

RED HALL PRIMARY SCHOOL

READING CURRICULUM OVERVIEW

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<p>What is the intent of our Reading curriculum?</p> <p>At Red Hall Primary School, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. The texts we read during our Class Novel time have been carefully selected to ensure they include a range of authors, genres, interests and books that will improve the children’s knowledge across different subjects. The Reading Spines each year group has to choose from for additional texts includes some classic texts that our parents and carers will hopefully remember snuggling up and reading such as Alice in Wonderland, The Lion The Witch and The Wardrobe and Paddington Bear to name a few. The list also includes texts with flashbacks, complex plots and books that resist the usual style of writing to ensure the children have read a wide range of texts,</p> <p>We follow Fred’s Teaching for our Reading lessons which exposes children to a wealth of texts which enables the children to think deeper about what they are reading and to think about why the author has chosen the language and techniques they have. No two weeks are the same with Fred’s Teaching which keeps the lessons fresh and exciting. It also covers current events such as The Euros 2024, The Olympics etc. The children love discussing their knowledge about what they have read.</p> <p>By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils’ ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts. We encourage children to read daily at home and this is monitored via our home-school reading record.</p>	<p>What experiences will the children receive?</p> <ul style="list-style-type: none"> • Each child will read with a skilled adult on a weekly basis - by skilled, we mean teachers, teaching assistants, lunchtime supervisors and busy readers (trained volunteers) who are trained to hear children read. • Children will also have access to guided reading sessions (in groups). • Also, they will complete whole class reading tasks, which will deepen their understanding and exposure to high quality texts and oracy. • All children take a targeted book home to read to improve their fluency as well as a book of their choice. • Children listen to a class novel read by their teacher for ten minutes every day. • We run parent information sessions on phonics for Reception and Year 1 parents as well as Y6 SATS Reading sessions. • World Book Day is celebrated. • Book fairs/Book Bus visit regularly giving the children to buy new books. • Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day. At Red Hall, we invest heavily in books and we are combining our mini key stage libraries into one big library for everyone! • We have a Therapy Dog called Wander who the children can read to! <p>Both KS1 and KS2 have a Reading Shed on their yards, so that during break time and lunch time, children can choose to read and relax.</p>
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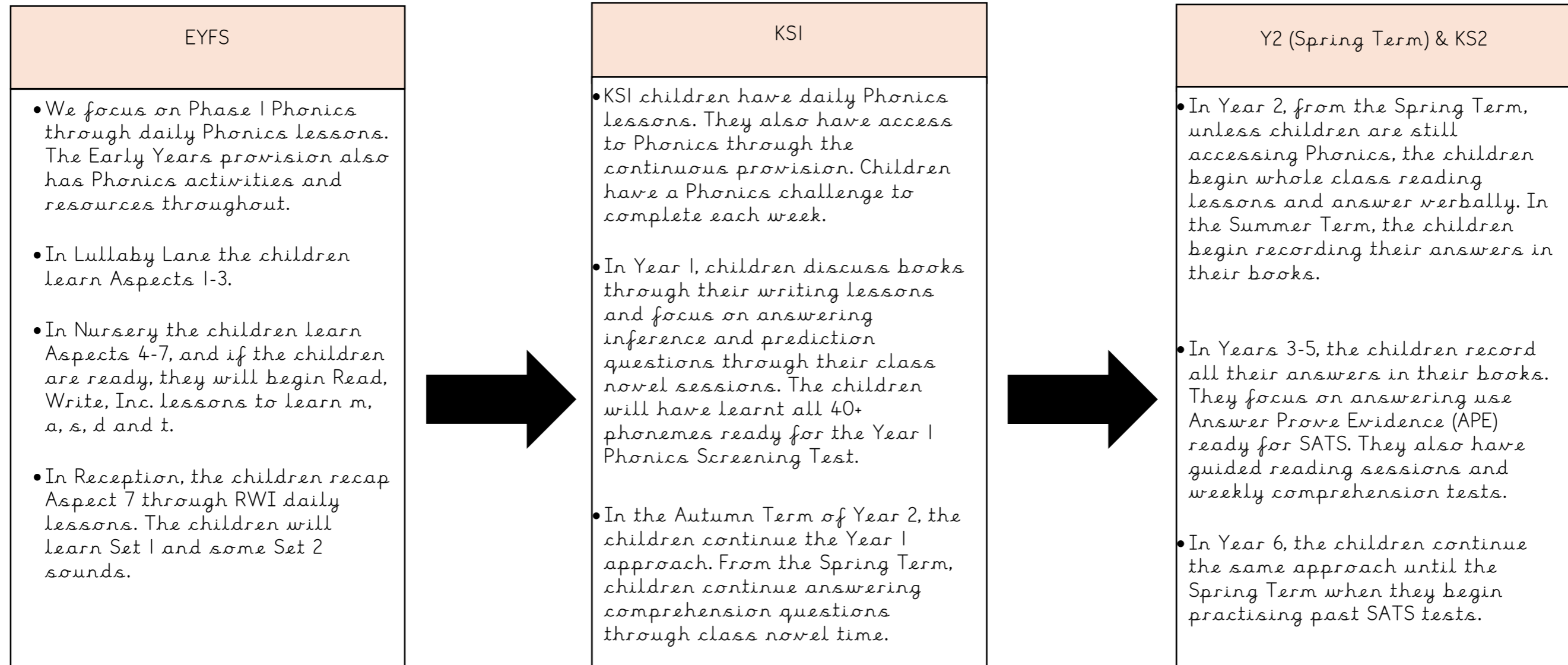
By the end of their time at Red Hall, what will all of our children have?

