

# i-read session objectives

## Year 1



### Hometime

#### **The Best Reader in the Whole World (Fiction)**

*Unit objective:* To demonstrate the power of reading aloud and the feelings it evokes; to encourage connections between the experience of reading aloud as shown in the text and the reader's own experiences.

**Focus 1:** explore the theme of a story (here – relationships of children with significant adults); to encourage empathy; to respond to a story.

**Focus 2:** introduce and extend a repertoire of vocabulary; to practise reading high frequency words in context.

**Focus 3:** demonstrate the power of reading aloud and the pleasure that people gain from it; to develop an understanding of the concept of a sentence and how sentences help us in reading and understanding.

**Focus 4:** explore characters through improvisation and role play; to describe incidents from their own experience.

**Focus 5:** create a simple non-narrative text.

#### **Hometime Poetry**

*Unit objective:* To encourage appreciation of poetry and how it can be used to depict and dramatise different elements of family life.

**Focus 1:** explore the theme of a poem (here, the relationship between a child and his/her grandfather); to respond to a poem.

**Focus 2:** interpret a poem by reading aloud with some variety in pace and emphasis; to notice how patterns of language and repeated words and phrases facilitate poem recital.

**Focus 3:** explore the effect of patterns of language and repeated words and phrases; to begin to read and spell by analogy.

**Focus 4:** explore characters through improvisation and role play; to describe incidents from their own experience.

**Focus 5:** use a poem as a model for writing; to find and use new and interesting words and phrases.

### Animal Antics

#### **Daisy Rabbit (Non-chronological report including lists and captions)**

*Unit objective:* To explore how to read a simple non-fiction book and find information in different places.

**Focus 1:** begin to explore the book 'Daisy Rabbit' and establish that it is essentially non-fiction; to use it to discover some basic information about rabbits.

**Focus 2:** complete a first reading of the book; to learn to recognise in context some of the alternative graphemes used to represent vowel phonemes.

**Focus 3:** teach and practise the use of commas in lists.

**Focus 4:** explore ways of generating questions and locating information to answer them.

**Focus 5:** write information in a simple non-narrative form.

#### **The Night Visitor (Fiction)**

*Unit objective:* To explore ways of reading and responding to a new fiction text.

**Focus 1:** use a variety of techniques to understand and enjoy a new story.

**Focus 2:** focus on reading longer words,

including simple two- and three-syllable words

**Focus 3:** recognise sentences in reading.

**Focus 4:** focus on understanding the characters and reading the subtext of the story.

**Focus 5:** invent and plan a new story about waking up in the night.

### Where I Live

#### **Where I Live Poetry**

*Unit objective:* To read and enjoy poems, expressing preferences; to identify and reproduce rhyming words; to explore the layout of poems; to perform poems; to develop responses to poetry.

**Focus 1:** read and enjoy poems.

**Focus 2:** identify and reproduce rhyming words.

**Focus 3:** explore the layout of poems.

**Focus 4:** perform poems.

**Focus 5:** develop responses to poetry; to prepare to write a poem.

#### **What Makes a House? (Non-chronological report)**

*Unit objective:* To understand that non-fiction texts give information; to recognise and understand technical vocabulary; to understand that a sentence starts with a capital letter and ends with a full stop; to use the contents page to locate information; to write a simple information text.

**Focus 1:** understand that non-fiction texts give information or facts.

**Focus 2:** recognise and understand technical vocabulary.

**Focus 3:** understand that a sentence starts with a capital letter and ends with a full stop.

**Focus 4:** use the contents page to locate information; to find specific information in simple texts.

**Focus 5:** write a simple information text.

# i-read session objectives

## Year 1



### Rumbling Tums

#### **Sherry and the Porridge-maker (Fiction)**

*Unit objective: To read and respond to a story, identifying the main events and characters.*

**Focus 1:** listen with enjoyment and respond to a story, beginning to identify the main events and characters.

**Focus 2:** reinforce and apply their word-level skills through reading, focusing on blending phonemes.

**Focus 3:** recognise full stops and sentences when reading and understand how they affect the way a passage is read; to use a capital letter for the personal pronoun 'I'.

**Focus 4:** discuss characters, focusing on feelings and behaviour.

**Focus 5:** use a storyboard to plan a story.

#### **Rumbling Tums Poetry**

*Unit objective: To read and enjoy poems with patterned language, adding actions and reciting words and phrases.*

**Focus 1:** reinforce and apply children's word-level skills through shared reading; to investigate, read and spell words ending in 'll' and 'ss'.

**Focus 2:** learn and recite a simple poem with actions; to assemble information in sequence.

**Focus 3:** use children's knowledge of sentence structure to make sense of their reading; to recognise some different uses of capital letters.

**Focus 4:** use a variety of strategies to decode words and make sense of what they are reading; to re-read and perform a poem; to investigate the use of 's' for plurals.

**Focus 5:** use a simple poetry structure as a model for their own writing, using the same lines but introducing new words; to substitute and extend patterns from reading.

### Tiger Time

#### **Something Stirs (Non-chronological report)**

*Unit objective: To read an information book about a jungle, focusing on expressing views, establishing facts and developing vocabulary.*

**Focus 1:** predict what a given book might be about from looking at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see whether it does; to investigate, read and spell words ending in 'ng' and 'ck'.

**Focus 2:** learn new words from reading; to make collections of words linked to particular topics.

**Focus 3:** expect reading to make sense and check if it does not; to read aloud using expression appropriate to the grammar of the text.

