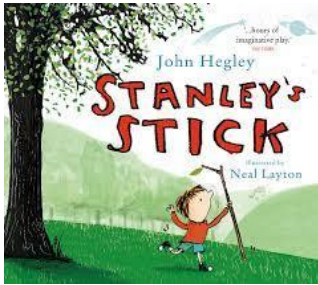
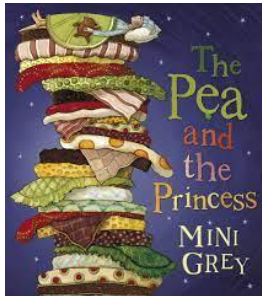


Key Stage One Reading Long Term Plan

Cycle A

Learning Journey 1 How toys have changed	Learning Journey 1 Hot and cold places	Learning Journey 1 Explorers of the Antarctic	Learning Journey 1 Continents and Oceans	Learning Journey 1 Neil Armstrong and the Moon Landing	Learning Journey 1 Uganda
<p>Flat Stanley by Jeff Brown</p> 	<p>Meerkat Mail by Emily Gravett (picture book)</p> 	<p>Antarctica (A Continents of Wonder) by Mario Cuesta Hernando (non-fiction)</p> 	<p>You wouldn't want to sail on the Titanic by David Stewart (non-fiction)</p> 	<p>Man on the Moon by Simon Bartram</p> 	<p>Oi – Get off our train by John Burningham (picture book)</p> 
<p>Understand the difference between fiction and non-fiction (Themes and Conventions)</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions (Inference)</p>	<p>Discuss the significance of the title and event (Themes and Conventions)</p> <p>Explain clearly their understanding of what is read to them (Respond and Explain)</p> <p>Recall the main points of a narrative in the correct sequence (Monitor and Summarise)</p>	<p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting (Themes and Conventions)</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher (clarify)</p> <p>Extract information from the text and discuss orally with reference to the text (Select and Retrieve)</p>	<p>Understand the difference between fiction and non-fiction (Themes and Conventions)</p> <p>Read non-fiction books that are structured in different ways (Themes and Conventions)</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary (clarify)</p>	<p>Discuss the significance of the title and event (Themes and Conventions)</p> <p>Explain clearly their understanding of what is read to them (Respond and Explain)</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary (clarify)</p>	<p>Predict what might happen on the basis of what has been read so far and their own experience (Inference)</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Respond and Explain)</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Manners fit for a Queen by Anne Wan</p> 	<p>Up in the garden, down in the dirt by Kate Mesner (non-fiction picture book)</p> 	<p>The Jumblies by Edward Lear (poetry)</p> 	<p>Journey by Aaron Becker (picture book)</p> 	<p>Stanley's Stick by John Hegley (poetry)</p> 	<p>The Pea and the Princess by Mini Grey (traditional tale)</p> 
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences (Respond and Explain)</p> <p>Discuss the sequence of events in books (Monitor and Summarise)</p> <p>Predict what might happen on the basis of what has been read so far (Inference)</p>	<p>Identify or provide own synonyms for specific words within the text (respond and explain)</p> <p>Read non-fiction books that are structured in different ways (Themes and Conventions)</p> <p>Use the context/ grammar of the sentence to decipher new or unfamiliar words (clarify)</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (Themes and Conventions)</p> <p>Learning to appreciate rhymes and poems and to recite some by heart. (Themes and Conventions)</p> <p>Read aloud their own writing clearly enough to be heard by their peers and the teacher (language for effect)</p>	<p>Make simple inferences about characters' thoughts and feelings and reasons for action (Inference)</p> <p>Discuss the sequence of events in books and how items of information are related (summarise)</p>	<p>Discuss favourite words and phrases (language for effect)</p> <p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text (language for effect)</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for action (Inference)</p>	<p>Recognise simple recurring literary language in stories and poetry (Language for Effect)</p> <p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text (Language for Effect)</p> <p>Explain clearly their understanding of what is read to them (Respond and Explain)</p>