In general, children will have:

- Made **at least good** progress from their starting points with us
- Ideally, have reached the **expected standard** for a pupil of their age
- Have a **passion** for reading and know at least one genre they enjoy reading for pleasure
- Experience a **range** of genres and authors.

How is Reading taught at Red Hall?

Our Reading journey changes and adapts as the children progress through each stage of learning to read. We ensure children have access to a range of Phonics lessons and activities, age-appropriate books and books that are beyond their reading ability to inspire the children to read, and to read for pleasure. Where possible, we use our reading texts to guide our writing journey. Our progression is built upon year upon year as well as recapping skills taught in previous year groups. Here is our progressive reading journey:



Other opportunities for Reading

- Children can read with dinner staff from 12:50-13:15 each day. The teacher suggests with children go read.
- Busy Readers come in to read with children suggested by the teacher. Each class from Y1-6 has a Busy Reader.
- Teachers / teaching assistants listen to each child read at least once a fortnight.
- Home reading books are changed three times a week. Children are given a targeted reading book to improve their fluency as well as a book of their choice.

Resources to support English Curriculum and delivery:



FRED'S
Teaching

ENGAGING, RELEVANT
PRIMARY CURRICULUM
CONTENT, WITH
READING AT ITS HEART.



Sequence of Lessons

EY	<ul style="list-style-type: none"> • AM & Reception children - 11-11:15 Phonics lesson • PM children - 14:00-14:15 Phonics lesson • Adults reading to children after tidy up time. 	
Y1 & Y2 Autumn Term	<ul style="list-style-type: none"> • Weekly Phonics Challenges • Phonics Lessons 09:00-09:30 • Class Novel 14:30-14:40 	
Y2 Spring onwards	<ul style="list-style-type: none"> • Weekly Phonics Challenges • Phonics Lessons 09:00-09:15 (if needed) • Whole Class Reading 09:15-09:45 • Class Novel 14:30-14:40 	
Y3-5	<ul style="list-style-type: none"> • Monday & Tuesday - Whole Class Reading 09:15-10:00 • Wednesday & Thursday - Guided Reading 09:15-10:00 • Friday - Comprehension Session 09:15-10:00 	
Y6	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Continue Y3-5 approach. 	<p><u>Spring 1</u></p> <p>Day 1</p> <ul style="list-style-type: none"> • Dictionary Task / Vocabulary Check • Read the text with the children. • Teacher questioning throughout to develop understanding of the text. <p>Day 2</p> <ul style="list-style-type: none"> • Children independently re-read the text. • Children answer the questions. • Mark together - depending on the text and if there's time. If the text has more inference and explanation questions which require longer answers, teacher should mark this. <p>Day 3</p> <ul style="list-style-type: none"> • Address any feedback • If longer response questions need to be reviewed and worked through together, this is the opportunity to do this.
		<p><u>Spring 2 onwards</u></p> <p>Day 1</p> <ul style="list-style-type: none"> • Allow the chdn 25 minutes to complete text to begin with. After 3 weeks, allow 20 minutes (preparing to work within time constraints of SAT). • 10 minutes reading independently, before handing out the questions. • Mark together - depending on the text and if there's time. If the text has more inference and explanation questions which require longer answers, teacher should mark this. <p>Day 2</p> <ul style="list-style-type: none"> • Address any feedback. <p>If longer response questions need to be reviewed and worked through together, this is the opportunity to do this.</p>

Class Novel Overview

