

Year 1 Reading Medium Term Plan

Autumn 1	Objectives covered
<p>Week 1 (2 days) Phonics and book bands assessments</p>	N/A
<p>Week 2 PSC baseline assessments</p>	N/A
<p>Week 3 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: 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> <ul style="list-style-type: none">• -explain clearly their understanding of what is read to them.
<p>Week 4 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.



	<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 5 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).
- 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

Word Reading:

- apply phonic knowledge and skills as the route to decode words.



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A Coat for a
Goat- 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 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



	<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>-explain clearly their understanding of what is read to them.</p>
<p>Week 7 Can I Have a Dragon? - 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.• 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> <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>



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	<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>
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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).



	<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 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.
- 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.



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Week 3

Diwali-Blue
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 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.



	<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>
<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: 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 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).



	<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 7 A range of 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.



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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>
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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.



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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> <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>



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	<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 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>



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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 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 Kung Fu Kid- 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.



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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• 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.



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	<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"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
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Spring 2	Objectives covered
<p>Week 1</p> <p>Little Red Riding Hood- 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 2</p> <p>Bear Spotting- 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.



	<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 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</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>George and the New Craze-Green 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 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>



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Summer 1	Objectives covered
<p data-bbox="256 331 352 365">Week 1</p> <p data-bbox="228 383 384 510">Not Without My Whale- Green Band</p>	<p data-bbox="432 331 632 365">Word Reading:</p> <p data-bbox="432 383 767 416">Pupils should be taught to:</p> <ul data-bbox="453 434 1350 703" style="list-style-type: none"><li data-bbox="453 434 1305 468">• apply phonic knowledge and skills as the route to decode words.<li data-bbox="453 486 1350 613">• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.<li data-bbox="453 631 1342 703">• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p data-bbox="432 721 751 754">Reading Comprehension:</p> <p data-bbox="432 772 767 806">Pupils should be taught to:</p> <ul data-bbox="480 824 1369 1093" style="list-style-type: none"><li data-bbox="480 824 1369 898">• drawing on what they already know or on background information and vocabulary provided by the teacher<li data-bbox="480 916 1289 990">• checking that the text makes sense to them as they read and correcting inaccurate reading<li data-bbox="480 1008 1145 1041">• discussing the significance of the title and events<li data-bbox="480 1059 1294 1093">• making inferences on the basis of what has been read so far. <p data-bbox="432 1111 1342 1189">-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p data-bbox="256 1198 352 1232">Week 2</p> <p data-bbox="209 1249 400 1335">Is It Rubbish?- Orange band</p>	<p data-bbox="432 1198 632 1232">Word Reading:</p> <p data-bbox="432 1249 767 1283">Pupils should be taught to:</p> <ul data-bbox="453 1301 1350 1570" style="list-style-type: none"><li data-bbox="453 1301 1305 1335">• apply phonic knowledge and skills as the route to decode words.<li data-bbox="453 1352 1350 1480">• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.<li data-bbox="453 1498 1342 1570">• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p data-bbox="432 1588 751 1621">Reading Comprehension:</p> <p data-bbox="432 1639 767 1673">Pupils should be taught to:</p> <ul data-bbox="480 1691 1369 1960" style="list-style-type: none"><li data-bbox="480 1691 1369 1765">• drawing on what they already know or on background information and vocabulary provided by the teacher<li data-bbox="480 1783 1289 1856">• checking that the text makes sense to them as they read and correcting inaccurate reading<li data-bbox="480 1874 1145 1908">• discussing the significance of the title and events<li data-bbox="480 1926 1294 1960">• 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>Week 3 Lazy Old Pirates- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far. <p>-participation in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>Week 4 Stop Those Socks!- Orange band</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what has been read so far.



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	<ul style="list-style-type: none">• 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: 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 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



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	<ul style="list-style-type: none">• 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 A range of 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. <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.• learning to appreciate rhymes and poems, and to recite some by heart



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



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



	<ul style="list-style-type: none">• 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 5 Ali the Great and the Dinosaur Mistake - Turquoise 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 6 Pedro's Big Goal- Turquoise 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.



	<ul style="list-style-type: none">• 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 7 Our Solar System- Turquoise 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>



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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.



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-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.