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| **Objectives**  | **Autumn** | **Spring** | **Summer** |
| **Theme: Desert/oasis (environment)** | **Theme: Extreme weather conditions****Thunder storms/ lightening/ hurricanes/ sand storms** | **Theme: :**  **Habitats** **(fictional and non-fictional)** |
| **Word Reading**• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words • Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset • Read compound words, for example, football, playground, farmyard, bedroom • Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s) • Read phonically decodable texts with confidence • Read words containing ‘s, es, ing, ed, er , est’ endings • Read words which have the prefix –un added • Add the endings –ing, –ed and –er to verbs where no change is needed to the root word • Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)  | Kipper’s Diary-Roderick Hunt• Match all 40+ graphemes to their phonemes • Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset • Blend sounds in unfamiliar words • Explain what they understand about a text The Pet Shop- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words • Read words containing ‘s, es, ing, ed, er , est’ endings• Explain what they understand about a text• Link what they read or hear read to their own experiencesWhat Dog’s Like- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar wordsLink what they read or hear read to their own experiences• Read phonically decodable texts with confidence Link what they read or hear read to their own experiences• Explain what they understand about a text Look At Me- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text • Link what they read or hear read to their own experiencesGo Away, Cat- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text • Link what they read or hear read to their own experiences At The Park- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text • Link what they read or hear read to their own experiences• Make predictions based on the events in the text • Say what they like or dislike about a text Hide And Seek- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text • Make predictions based on the events in the text • Explain what they understand about a text Hook A Duck- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text • Begin to draw inferences from the text and/or the illustrations• Link what they read or hear read to their own experiences• Explain what they understand about a text What A Mess- Roderick Hunt•Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text • Link what they read or hear read to their own experiences• Begin to draw inferences from the text and/or the illustrationsGo On, mom- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text• Link what they read or hear read to their own experiences• Begin to draw inferences from the text and/or the illustrations• Check that the text makes sense to them as they read and correct miscues | See Me Skip- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text• Read phonically decodable texts with confidence• Link what they read or hear read to their own experiences Floppy’s Bone- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Read words containing ‘s, es, ing, ed, er , est’ endings• Explain what they understand about a text  The Dream- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset • Explain what they understand about a text• Link what they read or hear read to their own experiences The Go-kart- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Explain what they understand about a text • Check that the text makes sense to them as they read and correct miscues• Link what they read or hear read to their own experiencesGoal!- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Explain what they understand about a text • Link what they read or hear read to their own experiencesThe Journey- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Explain what they understand about a text• Link what they read or hear read to their own experiences• Add the endings –ing, –ed and –er to verbs where no change is needed to the root word• Read words containing ‘s, es, ing, ed, er , est’ endings Top Dog -Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Explain what they understand about a text• Say what they like or dislike about a text  One Wheel- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Explain what they understand about a text• Read phonically decodable texts with confidence • Link what they read or hear read to their own experiencesPush!- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Explain what they understand about a text• Link what they read or hear read to their own experiences• Add the endings –ing, –ed and –er to verbs where no change is needed to the root wordMaking Faces- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Explain what they understand about a text  • Link what they read or hear read to their own experiences• Make predictions based on the events in the text  | The Mud Pie-Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence • Explain what they understand about a text • Link what they read or hear read to their own experiences• Say what they like or dislike about a text A New Dog- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Read words containing ‘s, es, ing, ed, er , est’ endings• Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset • Explain what they understand about a text  • Link what they read or hear read to their own experiencesNew Trees- Roderick Hunt• Match all 40+ graphemes to their phonemes• Read phonically decodable texts with confidence • Blend sounds in unfamiliar words• Make predictions based on the events in the text• Say what they like or dislike about a text • Explain what they understand about a text The Ice-cream- Roderick Hunt• Match all 40+ graphemes to their phonemes • Explain what they understand about a text • Read phonically decodable texts with confidence• Blend sounds in unfamiliar words• Explain what they understand about a text • Make predictions based on the events in the text • Link what they read or hear read to their own experiencesThe Baby-sitter- Roderick Hunt• Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words• Read phonically decodable texts with confidence• Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset • Explain what they understand about a text • Make predictions based on the events in the text  • Link what they read or hear read to their own experiences• Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)   |
| **Reading Comprehension**• Say what they like or dislike about a text • Link what they read or hear read to their own experiences • Retell key stories orally using narrative language • Understand and talk about the main characteristics within a known key story • Learn some poems and rhymes by heart • Use prior knowledge, context and vocabulary provided to understand texts • Check that the text makes sense to them as they read and correct miscues • Begin to draw inferences from the text and/or the illustrations • Make predictions based on the events in the text • Explain what they understand about a text  |