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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 experiences  What Dog’s Like- Roderick Hunt  • Match all 40+ graphemes to their phonemes  • Blend sounds in unfamiliar words  Link 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 experiences  Go 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 illustrations  Go 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 experiences  Goal!- 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  The 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 experiences  Push!- 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  Making 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 experiences  New 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 experiences  The 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 |