

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 and 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 taught 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

COMPREHENSION:

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

- listening to and discussing a wide range of poems, stories and nonfiction 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 is being said and done
- predicting what might happen on the basis of what has been read so far

Participate 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

SPEAKING AND LISTENING:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

| HOOK BOOKS | | |
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| AUTUMN TERM: | SPRING TERM: | SUMMER TERM: |
| Traditional tales: The Three Little Pigs The Gingerbread man Harvey Slumfenburger's Christmas Present 'On the moon' Anna Milbourne 'I am Amelia Earhart' Brad Melzer My first book of transport Mr Gumpy stories The nativity story | 'The Snowy Day' Ezra Jack Keats The penguin who wanted to find out- Jill Tomlinson Penguin by Polly Dunbar 'Meerkat Mail' Emily Gravett Non-fiction texts- animals Vocabulary building Animal poetry Mr Benn- David McKee Where the Wild Things are- Maurice Sendak The tiger who came to tea The Easter Story | Traditional tales: Little Red Hen The Enormous Turnip Town mouse and country mouse Rosie's Walk- Pat Hutchins Atlases – Index, contents page Information writing – topic based (Geography – The U.K and the local area) A Dark, Dark Tale by Ruth Brown |