

Year 1 Reading Medium Term Plan

Autumn 1	Objectives covered
Week 1 Phonics assessments	N/A
Week 2 Book band assessments	N/A
Week 3 Megan went to bed- Red band	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known. • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events
Week 4 Sandwiches- Red band	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences. • recognising and joining in with predictable phrases. • drawing on what they already know or on background information and vocabulary provided by the teacher • discussing the significance of the title and events
Week 5 In the garden- Red band	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught



	<ul style="list-style-type: none">• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events <p>-explain clearly their understanding of what is read to them.</p>
<p>Week 6 The Lost Mother- Yellow band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far.• discussing the significance of the title and events <p>-explain clearly their understanding of what is read to them.</p>
<p>Week 7 Dressing Up!- Yellow band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far.



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	-explain clearly their understanding of what is read to them.
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Autumn 2	Objectives covered
Week 1 Something in the Fridge- Yellow band	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far.
Week 2 Grandma's Letter- Yellow band	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far.
Week 3	<p>Word Reading: Pupils should be taught to:</p>



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<p>Strawberry jam- Yellow band</p>	<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 4 Taking Photos- Yellow band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 5 Kipper the Clown- Yellow band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.



	<ul style="list-style-type: none">• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 6 The Snowman- Yellow band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 7 Poetry</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read other words of more than one syllable that contain GPCs. <p>Reading Comprehension:</p>



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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • learning to appreciate rhymes and poems, and to recite some by heart • making inferences on the basis of what has been read so far.
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Spring 1	Objectives covered
<p>Week 1 Cheeky Fish- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 2 Lazy Little Alligator- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • re-read these books to build up their fluency and confidence in word reading. • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).



	<p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 3 Bear Hunt- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far.• -participation in discussion about what is read to them, taking turns and listening to what others say.
<p>Week 4 Jumping Jill- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).



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	<p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 5 A Monster Mistake- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 6 Goldilocks and the Three Bears- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• re-read these books to build up their fluency and confidence in word reading.



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	<p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 7 The Three Billy Goats Gruff- Blue band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound where these occur in the word. • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>

Spring 2	Objectives covered
<p>Week 1 The mango tree- Green band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught



	<ul style="list-style-type: none">• read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 2 Zoola's Box-Green band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 3 Faster than you!- Green band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading



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	<ul style="list-style-type: none">• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
Week 4 Silly Tricks Day- Green band	Word Reading: Pupils should be taught to: <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Reading Comprehension: Pupils should be taught to: <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
Week 5 The Shiny Key- Green band	Word Reading: Pupils should be taught to: <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Reading Comprehension: Pupils should be taught to: <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
Week 6 Behind the Wall- Green band	Word Reading: Pupils should be taught to: <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught



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	<p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
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Summer 1	Objectives covered
<p>Week 1 Fred and the Robot- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 2 The Hare and the Tortoise- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>



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<p>Week 3 The Cricket Bat Mystery- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 4 The Gingerbread Man- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far.• recognising and joining in with predictable phrases. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 5 On the Way Home- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p>



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	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 6 The Tale of the Turnip- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>

Summer 2	Objectives covered
<p>Week 1 Mr Bumblesticker's Bumper Sticker-Turquoise band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 2</p>	<p>Word Reading: Pupils should be taught to:</p>



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<p>Too Many Steps- Turquoise band</p>	<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 3 Jungle Boy and the River Rats- Turquoise band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 4 Zoola and the Green Burger- Turquoise band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading



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	<ul style="list-style-type: none">• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
Week 5 Jamila at the Fair- Turquoise band	Word Reading: Pupils should be taught to: <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Reading Comprehension: Pupils should be taught to: <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
Week 6 Billy Magee's New Car- Turquoise band	Word Reading: Pupils should be taught to: <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Reading Comprehension: Pupils should be taught to: <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
Week 7 The Elves and the Shoemaker- Turquoise band	Word Reading: Pupils should be taught to: <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught



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Reading Comprehension:

Pupils should be taught to:

- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what has been read so far.
- participation in discussion about what is read to them, taking turns and listening to what others say.

National Curriculum Objectives

Word Reading:

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- read other words of more than one syllable that contain GPCs.
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension:

Pupils should be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- being encouraged to link what they read or hear read to their own experiences.
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- recognising and joining in with predictable phrases.
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known.

-understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events



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- making inferences on the basis of what has been read so far.
- participation in discussion about what is read to them, taking turns and listening to what others say.
- explain clearly their understanding of what is read to them.