



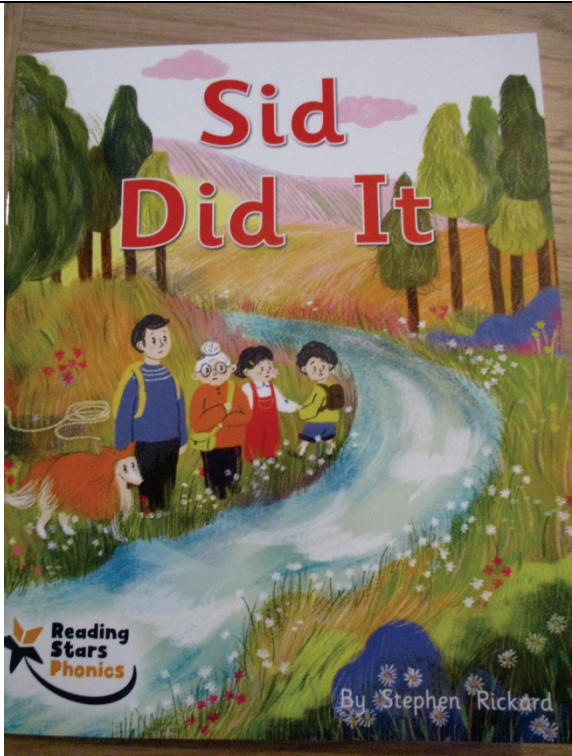




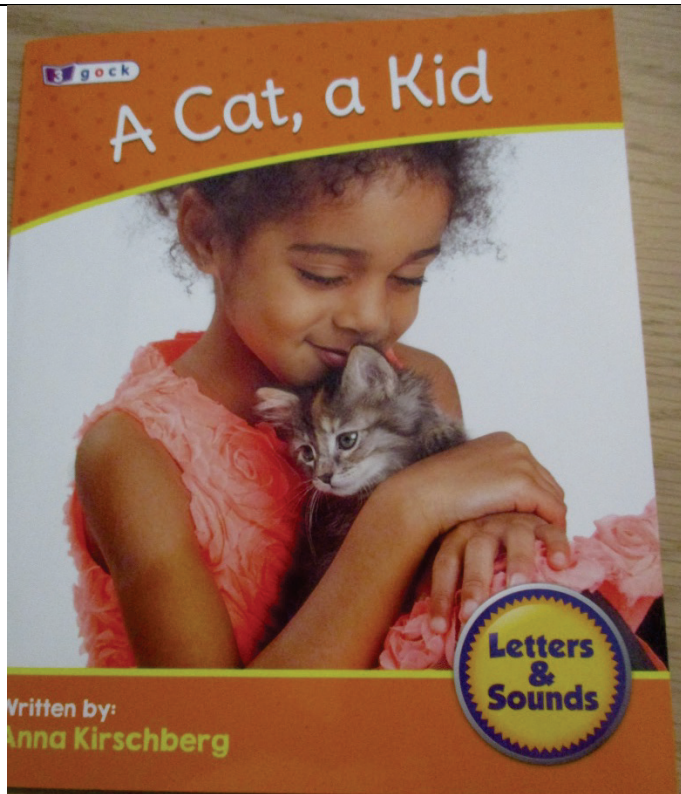
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| <p>Session 1 Date: 20/9/23</p>  <p>Phonic/Word Reading Focus Session</p> | <p>Book: Sat</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Blend phonemes orally within VC and CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: s a t | | <p>s a t</p> | | | |
| | | <p>Focus Vocabulary</p> | | | |
| | <p>sat</p> | | | | |
| <p>Session 2 Date: 21/9/23</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Look closely at the illustrations to develop understanding of the story. | <p>On pg. 2 where is the unicorn sat and why does he look sad?</p> <p>What is he doing on pg. 3?</p> <p>What do you have for breakfast?</p> <p>On pg. 5 what job does the unicorn have?</p> <p>On pg. 7 where is the unicorn and what is he doing?</p> <p>What is the cat doing on pg. 8?</p> | | | | |



