Year 1 Guided Reading Medium Term Plan Autumn 1 Year 1 SPAG Terminology

Weekly Objectives – In Story Time	Discuss word meanings, linking new meanings to those already known.	Link what they read or hear to their own experiences.	Recognise and joining in with predictable phrases.

Main Objectives	Number of Weeks	Definitions	Steps to Success
Dealing with questions: Identify main characters. Who questions.	2	Who = a person/character Question mark = punctuation used at the end of a question Who? (?)	**Answering WHO questions** 1. **Read** the question 2. **Find** the focus of the question (person) 3. **Draw/act** the who symbol to interpret the question 4. **Think about** possible options for the answer 5. **Scan** the text for the focus (word search) 6. **Look out for** capital letters to help you find proper nouns 7. **Quote/repeat** the part from the text that shows the answer
Dealing with questions: Identify main events. What questions.	2	What – object or thing Question mark = punctuation used at the end of a question What ? [?]	**Answering WHAT questions** 1. **Read** the question 2. **Find** the focus of a question (what = object or thing) 3. **Draw/act** the symbol for what to interpret the question 4. **Think about** possible options for the answer 5. **Scan** the text for the focus (word search) 6. **Quote/repeat** the part from the text that shows the answer
Dealing with questions: When questions.	2	When – time Question mark = punctuation used at the end of a question When ? (?)	**Answering WHEN questions** 1. **Read** the question 2. **Find** the focus of a question (when = time) 3. **Draw/act** the symbol for what to interpret the question 4. **Think about** possible options for the answer (date, time, year, day, month, year, amount of time) 5. **Scan** the text for the focus (word search) 6. **Quote/repeat** the part from the text that shows the answer
Dealing with questions: Identify settings. Where questions.	1	Where – place Question mark = punctuation used at the end of a question	**Answering WHERE questions** 1. **Read** the question 2. **Find** the focus of a question (where = place) 3. **Draw/act** the symbol for what to interpret the question

			4. **Think about** possible options for the answer
		Where?	5. **Scan** the text for the focus (word search)
			6. **Quote/repeat** the part from the text that shows the answer

Year 1 Guided Reading Medium Term Plan Autumn 2

| **Weekly Objectives – In Story Time** | Discuss word meanings, linking new meanings to those already known. | Link what they read or hear to their own experiences. | Recognise and joining in with predictable phrases. |

Main Objectives	Number of Weeks	Definitions	Steps to Success
Sequence main events in order (what happened next?)	6 (plus weekly retrieval of Autumn 1 objectives)	Sequence – put in order	1. **Read** the text. 2. **Draw** alongside to create a text map to illustrate the main events. 3. **Use** images to say what happened next.

Year 1 Guided Reading Medium Term Plan Spring 1

Weekly Objectives – In Guided Groups		Discuss word meanings, linking new meanings to those already known.	Link what they read or hear to their own experiences.	Recognise and joining in with predictable phrases.

Main Objectives	**Number of Weeks**	**Definitions**	**Steps to Success**
Predicting Make predictions based on pictures.	1	**Prediction** – A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience. **Sentence stems for making predictions:** I think … because … I'll bet … because … I wonder if … because … I imagine … because … I suppose … because …	**Fiction – What might this book be about?** 1. **Look at** cover art, title, author, and illustrations. 2. **Flip through** the text to look at any pictures. 3. **Use the sentence starter** to make your prediction. **Fiction – What might happen next?** 1. **Look** at the pictures. What do they show? 2. **Think** about what you know about _____(what is in the picture(s). 3. **Think** about what might happen next. 4. **Use the sentence starter** to make your prediction. **Non Fiction – What might this text be about?** 1. **Look** at the pictures. What do they show? 2. **Think** – What do the pictures make you think the text will be about? 3. **Use the sentence starter** to make your prediction.
Predicting Make predictions based on rhyme.	2	I predict … because … I think I will learn … because … I think … will happen because …	1. **Listen** to the text a number of times. 2. **Identify** the rhyme pattern. What sounds and letters are in the rhyming words? **Make** a rhyme string. 3. Use the rhyme pattern to **predict** the next rhyming word.
Make predictions based on rehearing the story.	2		1. **Read/listen to** the text. 2. **Identify** the who/what/where/when. 3. Use the information you have gathered to **predict** what might happen next. 4. **Use a sentence starter** to make your prediction. 5. **Read/listen to** the next part of the story. 6. **Identify** the who/what/where/when. 7. **Think about** your prediction. Has it changed? Why?
Make predictions based on what has happened so far. Make predictions by drawing on what they already know or on background information and vocabulary provided by the teacher.	2		1. **Read/listen to** a story. 2. **Draw** alongside to create a text map to illustrate the main events. 3. **Use** images to predict what might happen next. 4. **Use a sentence starter to make your prediction.** 5. **Continue to read/listen** to the story. Was your prediction correct?