	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> • My monster and me - Nadiya Hussain • My skin your skin - Laura Henry-Allain • The dinosaur that pooped a planet • Here we are • Man on the moon • Counting on Katherine • The Darkest Dark • Neil Armstrong (Little People, Big Dreams) • Mae Jemison (Little People, Big Dreams) • The Book of blast off • Look inside space • She sells seashells • If You Should Meet a Crocodile - Christine Fletcher 	<ul style="list-style-type: none"> • The Queen's Orangutan • The Queen's Knickers • The Queen's Handbag Paddington at the palace • Princess and the Pea • The very smart pea and the princess to be - Mini Grey • Great Women who Changed the World - Kate Pankhurst • Great Britons - Imogen Williams • Little Elizabeth: The Young Princess Who Became Queen • Now we are six - A.A. Milne • Aliens From Planet Trouble 	<ul style="list-style-type: none"> • The Three Little Pigs • The House that one was • Iggy Peck, Architect • Ada twist, scientist • When the rain comes - Tom Pow • Grandad's Island • Selection of little people, big dreams books. • At The Zoo - William Makepeace • Ning Nang Nong
Year 2	<ul style="list-style-type: none"> • The Great fire of London: Anniversary edition of the great fire 1666 • The great fire of London : Usborne young readers • Fire Fire! A struggle for survival in the great fire of London 1666 • Selection of Little people, big dreams books • Selection of great women who books • Mae Jemison: a kids book about reaching your dreams • The Owl and the pussycat by Edward Lear • Please Do Not Feed The Animals 	<ul style="list-style-type: none"> • The Boy who biked the world collection • Journey by Aaron Becker • Paddington Bear • Meerkat mail • The Lion and the Mouse By Jerry Pinkney • A Collection of Rudyard Kipling's Just So Stories by Rudyard Kipling & Various Illustrators • The Whale who wanted more by Racehl Bright • The most important animal of all by Penny Worms • The Book Who Would Be King • On the Ning Nang Noo by Soike Milligan • A Ballroom for St Bernards 	<ul style="list-style-type: none"> • The Giraffe, the Pelly and Me by Roald Dahl • We are water protectors by Carole Lindstorm • The Flower by John Light • The great kapok tree by Lynne Cherry • If you come to earth by Sophie Blackall • The uncorker of ocean bottles • A planet full of plastic by Neal Layton • Hurt No Living Thing - Christina Rossetti
Year 3	<ul style="list-style-type: none"> • Stone Age Boy • Cave Baby by Julia Donaldson • The Wild Way Home by Sophie Kirtley • How to wash a woolly mammoth • Secrets Stonehenge by Mick Manning • The first drawing • Who pushed humpty dumpty by David Leventhal • The true story of the three little pigs • Non-Fiction books about the Stone, Bronze and Iron Ages • The History Detective Investigates: Stone Age to Iron Age • Live like a hunter gatherer • I was born in the Stone Age - Micheal Rosen • Over The Wintry by Natsume Sōseki 	<ul style="list-style-type: none"> • Mary and the riddle of the phoenix • How to find Egyptian treasure • The world according to humprey • Secrets of a sun king • Meet the Ancient Egyptians • So you think you've got it bad: A kid's life in Ancient Egypt • Egyptology: Search for the tomb of Osiris • Egyptian Myths Jean Menzies • The Sound Collector - Roger McGough • Dad and the Cat and the Tree - Kit Wright 	<ul style="list-style-type: none"> • The Wild robot by Peter Brown • Alice in Wonderland • The midnight fox • Something told the wild geese • Anger • Revolting Rhymes (any)
Year 4	<ul style="list-style-type: none"> • Escape from Pompeii • Queen of Darkness by Tony Bradman • What the Romans did for us • The Jamie Drake Equation • Space Detectives by Mark Powers • Meet the Ancient Romans • Romans Magnified • What would you be in ancient rome? • We are the romans: Meet the people behind the history. • My Shadow' by Robert Louis Stevenson • Catch a little rhyme - Ever Merriam 	<ul style="list-style-type: none"> • Viking Boy • Three little Vikings by Bethan woollvin • The Legend of Podkin One-Ear • Charlie and The Chocolate Factory • So you think you've got it bad: A kid's life as a viking • Viking voyagers • There Was an Old Man Who Supposed by Edward Lear • Life doesn't frighten me at all by Maya Angelou 	<ul style="list-style-type: none"> • How To Train Your Dragon • The Firework maker's daughter • The Railway Children • Walking with my iguana - Brian Moses