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| <p>Session 1 Date: 12/10/23</p>  <p>Phonic/Word Reading Focus Session</p> | <p>Book: Sid Did It</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Blend phonemes orally within VC and CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: s a t, p i n, m d Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. | | <p>s a t p i n m d</p> <p>Look at the capitals S T P N D</p> | | | |
| <p>Focus Vocabulary</p> <p>Nan</p> | | | | | |
| <p>Session 2 Date:13/10/23</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Look closely at the illustrations to develop understanding of story. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. <p>Activate knowledge linked to own experiences – family trips out, what do you do and where do you go?</p> | <p>On pg. 3 what is Sid doing and why? Look at Nan and Dad how do they feel? On pg. 4 what is Tim doing? Why do they need the rope to help them cross the river? On pg. 8 how do the family feel and why? Have you had a day out with your family?</p> | | | | |



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| <p>Session 1 Date: 17/10/23</p>  <p>Phonic/Word Reading Focus Session</p> | <p>Book: A Cat, a Kid</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Blend phonemes orally within VC and CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: s a t, p i, n, m, d, g, o, c, k | | <p>g o c k</p> | | | |
| | | <p>Focus Vocabulary</p> | | | |
| | <p>nap cap din</p> | | | | |
| <p>Session 2 Date: 18/10/23</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Look closely at the illustrations to develop understanding of story. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. | <p>On pg. 2 what is the girl holding? Do you have a favourite animal? On pg. 3 what is the man doing? On pg. 4 what is the dog doing? On pg.5 what are the dad and the boy doing? What can you see that tells you? On pg. 8 what is the Nan doing?</p> | | | | |





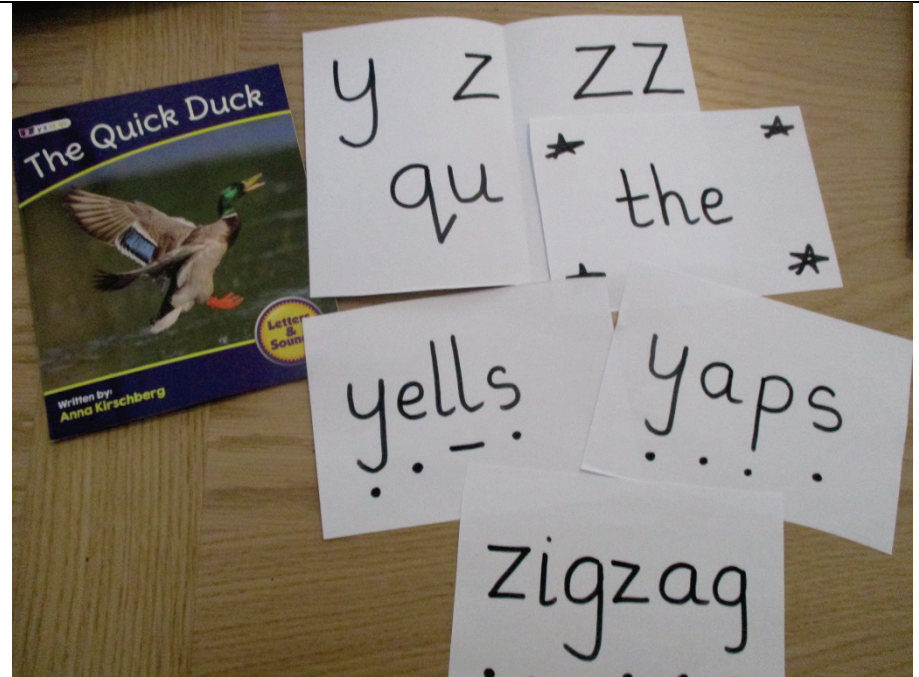
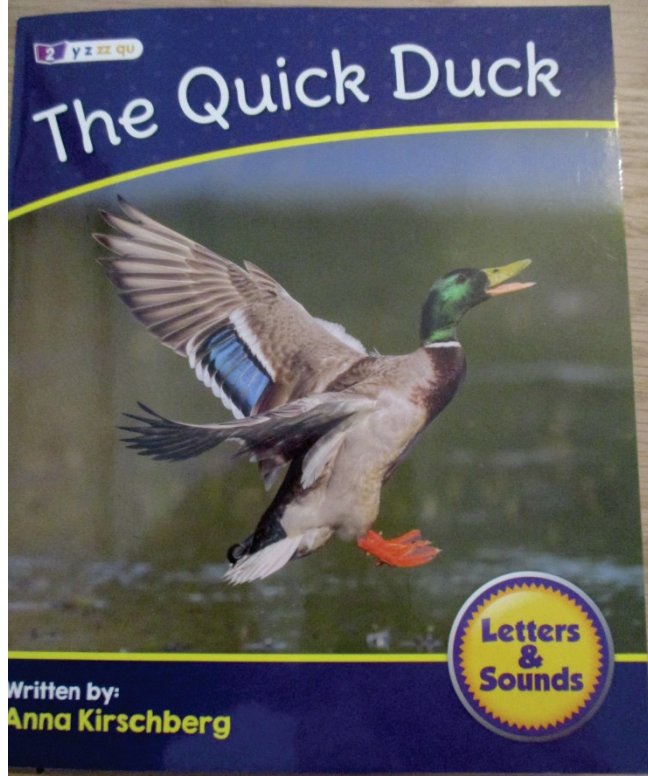
Guided Reading Plan for Early Readers



