

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Funny Bones By Janet & Allan Ahlberg	Bank Holiday	<p>Modelled reading of the <b>whole story</b>-</p> <p>Introduce new vocabulary - story, begins, skeleton, dark, town, street, house, staircase, cellar, little, night, scratched, tonight, walk, frighten.</p> <p>Look at night and tonight- discuss how we can see words within words and read it- how does the meaning change? <b><u>LO To discuss word meanings, linking new meanings to those already known.</u></b> Cellar- what is a cellar?</p> <p>Identify the characters and setting.</p> <p>What happens in the story? Does it remind them of any other story they have heard/ read? What connections can be made?</p>	<p>Speedy read key words from the text as needed to support with echo reading of the <b>extract page 1-8</b></p> <p>Speedy read CEW/HFW- this, how, there, one, was in, down, and,</p> <p><b><u>LO: To recognise and join in with predictable phrases.</u></b></p> <p>Echo read extract from the text. Extract typed out/ printed slides for children to read along with.</p> <p>Discuss the repeated phrases.</p>	<p>Speedy read - key words from the text or CEW/HFW as needed.</p> <p>Choral read the extract from the text. <b>P1-8</b></p> <p><b><u>LO To retrieve information from the text.</u></b> To know what a question is asking of you.</p> <p>Why do you think the skeletons go out at night? Do you think they will be successful in frightening someone? Why do you think this?</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p>

Week 2	Funny Bones by Janet & Allan Ahlberg	<p>Modelled read the whole text and then focus on pages <b>8- 16</b></p> <p>Speedy reading-new vocabulary Scratched, skeleton, swings, throw, stick, idea, walked, suddenly, tripped, bumped, piles, ended, bones,</p> <p>Discuss how the extract needs to be read aloud. What happens in the middle of the story? Discuss the word paly on the wood WOOF and why it is arranged in this way.</p>	<p>Echo read the extract.</p> <p>Speedy reading- of new vocabulary as needed.</p> <p>Include any HFW as needed-</p> <p><b><u>LO To recognise and join in with predictable phrases.</u></b></p> <p>Recall the repeated phrase throughout the book- dark, dark, what does this tell the reader?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO To discuss word meanings, linking new meanings to those already known.</u></b></p>	<p>Partner/ performance read extract.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO To participate in discussion about what is read to them, taking turns and listening to what others say.</u></b></p> <p>What do you think about this book? Do we like this book? Why? What do you think about the characters?</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p><b>Teacher to choose what works best at this point in the term and add in here which one is used.</b></p>
Week 3	Funnybones Janet and Allan Ahlberg	<p><b>BANK HOLIDAY</b></p>	<p>Modelled read slides 17-end</p> <p>Teacher may choose to read the whole book again and then focus on the selected extract.</p> <p>Speedy reading- frighten, somebody, anybody, everybody, policemen, police, station, awake, ride, elephant, parrot, crocodile, corners, climbed, jumped,</p> <p>Discuss what happened at the beginning, middle and end of the text.</p>	<p>Echo read extract 17-end</p> <p>Speedy reading- Include any HFW as needed.</p> <p><b><u>LO To check that the text makes sense to them as they read and correct inaccurate reading.</u></b></p> <p>Echo read and re read as needed to ensure children can echo back correctly what is read to them.</p>	<p>Choral read extract 17-end.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To sequence key story events.</u></b></p> <p>Give pupils the events from the story and ask them to work in small groups to sequence the events, talking about the story as they do.</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p>

Week 4	<p><b>A mouse called Julian.</b> Joe Todd-Stanton</p>	<p>Modelled reading of the <b>whole story.</b></p> <p>Introduce new vocabulary - Mouse, Julian, lived, remember, liked, ground, animals, below, above, avoid, dodge, watched,</p> <p><b><u>LO To link what they read or hear to their own experiences.</u></b></p> <p>Identify the characters and setting.</p> <p>What happens in the story? Are there times you would like to be on your own? How do you feel when you are on your own? How do you think Julian felt?</p>	<p>Speedy read key words from the text as needed to support with echo reading of the text. <b>Extract pages 1- long into the night.</b></p> <p>Speedy read CEW/HFW-</p> <p><b><u>LO: To discuss word meanings, linking new meanings to those already known.</u></b></p> <p>Echo read extract from the text.</p> <p>What does avoid mean? Which words on the second page link to the word avoid? Hide-dodge- escape.</p> <p>What does cunning mean?</p>	<p>Speedy read - key words from the text or CEW/HFW as needed.</p> <p>Choral read the extract from the text.</p> <p><b><u>LO To begin to make inferences about characters.</u></b></p> <p>What do you think of the fox?</p> <p>What do you think he was trying to do?</p> <p>How did he move up to Julian- what does this tell you about him? What does he say? How does he speak? What does this tell us? Why did he smash through the window?</p>	<p>Partner/ performance read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO To retrieve information from the text.</u></b></p> <p>What do we know about Julian? How would you describe him? Why would you describe him in that way?</p> <p>Kind, sharing, annoyed he is no longer alone.</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p><b>Teacher to choose what works best at this point in the term and add in here which one is used.</b></p>
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Week 5	<p>A mouse called Julian. Joe Todd-Stanton</p>	<p>Modelled read the whole text</p> <p>Recap on the part of the text studied last week. What happened? What do we know about the fox and Julian? How would each character be described?</p> <p><u>LO To participate in discussion about what is read to them, taking turns and listening to what others say.</u></p> <p>What do we learn about the fox and Julian from this story?</p>	<p>Echo read</p> <p><u>LO To participate in discussion about what is read to them, taking turns and listening to what others say.</u></p> <p>Discuss the information and key facts we understand from reading the second half of the book.</p>	<p>Choral read</p> <p><u>LO To begin to link what is read or heard to their own experiences.</u></p> <p>How did the fox and Julian help one another?</p> <p>Can you think of other stories where the characters have helped one another?</p>	<p>Partner/ performance read</p> <p><u>LO To retrieve information from the text.</u></p> <p>Answer retrieval questions finding answers in the text.</p> <p>Answer as a class or independently as best to meet the needs of the pupils.</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p>
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