<p>Year 5</p>	<ul style="list-style-type: none"> • Treason by Bertie Doherty • The Queen's fool by Ally Sherrick • Who Let The Gods out? Maz Evans • Music: A Fold-Out Graphic History: I (What on Earth Fold-Out Graphic History) • The Boy at the Back of the Class • Cogheart - Peter Bunzl • Queen Elizabeth II and the Kings and Queens of Great Britain • Kings and Queens: Alfred the Great to King Charles III and everyone in between • The Tyger - William Blake • Snow by Adelaide Crapsey 	<ul style="list-style-type: none"> • Famous Explorers by Joshua George • Explorers: Amazing Tales of the World's Greatest Adventurers • Explorers (Collins fascinating facts) • Great Adventures by Alastair Humphreys • Around the world in 80 days • Treasure Island • What was it like to be an ancient maya • The history detective investigates: Mayan Civilisation • Football Mad by Benjamin Zephaniah • Do not stand on my grave and wrap by Mary Elizabeth Frye 	<ul style="list-style-type: none"> • Malamander by Thomas Taylor • Flotsam • A series of unfortunate events • ??
<p>Year 6</p>	<ul style="list-style-type: none"> • Street child • Oliver Twist • Victorians (eyewitness) Ann Kramer • In Flanders Field by John McCrae 	<ul style="list-style-type: none"> • Titanic (survivor) by Stephen Davies • Death on the water by Tony and Tom Bradman • Holes - Louis Sachar • Rescuing Titanic - Stephen Davies • Jaberwocky by Lewis Carroll 	<ul style="list-style-type: none"> • Where the poppies now grow • Peace Lily • Wonder by R. J. Palacio • Tales of World War II: Amazing True Stories from the War that shook the world) • The Highwayman by Alfred Noyes

