

Year 1 Reading Medium Term Plan

Autumn 1	Objectives covered
Week 1	N/A
Phonics	
assessments	
Week 2	N/A
Book band	
assessments	
Week 3	Word Reading:
Megan went to	Pupils should be taught to:
bed- Red band	 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:
	 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	Word Reading:
Sandwiches-	Pupils should be taught to:
Red band	 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:
	 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	Word Reading:
In the garden-	Pupils should be taught to:
Red band	 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.
	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
	-explain clearly their understanding of what is read to them.
Week 6	Word Reading:
The Lost	Pupils should be taught to:
Mother- Yellow	apply phonic knowledge and skills as the route to decode words.
band	 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.
	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.
	 discussing the significance of the title and events
	-explain clearly their understanding of what is read to them.
Week 7	Word Reading:
Dressing Up!-	Pupils should be taught to:
Yellow band	 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.
	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.
	making interested on the basis of what has been read so fall.



-explain clearly their understanding of what is read to them.

Week 1 Something in the Fridge-Yellow band 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strateg to work out words. Reading Comprehension: Pupils should be taught to: drawing on what they already know or on background information at 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- Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.	Autumn 2	Objectives covered
the Fridge-Yellow band 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 strateg to work out words. Reading Comprehension: Pupils should be taught to: drawing on what they already know or on background information at 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- Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.		·
Pellow band 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 strateg to work out words. Reading Comprehension: Pupils should be taught to: drawing on what they already know or on background information at 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- Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.	Something in	Pupils should be taught to:
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 strateg to work out words. Reading Comprehension: Pupils should be taught to: • drawing on what they already know or on background information at 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- Word Reading: Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words.	_	 apply phonic knowledge and skills as the route to decode words.
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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 strateg to work out words. Reading Comprehension: Pupils should be taught to: drawing on what they already know or on background information at 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- Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.		· · · · · · · · · · · · · · · · · · ·
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to work out words. Reading Comprehension: Pupils should be taught to: drawing on what they already know or on background information at 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- word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.		 read aloud accurately books that are consistent with their developing
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 drawing on what they already know or on background information at 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- upply should be taught to: apply phonic knowledge and skills as the route to decode words. 		
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- apply phonic knowledge and skills as the route to decode words.		
 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- pupils should be taught to: apply phonic knowledge and skills as the route to decode words. 		
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- apply phonic knowledge and skills as the route to decode words. 		·
 making inferences on the basis of what has been read so far. Week 2 Grandma's Letter- making inferences on the basis of what has been read so far. Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words. 		
Week 2 Grandma's Letter- Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.		
Grandma's Letter- Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.	Week 2	
Letter- apply phonic knowledge and skills as the route to decode words.		
	Yellow band	 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 		 read accurately by blending sounds in unfamiliar words containing
GPCs that have been taught		GPCs that have been taught
 read common exception words, noting unusual correspondences 		 read common exception words, noting unusual correspondences
between spelling and sound where these occur in the word.		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.		
Reading Comprehension:		
Pupils should be taught to:		
vocabulary provided by the teacher		drawing on what they already know or on background information and yocabulary 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 Word Reading:	Week 3	
Pupils should be taught to:		



Week 4 Taking Photos- Yellow band	 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. 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 farparticipation in discussion about what is read to them, taking turns and listening to what others say. Word Reading: Pupils should be taught to:
	Pupils should be taught to:
	· ·
	 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.
Week 5	Word Reading:
Kipper the Clown-	Pupils should be taught to:
Yellow band	 apply phonic knowledge and skills as the route to decode words. respond speedily with the correct sound to graphemes (letters or
TOTO W DUTTO	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.
	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.
Week 6	Word Reading:
The Snowman-	Pupils should be taught to:
Yellow band	 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.
	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.
Week 7	Word Reading:
Kipper's Idea-	Pupils should be taught to:
Blue band	 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.
	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.
Week 8	Word Reading:
Poetry	Pupils should be taught to:
roctry	 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.
	Reading Comprehension:
	Pupils should be taught to:
	 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.

Spring 1	Objectives covered
Week 1	Word Reading:
Mother	Pupils should be taught to:
Hippopotamus's	 apply phonic knowledge and skills as the route to decode words.
Hiccups - Blue	 respond speedily with the correct sound to graphemes (letters or
band	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).



	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.
Week 2	Word Reading:
The School	Pupils should be taught to:
Concert- Blue	apply phonic knowledge and skills as the route to decode words.
band	 respond speedily with the correct sound to graphemes (letters or
barra	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).
	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.
Week 3	Word Reading:
Yuck said the	Pupils should be taught to:
Yak- Green	apply phonic knowledge and skills as the route to decode words.
band	 respond speedily with the correct sound to graphemes (letters or
	groups of letters) for all 40+ phonemes, including, where applicable,
START OF CLASS	alternative sounds for graphemes.
SETS	 read accurately by blending sounds in unfamiliar words containing
52,0	GPCs that have been taught
	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).