**Focus 4:** locate parts of the text that give particular information

**Focus 5:** locate parts of the text that give particular information; to compose captions for pictures.

#### **Tiger Time Poetry**

*Unit objective: To read and enjoy poems with patterned language, adding actions and reciting words and phrases.*

**Focus 1:** reinforce and apply word-level skills through reading, focusing on blending phonemes; to read and spell CVC words.

**Focus 2:** learn and recite a simple poem, with actions.

**Focus 3:** make collections of significant words linked to a particular topic (movement); to read longer words, including those with two or three syllables.

**Focus 4:** use capital letters for the personal pronoun 'I', for names and for the start of a sentence and line in a poem; to read longer words, including those with two or three syllables.

**Focus 5:** write verses for a new poem about animals.

### Follow the Fox

#### **King Fox (Fiction)**

*Unit objective: To visualise and comment on events, characters and ideas, making imaginative links to own experiences; to respond to a story and the characters within it.*

**Focus 1:** visualise and comment on events, characters and ideas, making imaginative links to own experiences; to respond to a story.

**Focus 2:** introduce and extend their repertoire of vocabulary; to practise reading high-frequency words in context; to use knowledge of syntax and context to self-correct when reading for accuracy and meaning.

**Focus 3:** recognise common uses of capital letters; to use syntax to self-correct when reading for accuracy and meaning.

**Focus 4:** explore familiar themes and characters through improvisation and role play; to dramatise key events in a story, using voices for characters.

**Focus 5:** make simple deductions about the nature of a character; to create a character profile.

#### **Follow the Fox (Non-chronological report)**

# i-read session objectives

## Year 1



**Unit objective:** To read a multimodal text; to begin to understand how to navigate a text; to plan and write information about other animals.

**Focus 1:** respond to a non-fiction text; to understand how this text differs from a story; to understand how the text is put together, with special reference to the contents and index.

**Focus 2:** focus on information given in pictures and labels.

**Focus 3:** focus on information given in pictures and captions.

**Focus 4:** focus on reading aloud with accuracy and expression, in preparation for the writing activity in focus 5.

**Focus 5:** focus on writing a report which includes pictures, labels and captions.

## Splish Splash Splosh

### **Sand in My Shoe (Non-fiction recount)**

**Unit objective:** To develop factual recounts and the associated skills of communicating facts to another person; to recognise long vowel phonemes.

**Focus 1:** respond to a recount; to describe incidents from their own experience.

**Focus 2:** recognise, and use, the skills of blending and segmenting to read words with long vowel phonemes; to understand that a single grapheme may represent more than one phoneme.

**Focus 3:** develop understanding of the concept of a sentence and appropriate punctuation; to describe incidents from their own experience in an audible voice; to get ideas across to another person.

**Focus 4:** begin to recognise the generic structure of a recount; to construct an oral recount.

**Focus 5:** begin to write a simple recount; to use capital letters and full stops when punctuating simple sentences.

### **The Wave Horse (Fiction)**

**Unit objective:** To use a text as a basis for creative thinking and writing, by imagining inanimate objects coming to life, and writing alternative story endings.

**Focus 1:** visualise and comment on events, characters and ideas, making imaginative links to own experiences; to respond to a story.

**Focus 2:** read longer phonically decodable two- and three-syllable words.

**Focus 3:** develop the concept of a sentence; to write using simple structures, to imagine

everyday objects which might resemble, or come to life as other things.

**Focus 4:** identify the main events of a story; to respond to a story through improvisation.

**Focus 5:** develop an alternative ending to a story, using shared writing.

## The Magic Castle

### **Magic Castle Poetry**

**Unit objective:** To read and respond to a group of fantasy poems with patterned and predictable structures; to explore the characters who feature in the poems.

**Focus 1:** read and enjoy the fantasy poems and identify the main characters in the poems; to focus on listening and prediction skills.

**Focus 2:** focus on comprehension skills and the words used by the poet to describe the main characters.

**Focus 3:** encourage effective strategies for reading poetry aloud.

**Focus 4:** explore and play with rhyming patterns.

**Focus 5:** draw on knowledge and experience of the poem to invent and write about a new character.

### **The Wizard's Wish Magnet (Non-fiction recount)**

**Unit objective:** To read and engage with different types of text, including multi-modal, letters, notes, a diary and a script.

**Focus 1:** predict and understand the plot of the story; to read a variety of text types.

**Focus 2:** focus on reading comprehension skills and the language used to write a notice.

**Focus 3:** listen for information; to focus on drama techniques to put themselves in the place of a character.

**Focus 4:** focus on the feelings of a main character and the use of verbs in the text.

**Focus 5:** focus on drama techniques to explore themes and characters; to write a diary entry.

## Dinosaurs

### **The Story of Grump (Fiction)**

**Unit objective:** To read and respond to a story, taking special notice of the characters when reading aloud.

**Focus 1:** use a variety of techniques to understand a new story; to respond to a story.

**Focus 2:** notice some patterns in the language of the story (e.g. rhyme and alliteration).

**Focus 3:** focus on how carefully chosen vocabulary and punctuation helps reading aloud and meaning.

# i-read session objectives

## Year 1



**Focus 4:** focus on understanding the characters in the story.

**Focus 5:** organise the plot of a story on a story map; to plan another story.

### **Dinosaurs (Non-chronological report)**

*Unit objective: To read an information book; to focus on reading and understanding difficult words and finding information in different places; to start to write a class book.*

**Focus 1:** choose a book for information; to understand the difference between fact and fiction.

**Focus 2:** focus on new vocabulary and technical words and meanings.

**Focus 3:** focus on sentences and on accurate reading.

**Focus 4:** focus on using the contents list and index to locate information quickly.

**Focus 5:** focus on how to write an information text about an animal.