Skills Progression

	Inference	Prediction	Texts	Phonics / links with Spelling / Fluency	Vocab
Lullaby Lane			Begins to recognise familiar logos.	Enjoys rhythmic and musical activities eg. rhymes and songs.	
Nursery		Begin to predict what might happen next in a story read to them.	Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms. Shows awareness of rhyme and alliteration. Have access to non-fiction and fiction books.	Claps or taps the syllables in words during sound play Begins to develop phonological and phonemic awareness Hears and says the initial sound in words Begins to orally segment the sounds in simple, familiar words and blend them together.	
Reception		Predict what might happen next in a story read to them.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.	<u>Read by blending the following sounds:</u> <ul style="list-style-type: none"> • RWI Set 1 - m, a, s, d, t, i, n, p, g, o, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk • RWI Set 2 - ay, ee Read the tricky words - I, to, the, no, my, you Read and understand words, phrases, and simple sentences	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
Y1	Begin to make simple inferences from what is read to me from what is being said and done (eg. pictures).	Make simple predictions based on the story and their own experiences and explain this verbally or through pictures.	Poetry - Recite poems. Range - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Listen & discuss a wide range of fiction, non-fiction, and poetry at a level beyond that I can read myself.	Read all 40+ phonemes <ul style="list-style-type: none"> • RWI Set 2 - ay, ee, igh, ow, oo, oo, ar, or, air, in, ou, oy • RWI Set 3 - ea, oi, a-e, i-e, o-e, u-e, au, are, ur, er, ow, ai, oa, ew, ire, ear, ure Read Y1 Common Exception Words Suffixes -s, -es, -ing, -ed and -est Read words with contractions (for example, I'm, I'll, we'll). Read and understand simple sentences with more than one syllable.	Beginning to discuss word meanings, linking new meanings to those already known.
Y2	Make some inferences based on what is being said and done in a familiar book that is read to them within discussion with the teacher.	Predict what might happen based on what has been read so far.	Range - Listen to, discuss, explain my understanding, and express my views (including favourite words and phrases) about a wide range of poetry, stories, and non-fiction at a level beyond that of which I can read independently. NF - Introduced to non-fiction books that are structured in different ways. Poetry - build up a repertoire of poems learnt by heart and recite some with the appropriate intonation.	Read all 40+ phonemes Read Y2 Common Exception Words Suffixes -es, -est, -ed, -ing, -er, -y, -ment, -ness, -ful, -less, -ly Read accurately most words of two or more syllables. Read accurately and fluently, without overt sounding and blending.	Discussing word meanings, linking new meanings to those already known.

Year 1 Common Exception Words

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year 2 Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Y3	Drawing simple inferences based on characters' feelings.	Predicting what might happen next from details stated.	<p>NF - Retrieve and record information from non-fiction texts including using the content pages.</p> <p>Range - Appropriate intonation and volume when reading poems and play scripts. listening attentively, and participating in discussion about a wide range fiction, poetry, plays, non-fiction and reference books.</p> <p>Being familiar with a range of texts including fairy stories, myths and legends.</p> <p>Poetry - perform some poems with some intonation and volume.</p>	<p>Read some of the Year 3 / 4 common exception words.</p> <p>Suffixes - -ation, -ly, -ous, -ion, -ian and -ture when reading aloud</p> <p>Prefixes including dis, in, re, anti, super and sub.</p> <p>Usually read fluently, decoding longer words and test out different pronunciations.</p>	Begin to use a dictionary to check the meaning of words I have read.
Y4	Drawing inference questions based on characters' feelings and thoughts, and to justify my reasoning.	Predicting what might happen based on what has been read so far using details stated and implied.	<p>Range - listening attentively, and participate in discussion about a wide range fiction, poetry, plays, non-fiction and reference books expressing views and preferences.</p> <p>reading books that are structured in different ways for a range of purposes and participating in discussions about them.</p> <p>NF - retrieve and record information from non-fiction texts using indexes, contents pages and glossaries.</p> <p>Poetry - perform a range of poems with intonation, tone, volume and action.</p>	<p>Read most (50+) Y3/Y4 exception words</p> <p>Prefixes, - mis, auto, inter, il, un, dis, super and sub.</p> <p>Suffixes -ous, -ly, -sion, -sure and -cian.</p> <p>Read with an awareness of the audience (changes in intonation and pace).</p> <p>Read fluently.</p>	<p>Uses a dictionary to check the meaning of words I have read.</p> <p>Check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>Identifying authors choice of words and phrases for effect.</p>