Year 1 Guided Reading Medium Term Plan Spring 2

Weekly Objectives – In Story Time	Discuss word meanings, linking new meanings to those already known.	Link what they read or hear to their own experiences.	Recognise and joining in with predictable phrases.

Main Objectives	Number of Weeks	Definitions	Steps to Success
Show understanding by: What happened at that part? (explain details) How did it happen?	3	Why – for what reason Why ? ?	**What happened in that part?** 1. **Read** the text. 2. **Draw** alongside to create a text map to illustrate the main events. Include key words/phrases. 3. **Use** images to explain what happened. **How did that happen?** 1. **Read** the text before the event happened. **Look** for reasons to explain WHY it happened.
Why did the character do that? Why did the character say that?	3		**Why did the character say/do that?** 1. **Read** the text. 2. **Draw** alongside to create a text map to illustrate the main events. Include key words/phrases. 3. **Identify the action** of the character (speech or action). 4. **Track back to before this happened** to find the reason for the action**.**

Year 1 Guided Reading Medium Term Plan Summer 1/Summer 2 (Objectives repeated across both half terms due to time taken out to complete phonics screening check)

Weekly Objectives – In Story Time	Discuss word meanings, linking new meanings to those already known.	Link what they read or hear to their own experiences.	Recognise and joining in with predictable phrases.

Main Objectives	**Number of Weeks**	**Definitions**	**Steps to Success**
Connecting sections of the text/Monitoring reading Checking that the text makes sense to them as they read and correcting inaccurate reading. ***Refer to Improving Reading document by G Medd on Share Point***	2	**ERROR** When something in a text is clearly incorrect and does not make sense. Errors mean the text does not make sense. **INCONSISTENCY** A subtle difference with what has been said previously. Disconnected ideas which can only be spotted if you are monitoring what you are reading.	**Spotting Errors/Inconsistencies** **1. Read** the text. **2. Draw** pictures to illustrate what is happening. **3. Think!** Does this make sense? 4. **Make** links between what is happening now and what came before. **4. Find** the part which does not match what has happened earlier in the sentence/text.
Making sense of the text Making inferences on the basis of what is being said. Collect synonyms for said.	2	**INFERENCE** A sensible guess based on evidence and prior knowledge. **SYNONYM** Different words which have the same or very similar meanings. **SPEECH** The words someone says.	**Inferences based on words spoken** **1. Look** for the inverted commas to find the speech. **2. Read** what is being said. **3. Identify** the word used for said. Does this give any clues about how the character is feeling? **4. Think!** Does this give any clues about the character? **Inferences based on speech verbs** **1. Look** for the inverted commas to find the speech. **2. Read** what is being said. 3. **Find** the verb being used to tell us how the character is speaking. 4. **Look** at the anchor chart. In what way are they speaking? 5. **Think!** Does this give any clues about the character?
Making sense of the text Making inferences on the basis of what is being done. Collect synonyms for action.	2	**INFERENCE** A sensible guess based on evidence and prior knowledge. **SYNONYM** Different words which have the same or very similar meanings.	**Inferences based on action** **1. Read** the text. **2. Highlight** any parts which describe action (somebody doing something). **Find** the verbs. **3. Look** for any adverbs which describe how the action is being done. **4. Think!** Does this give any clues about the character?

| | | **VERB**
A word which describes an action or a feeling.

ADVERB
A word which describes how an action is being done. | |