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| **LITERACY: READING** | |
| **EXCEEDING**  Children can read phonetically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to describe the main events in a story they have read | * Practise deciding on the main events in a story * Model creating simple storyboards by drawing or using I.C.T. * Encourage children to draw or write about what they have read |
| How to work out the meaning of unfamiliar words | * Teach a range of strategies to read unfamiliar words * Model thinking out loud about the meaning of new words * Encourage children to ask about the meaning of new words |
| How to read words with more than one syllable | * Teach children how to read words with more than one syllable (see phonics planning) * Provide activities (e.g. phonics jigsaws) to help children to consolidate this skill |
| **ELG**  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to talk about books. | * Model talking about books (using ‘inner voice’) * Read lots of different types of texts: fiction, non-fiction, online books, poetry, song books, instructions etc. * Encourage children to share their feelings and ideas about books * Use the language of print to enable children to talk about books, e.g. letter, word, page, beginning, end, first, last, middle. * Reread familiar stories (‘Our Favourite Five’) to help children to become familiar with story structures and to support retelling * Practise deciding on the main events and characters in a story * Provide story boxes, role-play costumes/objects, small world play and puppets to encourage children to retell familiar stories * Encourage children to predict what might happen next in a story, and to compare plots and the feelings of characters with their own experiences * Introduce basic features of non-fiction texts, such as contents page and index, and talk about ways of finding out information * Provide books in all provision areas (where possible) |
| That words can be sequenced to make a caption or sentence which can then be read. | * Teach children to read simple captions and sentences (see phonics planning) * Provide simple captions and sentences for children to read, both independently and with an adult * Make simple books with the children and encourage them to decide what the books should say, and be involved in writing the captions/ sentences * Provide reading booklets and books which are closely matched to children’s phonic knowledge * Model reading sentences through shared and guided reading activities * Practise reading and following simple instructions e.g. for a treasure hunt or a recipe * Practise different strategies for reading, e.g. using pictures and knowledge of the story/ context |
| That some words are irregular and cannot be sounded out, and how to read these | * Teach children to read irregular words using the Action Words scheme (see phonics planning) * Display Action Words for children to look at when writing as they play * Encourage children to recall tricky words as they see them in simple captions and sentences |
| That letters can be put together to make a word which can be read by blending the sounds | * Teach children to read simple words (see phonics planning) * Provide simple words for children to read, both independently and with an adult * Play games to practise blending letters to read simple words |
| That we can blend sounds orally | * Use ‘Alphie’ to practise oral blending, and play simple games to develop this skill |
| The sound that each letter represents | * Teach children to match phonemes to graphemes (see phonics planning) * Consolidate during ‘Penpals’ handwriting lessons * Display the letters so that children can see them and use them to support writing as they play * Provide lots of opportunities to practise matching phonemes and graphemes through play, e.g. magnetic letters, Duplo phonics set, board games, grapheme card games, etc. * Provide grapheme cards for children to take home so that they can practise matching phonemes to graphemes |
| That words carry meaning | * Allow children to help to make classroom signs and labels * Ensure that words around the classroom are displayed as they are learned, so that children understand the meaning * Encourage children to recall words they see frequently, such as familiar names and labels around the classroom * Where appropriate, provide dual language books |
| How to distinguish between sounds | * Play games to help distinguish between different sounds * Practise making sounds e.g. farm animals, weather etc. * Explore sounds using musical instruments * Use associated vocabulary, e.g. loud, soft, scrape, bang, etc. * Read stories and use voices, actions or musical instruments to show the sounds in the story |