Y3/4 Words

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Y5	Drawing inferences from characters' feelings, thoughts, and actions, using evidence from the text.	Predicting what might happen from details stated and implied, justifying my predictions with evidence from the text.	<p>NF - retrieve and record information from non-fiction texts, and I am beginning to present the information.</p> <p>Range - continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>reading books that are structured in different ways and reading for a range of purposes and pleasure.</p>	<p>Prefixes and suffixes -cious, -tious, -cial, -tial, -ent, -ence, -ant, -ance, -ible, -able, mis-, auto-, inter-, il-, un-, dis-, super- and sub-.</p> <p>Read some Y5/Y6 exception words</p> <p>Shows an awareness of audience when reading out loud, using intonation, tone, volume, and action.</p>	<p>Explore the meaning of words in context using a dictionary.</p> <p>Explain how language can give the reader certain impressions about the text.</p>
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			<p>having a familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Poetry - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p>	<p>Make a good approximation of the word's pronunciation and meaning</p>	
Y6	<p>Draw inferences and infer characters' feelings, thoughts, actions and motives, and justifying inferences.</p>	<p>Predict what might happen from details stated and implied, clearly justifying my predictions with evidence from the text, changing my predictions in light of new information from the text.</p>	<p>NF - can retrieve, record and present information from non-fiction texts.</p> <p>Range - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Poetry - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read most Y5/Y6 exception words</p> <p>Read age-appropriate books with confidence, fluency, and intonation and adapt this where necessary for different audiences.</p>	<p>Identify language, including figurative language such as metaphor, simile, analogy, idiom and personification and discuss and evaluate the impact on them as a reader.</p>

Y5/6 Words

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

EARLY YEARS

AUTUMN TERM

Literacy	Lullaby Lane	Nursery Children	Reception Children	ELG
Writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> · Begins to understand the cause and effect of their actions in mark making · Knows that the marks they make are of value · Enjoys the sensory experience of making marks · Encourage different mark-making movements - big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> · Makes up stories, play scenarios, and drawings in response to experiences, such as outings · Sometimes gives meaning to their drawings and paintings · Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves · Includes mark making and early writing in their play. · Uses one handed tools and equipment. · Draw a straight line vertically and horizontally (pre-writing shapes). 	<p><u>Writing</u></p> <ul style="list-style-type: none"> · Begins to break the flow of speech into words · To hear and say the initial sound in words · May start to segment the sounds in words and blend them together · Write their own name. · To be able to link the sound (phoneme) to letters (grapheme), form and write the following initial sounds (phonemes) to label e.g. pictures: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h and sh. · To spell the common exception words I and to. · Draw a diagonal left and a diagonal right lines (pre-writing shapes). 	<p>Statutory ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. <p>PD ELG</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases).
Reading	<p><u>Reading</u></p> <ul style="list-style-type: none"> · Is interested in books and rhymes and is beginning to join in with words and actions. · Has some favourite stories, rhymes, songs, poems or jingles 	<p><u>Reading</u></p> <ul style="list-style-type: none"> · Listens to and joins in with stories and poems, when reading one-to-one and in small groups · Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories · Begins to be aware of the way stories are structured, and to tell own stories · Recognise familiar logos from children's popular culture, commercial print or icons for apps · Talks about events and principal characters in stories then suggests how the story might end. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> · Enjoys an increasing range of print and digital books, both fiction and non-fiction and knows that information can be retrieved from books · Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading · Describes main story settings, events, and principal characters in increasing detail. · Predict what might happen next in a story read to them. · Re-enacts and reinvents stories they have heard in their play. · Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. · To be able to read the following sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h and sh. · To be able to read RWI 1.1-1.4 green word cards. 	<p>Statutory ELG: Children at the expected level of development will:</p> <p>Comprehension:</p> <ul style="list-style-type: none"> · Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; · Anticipate - where appropriate - key events in stories; · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading:</p> <ul style="list-style-type: none"> · Say a sound for each letter in the alphabet and at least 10 digraphs; · Read words consistent with their phonic knowledge by sound-blending; · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Phonics	<ul style="list-style-type: none"> • Phonics - Phase 1: Aspect 1 	<ul style="list-style-type: none"> • Phonics - Phase 1: Aspect 4 & begin Aspect 5 	<ul style="list-style-type: none"> • Phonics sounds - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h and sh. • Phonics reading - 1.5-1.7 green word cards 	
Book of the week	<p>Squirrel snowman Foxes socks Rabbits nap Door mouse has a cold Dear Zoo Wow said the Owl That's not my witch Brown bear what do you see Just for me That's me loving you Very First You</p>	<p>My School Unicorn The Postman Five Minutes Peace Peace At Last Stickman Where the wild things are Mr Big Rainbow Fish Daisy eat your peas The Day the crayons quit The story of Ferdinand</p>	<p><u>Other Books:</u></p> <ul style="list-style-type: none"> • Our Class as A Family • Enormous Turnip • Zog • Funny Bones • The Koala Who Could • Julian is a mermaid • What Lou can't do • Runaway pig 	