	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.
Week 4	Word Reading:
Eat Your	Pupils should be taught to:
People- Green	 apply phonic knowledge and skills as the route to decode words.
band	 respond speedily with the correct sound to graphemes (letters or
Dania	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.
	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.
Week 5	Word Reading:
Chicken, chips	Pupils should be taught to:
and peas- Green	 apply phonic knowledge and skills as the route to decode words.
band	 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.



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.
 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
-participation in discussion about what is read to them, taking turns and
listening to what others say.

Spring 2	Objectives covered
Week 1	Word Reading:
Sandeep and	Pupils should be taught to:
the Dragon-	 apply phonic knowledge and skills as the route to decode words.
Green band	 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.
	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.
Week 2	Word Reading:
Little Red Riding	Pupils should be taught to:
Hood- Green	 apply phonic knowledge and skills as the route to decode words.
band	 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:



	 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.
Week 3	Word Reading:
The Boy and the	Pupils should be taught to:
Bear- Green	 apply phonic knowledge and skills as the route to decode words.
band	 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:
	 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.
Week 4	Word Reading:
Mrs Pot's	Pupils should be taught to:
Animal Shelter-	 apply phonic knowledge and skills as the route to decode words.
Green band	 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:
	 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.
Week 5	Word Reading:
George and the	Pupils should be taught to:
New Craze-	 apply phonic knowledge and skills as the route to decode words.
Green band	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:
	 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.
Week 6	Word Reading:
The Tiger Who	Pupils should be taught to:
Came to Tea-	apply phonic knowledge and skills as the route to decode words.
Green band	 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:
	 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.
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Summer 1	Objectives covered
Week 1	Word Reading:
The Snow Lion	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 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.
Week 2	Word Reading:
Not Without My	Pupils should be taught to:
Whale- green	 apply phonic knowledge and skills as the route to decode words.
band	 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:
	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.
	l listening to what others say
Mode 2	
Week 3	Word Reading:
Lazy Old Pirates-	Word Reading: Pupils should be taught to:
	Word Reading: Pupils should be taught to: apply phonic knowledge and skills as the route to decode words.
Lazy Old Pirates-	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
Lazy Old Pirates-	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,
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Lazy Old Pirates-	 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 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
Lazy Old Pirates- Orange band	 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 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.
Lazy Old Pirates- Orange band Week 4	Word Reading: Pupils should be taught to:
Week 4 The Gingerbread Boy- Orange	Word Reading: Pupils should be taught to:
Week 4 The Gingerbread	Word Reading: Pupils should be taught to:



	 read accurately by blending sounds in unfamiliar words containing
	GPCs that have been taught
	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.
	 recognising and joining in with predictable phrases.
	-participation in discussion about what is read to them, taking turns and
	listening to what others say.
Week 5	Word Reading:
The Story of	Pupils should be taught to:
Rumpelstiltskin	 apply phonic knowledge and skills as the route to decode words.
Rumperstitiskin	 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 CRCs that have been taught.
	GPCs that have been taught
	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.
Week 6	Word Reading:
Horses' Holiday-	Pupils should be taught to:
turquoise band	 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:
	 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.

Summer 2	Objectives covered
Week 1	Word Reading:
The Big, Bad	Pupils should be taught to:
City- Turquoise	apply phonic knowledge and skills as the route to decode words.
band	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:
	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.
Week 2	Word Reading:
The Rescue-	Pupils should be taught to:
Turquoise band	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:
	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.
Week 3	Word Reading:
Harry The	Pupils should be taught to:
Clever Spider at School-	apply phonic knowledge and skills as the route to decode words. A second of a solid world the second to second the second (letters as a second to second the second the second to second the second the second to second the second to second the second the second the second to second the second to second the second to second the second to second the second the second to second the second the second the second to second the second the second the second the second to second the second
Turquoise band	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonomes, including where applicable.
Turquoise band	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
	or es that have been taught



	Deading Communication
	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.
Week 4	Word Reading:
Top Hunters-	Pupils should be taught to:
Turquoise band	
Turquoise bariu	apply phonic knowledge and skills as the route to decode words. 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:
	 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.
Week 5	Word Reading:
The Clockwork	Pupils should be taught to:
Hand-	 apply phonic knowledge and skills as the route to decode words.
Turquoise band	 respond speedily with the correct sound to graphemes (letters or
4	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:
	 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.
Week 6	Word Reading:
	Pupils should be taught to:
	, · · · · · · · · · · · · · · · · · · ·



The Garden
Invention
Invasion-
Turquoise band

- 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:

- 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.

Week 7 Jake and Jen in the Mission to Mars- Turquoise band

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

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
 - 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.