Term: Spring 1

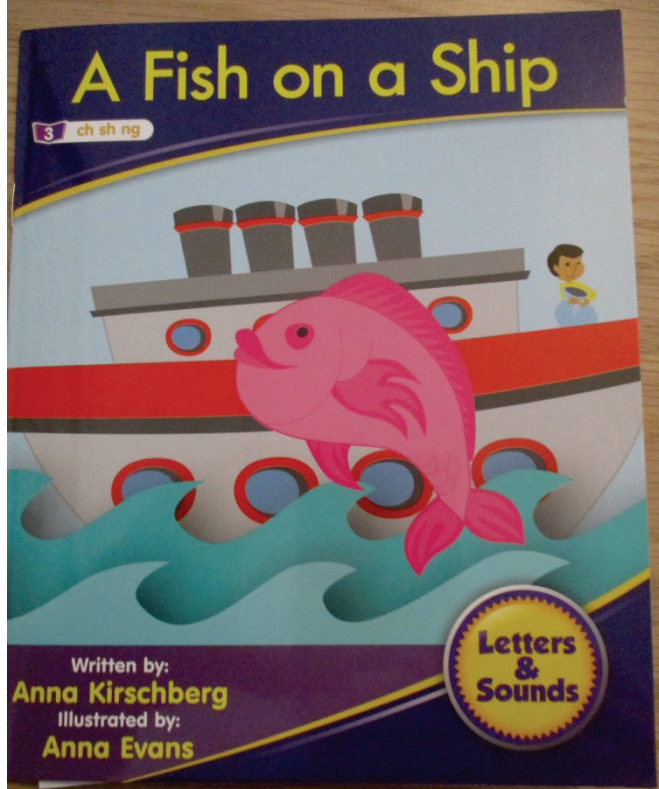
Phase: 3



Group: Mouse

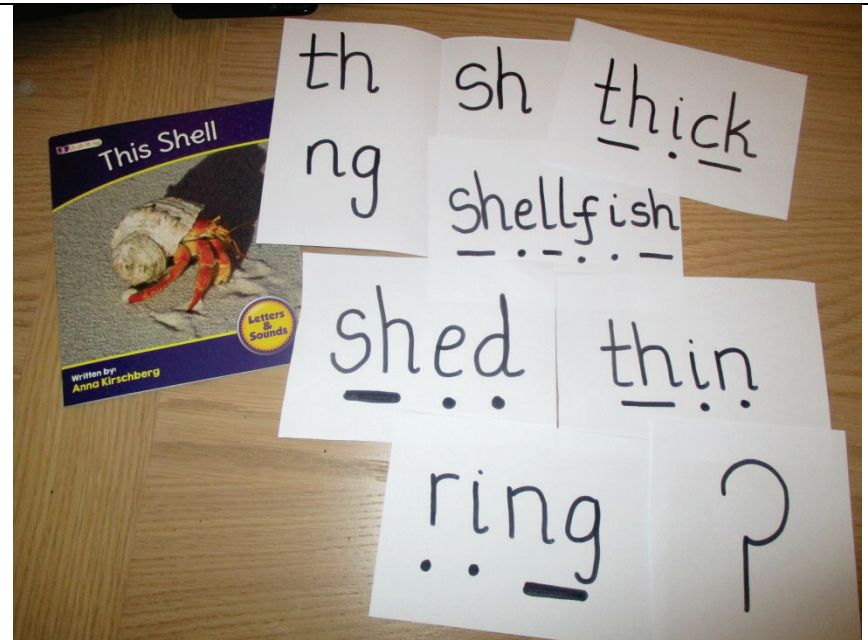
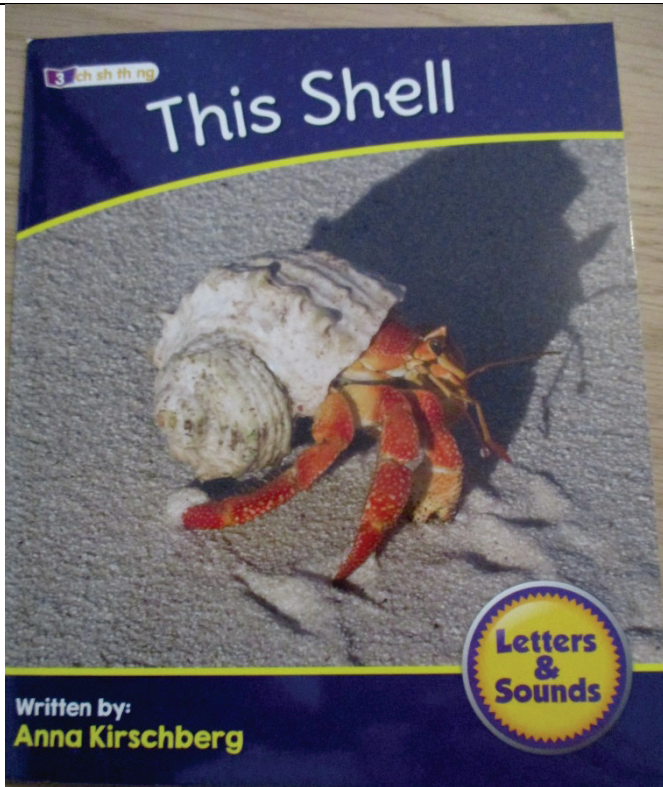
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| <p>Session 1 Date: 22/1/24</p>  <p>Phonic/Word Reading Focus Session</p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Book: The Quick Duck</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Blend phonemes orally within CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: y, z, zz qu | | <p>y, z, zz, qu</p> <p><u>Tricky words</u> the</p> | | | |
| <p style="text-align: center;">Focus Vocabulary</p> <p>zigzag yells yaps</p> | | | | | |
| <p>Session 2 Date: 23/1/24</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Look closely and discuss the illustrations to develop understanding Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Respond to questions about how and why something is happening. | <p>What do the children know about ducks?</p> <p>On pg. 3 what is the duck flying over?</p> <p>On pg. 4 where might the duck be going?</p> <p>If you could fly where would you go?</p> <p>On pg. 7 what is duck doing and why?</p> | | | | |