	The Snowy Day Open very carefully 3x plan your own	Gruffalo Three Little Pigs Little Red Hen	<u>Linking to Drawing Club (alternate weeks)</u> <ul style="list-style-type: none"> • Tales - Three Little Pigs, Little Red Hen • Animation - Roadrunner • Books - Christmas Pine, Colour Monster, Christopher Pumpkin • One week of own planning to follow the children's interests.
Rhyme of the week	Wind the Bobbin Up Incy, Wincy Spider Wheels on the bus Mousy Brown Miss Polly Round and round the garden Humpty Dumpty Repeat sequence again for Autumn 2	I am the music man Heads, shoulders, knees and toes Brush your teeth Tiny Turtle 5 little ducks Recap rhymes from throughout the half term- children pick the Rhyme of the week B-I-N-G-O Old Macdonald Row, row, row your boat Teddy Bear, Teddy Bear Green Bottles Recap rhymes from throughout the half term- children pick the Rhyme of the week	Down in the jungle Old Macdonald A sailor went to sea There were ten in the bed Hickory dickory dock Recap rhymes from throughout the half term- children pick the Rhyme of the week This old man Zoom, Zoom, Zoom London bridge is falling down. Jingle Bells Rain, rain, go away Recap rhymes from throughout the half term- children pick the Rhyme of the week
Terminology	<ul style="list-style-type: none"> • Mark making - the term mark making in early years describes the improvised marks that early years children make. These marks can take the form of lines, dots, shapes, or patterns. 	<ul style="list-style-type: none"> • Ascribes meanings - give meanings to marks (they didn't make) e.g. looking at a sign that says 'fire exit'. Children will know the letters represent a meaning. They may say the sign says e.g. wet area. It does not have to be the right meaning. • Repeated refrain - a refrain is a line or group of lines that regularly repeat, usually at the end of a stanza in a poem or at the end of a verse in a song. • Mark making - The term mark making in early years describes the improvised marks that early years children make. These marks can take the form of lines, dots, shapes, or patterns. 	<ul style="list-style-type: none"> • Phoneme - Phonemes are the smallest unit of sounds in the English language. • Grapheme - A grapheme is a kind of symbol that represents a sound (phoneme) in writing. A grapheme can consist of just one letter or a group of letters, and these have specific names. A grapheme that consists of two letters is called a digraph, while one with three is called a trigraph. Some graphemes can carry the sound of a variety of different phonemes, and the same is true vice versa. For instance, the phoneme /ear/ has four different graphemes to represent it: 'ear', 'eer', 'ier' and 'ere'. • Segment - Segmenting words involves breaking down a word into each its phonemes and graphemes. • Blend - Blending means to put all the sounds together to read or say a word. • Common exception words - words where the usual spelling rule doesn't apply. As children come across unfamiliar spelling and sound patterns in tricky words, their phonics knowledge won't always help them to sound out and read the word; such as the common exception words "sugar", "improve", "climb" and "because".