

Year 1 Reading Medium Term Plan

Autumn 1	Objectives covered
<p style="text-align: center;">Week 1</p> <p>Phonics and book bands assessments</p>	N/A
<p style="text-align: center;">Week 2</p> <p>The Flamingo Flap-Yellow band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</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. • 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.



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	<ul style="list-style-type: none">• discussing word meanings, linking new meanings to those already known. <p>-understand both the books they can already read accurately and fluently and those they listen to by:</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> <ul style="list-style-type: none">• -explain clearly their understanding of what is read to them.
<p>Week 3 Planet Odd- Yellow band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary, and understanding by:</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.• 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.• discussing word meanings, linking new meanings to those already known. <p>-understand both the books they can already read accurately and fluently and those they listen to by:</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>-explain clearly their understanding of what is read to them.</p>
<p>Week 4 Bad Robot! - Yellow band</p>	<p>Word Reading:</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 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).



	<ul style="list-style-type: none">• 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. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">-develop pleasure in reading, motivation to read, vocabulary and understanding by:<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.• 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.• 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:<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.-explain clearly their understanding of what is read to them.
<p>Week 5 A Coat for a Goat- Yellow band</p>	<p>Word Reading:</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 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.
- 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.



Week 6

Can I Have a
Dragon? -
Yellow band

Word Reading:

- 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.
- 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



	<ul style="list-style-type: none">• 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>-explain clearly their understanding of what is read to them.</p>
<p>Week 8 Chuck is on a Quest -Yellow band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension: Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</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.• 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.



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	<ul style="list-style-type: none"> • recognising and joining in with predictable phrases. • discussing word meanings, linking new meanings to those already known. <p>-understand both the books they can already read accurately and fluently and those they listen to by:</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>-explain clearly their understanding of what is read to them.</p>
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Autumn 2	Objectives covered
Week 1 Grandpa's Farm-Blue band	<p>Word Reading:</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 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. <p>Reading Comprehension:</p>



	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">-develop pleasure in reading, motivation to read, vocabulary and understanding by:<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.• 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.• 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:<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.-explain clearly their understanding of what is read to them.
<p>Week 2 Get Your Skates on! Blue band</p>	<p>Word Reading:</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 other words of more than one syllable that contain GPCs.



	<ul style="list-style-type: none">• 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. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">-develop pleasure in reading, motivation to read, vocabulary and understanding by:<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.• 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.• 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:<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.-explain clearly their understanding of what is read to them.
<p>Week 3 Diwali-Blue band</p>	<p>Word Reading:</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 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.
- 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.



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	<p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p> <p>-explain clearly their understanding of what is read to them.</p>
<p>Week 4 Dinosaurs in Wellies- Blue band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary, and understanding by:</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.• 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.• discussing word meanings, linking new meanings to those already known.



	<p>-understand both the books they can already read accurately and fluently and those they listen to by:</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>-explain clearly their understanding of what is read to them.</p>
<p>Week 5 Bibble and the Bubbles- Blue band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</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.



	<ul style="list-style-type: none">• 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.• discussing word meanings, linking new meanings to those already known. <p>-understand both the books they can already read accurately and fluently and those they listen to by:</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>-explain clearly their understanding of what is read to them.</p>
<p>Week 6 Baby Dinosaur is Lost-Blue band</p>	<p>Word Reading:</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 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.



	<ul style="list-style-type: none">• 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">-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.• discussing word meanings, linking new meanings to those already known. <ul style="list-style-type: none">-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. <ul style="list-style-type: none">-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.
<p>Week 7 Poetry</p>	<p>Word Reading:</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 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.

Spring 1	Objectives covered
<p>Week 1</p> <p>Feeding at Night-Blue band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</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. • 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. • discussing word meanings, linking new meanings to those already known. <p>-understand both the books they can already read accurately and fluently and those they listen to by:</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>-explain clearly their understanding of what is read to them.</p>
<p>Week 2 Specs for T- Rex-Blue band</p>	<p>Word Reading:</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 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. <p>Reading Comprehension:</p> <p>Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</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.• being encouraged to link what they read or hear read to their own experiences.



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	<ul style="list-style-type: none">• 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.• discussing word meanings, linking new meanings to those already known. <p>-understand both the books they can already read accurately and fluently and those they listen to by:</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>-explain clearly their understanding of what is read to them.</p>
<p>Week 3 Yuck said the Yak- 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• 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



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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>
<p>Week 4 Eat Your People- 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• 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 5 Chicken, chips and peas- 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.• 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 6 Sandeep and the Dragon- 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• 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



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	<ul style="list-style-type: none">• 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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Spring 2	Objectives covered
<p>Week 1</p> <p>Little Red Riding Hood- Green band</p>	<p>Word Reading:</p> <p>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:</p> <p>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>The Boy and the Bear- Green band</p>	<p>Word Reading:</p> <p>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:</p> <p>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 Mrs Pot's Animal Shelter- 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 4 George and the New Craze- 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>



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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 5 The Tiger Who Came to Tea- 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>

Summer 1	Objectives covered
<p>Week 1 The Snow Lion</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:</p> <p>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 Not Without My Whale- green band</p>	<p>Word Reading:</p> <p>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:</p> <p>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 Lazy Old Pirates- Orange band</p>	<p>Word Reading:</p> <p>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:</p> <p>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 Boy- Orange band</p>	<p>Word Reading:</p> <p>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:</p> <p>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 The Story of Rumpelstiltskin- Orange band</p>	<p>Word Reading:</p> <p>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.



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	<ul style="list-style-type: none"> • 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 6 Horses' Holiday- 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>

Summer 2	Objectives covered
<p>Week 1 The Big, Bad City- 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.



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	<ul style="list-style-type: none">• 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 Rescuer- 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 3 Harry The Clever Spider</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.



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<p>at School- Turquoise band</p>	<ul style="list-style-type: none">• 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 Top Hunters- 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 5 Ali the Great and the</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.



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<p>Dinosaur Mistake - Turquoise band</p>	<ul style="list-style-type: none">• 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 6 Pedro's Big Goal- 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 7</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.



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Our Solar System-
Turquoise 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.

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:



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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.