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| <p>Session 1 Date: 31/1/24</p>  <p>Phonic/Word Reading Focus Session</p> | <p>Book: A Fish on a Ship</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Read phonetically decodable words within sentences using Phase 3 words. Read words, sentences and decodable texts containing the graphemes: sh, ng Read words, sentences and decodable texts with the tricky words: me | | <p>sh ng</p> <p><u>Tricky words</u></p> <p>the, I, go, into, me</p> <p>Focus Vocabulary</p> <p>sings, song, ring, quits</p> | | | |
| <p>Session 2 Date: 1/2/24</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Respond to questions about who, what, where, when linked to text and illustrations. Respond to questions about how and why something is happening. Explore what a character might say or feel. Identify the main events in stories, (the boy rescuing the fish from the ship) | <p>On pg. 2 where is the boy? On pg. 4 what does the boy buy at the shop? On pg. 5 what does the fish want? Why does the fish want to get off the ship? On pg. 8 how does the fish feel and how does the boy feel?</p> | | | | |



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| <p>Session 1 Date: 29/1/24</p>  <p>Phonic/Word Reading Focus Session</p> | <p>Book This Shell</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Blend to read VC and CVC words using Phase 2 GPCs Read phonetically decodable words within sentences using Phase 2 and 3 words. Read words, sentences and decodable texts containing the graphemes: sh, th, ng | | <p>sh th/th ng</p> | | | |
| | <p>Focus Vocabulary</p> | | | | |
| <p>thick, thin, ring, shed</p> | | | | | |
| <p>Session 2 Date:30/1/24</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Look closely and discuss the illustrations to develop understanding of the story. Hold a book correctly and turn pages from front to back. Respond to questions about where, when linked to text and illustrations. Activate prior knowledge about shells and where do you find them | <p>What do you know about shells and where do you find them? Do you collect any shells? On pg. 2 and 3 what are the shells? (Thin and thick) How is the shell described on pg. 4? On pg. 6 why is the shell a shed? What is the job of the shell (to protect the crab)</p> | | | | |



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| <p>Session 1 Date: 29/1/24</p>  <p>Phonic/Word Reading Focus Session</p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Book: Ash and the Shellfish</p> | <p>Phonic/Word Reading Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>GPCs & Tricky Words Covered (Taken from the text and closely matched to phonic development)</p> | <p>Evaluation</p> | <p>Miscues/Common Errors (Review at the end of Session 1 or the start of Session 2)</p> |
| <ul style="list-style-type: none"> Read phonetically decodable words within sentences using Phase 3 words. Blend to read VC and CVC words using Read words, sentences and decodable texts containing the graphemes: sh, th/th Read words, sentences and decodable texts with the tricky words: we me | | <p>sh th/th</p> <p><u>Tricky words</u> go, to, the, we, me</p> <p>Point out call said (not learnt yet)</p> <p style="text-align: center;">Focus Vocabulary</p> <p>nap, deck, shack, shellfish, cash</p> | | | |
| <p>Session 2 Date:30/1/24</p>  <p>Fluency and Comprehension Focus Session</p> | | <p>Comprehension Key Skills (Taken from EYFS LAPs & Year 1 LAPs)</p> | <p>Key Questions</p> | <p>Evaluation</p> | |
| <ul style="list-style-type: none"> Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, what do you know about boats and fish and fishing? Respond to questions using <i>what</i> and <i>where</i> linked to texts and illustrations. | <p>On pgs. 2 and 3 -Where was Ash when his boss rang him? What is Ash’s job? (fisherman) Would you like Ash’s job? On pg. 5 Where is the boat going and why? What does “We will get lots of cash for them” on pg. 8 mean?</p> | | | | |

