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| **Magenta- READING L1-2** | | | | | | |
| * **TERM** * **Group:** | | | | | | |
| **HIGH FREQUENCY WORDS: this said like in am me the to at look going and go up for went can my a we see on is here**  **Phonics LETTERS & RELATED SOUNDS: a b c d e f g h i j k l m n o p q r s t u v w x y z BLENDS: sh** | | | | | | |
| **DATE** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Read in the reading direction | | We read from left to right  We start reading from the top of the text ( writing)  *Model return sweep rather than talking too much about the actions patterns.* | | Read with your finger.  Did you have enough words?  Were there too many words?  Did it match?  Check that the children are pointing as they say ( and not pointing to the space) | |
| 1. point and match the words as we say them ) one to one matching of spoken and printed words) | | What you see is what you say.  What you say you expect to see.  If you see a word (even if it is unknown) you need to say something.  Point under the words, not on or between. | |
| 1. Check our one to one pointing   (Self Monitoring) | | I know to point under each word as I read it.  I check that I say something for each word that I point to. | |
| 1. Look for meaning and expect words to match pictures. | | I look at the pictures because they help me to work out what the words might say. | | Check the picture. | |
| 1. Say the sounds in the words in order (sequencing of letters within words). | | We say the starting sounds first. | | When children remake words with plastic letters check that they compose the words in the correct sequence. | |
| 1. Label the parts of the book. | | I can point to the different parts of the book: front, cover, page, word, letter, picture, top, bottom, title, title page, beginning, and end. | |  | |
| 1. Take care of books (Book handling skills) | | I know how to hold the book.  I know to turn the pages from the top or bottom corner. I don’t push the pages.) | |  | |
| 1. Notice when the same word is used again. (Recognise patterns of repeating texts.) | | I can tell when the same words are repeated.  *(Becoming confident with a few sentence constructions e.g I am… Look at the …)* | | Strategy to reinforce self monitoring.  You said ‘the’ show me ‘the’.  Are you right?  *Only do this on words the child knows, so that the child reinforces him/herself.*  Can you find ‘am’? | |
| 1. Read the words we already know. ( recognise some high frequency words) | | I can remember some of the words that I see lots in my reading and writing. | |
| 1. Link some sounds with their letters | | I can say other words that start with the same letter. | |
| 1. Find words we know ( locate high frequency just read) | | When I have just read a page I can point to the words I know on that page | |
| 1. Retelling | | I can say what has happened in the story.  I start at the beginning and go through the story in order. | | At this level it is important for the child to be able to refer to the book as they retell the story, using pictures for prompts. | |
| Notes | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |
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| **RED- READING L3,4,5** | | | | | | |
| **TERM:**  **GROUP:** | | | | | | |
| **HFW:** where away home you too big here not down shouted are Dad get have with his some but Mum they was  **LETTERS AND RELATED SOUNDS:** a b c d e f g h i j k l m n o p q r s t u v w x y z  **CAPs:** Read the left page before the right, locate capital and lower case letters **DIAGRAPHS:** sh th ch | | | | | | |
| **DATe** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Check that we are reading the words the right way. ( self monitoring on known words) | | What you see is what you say. If you see a word ( especially if it is known) you need to read it) | | You said ‘go’ Show me ‘go’ Are you right? | |
| 1. Read in the reading direction   (Directionality) | | We read from left to right | |  | |
| 1. Sequence letters in words. | | I read words from left to right. When I sound out a word I start with the first letter of group of letters. | | If they don’t start with the first letter, e.g‘t’ say. “You put the‘t’ first. Does that come first? | |
| 1. Find words we already know in our books. | | I can point to, and say the words I know. | | When a child has correctly guessed an unknown word cover it and say “you said ‘park’. What would you expect to see in park”? Let them tell you the letter(s) they’d expect to see in ‘park’, then uncover the word and say “Are you right?” | |
| 1. Check new words. | | When I read a new word, I check the letters and sounds that I already know. | |
| 1. Find and Name. , ? ! “ “ | | I can find a full stop, comma, exclamation mark, question mark, talking marks... | |
| 1. Notice rhyming words. | | I can find words that end with the same sounds. | |
| 1. Use finger at difficulty. I point under word while I am working it out, especially if it is tricky. | | I can point to a tricky word. I can re read without using my finger. I try to read with expression. | |
| 1. Say the starting letters (initial letters – consonants). | | I know the beginning sounds of words | |  | |
| 1. Read some consonant blends. | | I know how to say some blends. | |  | |
| 1. Read some starting sounds. ( digraphs – sh, th, ch) | | I know that some sounds at the beginning of words are written with two letters. | |  | |
| 1. Look at the end of words – s, ing | | I can read all the way through words.  I can read words I know that have ‘s’ or ‘ing’ added on the end | |  | |
| 1. Think about what the words might say (prediction skills). | | I think about what the word might be.  I think about what the author is going to say next. | | What would you expect to see next? | |
| 1. Use the pictures to help with the story.   (illustrations support the text) | | I look at the pictures to work out what the word might say. | | Does it make sense?  Look at the picture. | |
| 1. Notice bold print. | | I read with expression.  I use the punctuation to help my reading sound interesting. | | Can you read that again and make it sound like a story?  Use your interesting voice. | |
| 1. Read with our story voices. ( Using stress and intonation to emphasise meaning) | |
| 1. Read for meaning | | I expect stories to make sense.  I reread to check that my reading makes sense.  When I’m stuck I go back to the beginning of the sentence and try again. | | What’s wrong?  Why did you stop?  Would \_\_\_\_ make sense?  Would \_\_\_\_\_fit there? | |
| Notes | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |

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| **Yellow – READING L 6,7,8** | | | | | | |
| **TERM:**  **GROUP:** | | | | | | |
| **HFW:** after small little got from will help likes out looked today now meet them comes did no came over can’t say make don’t  **WORD FAMILIES:**-ad, -an, -am, -at, -in, -and, -en, -et, -ing, -it, -ook, -ot **BLENDS:** th fr pl tr dr ch br  **CONCEPTS ABOUT PRINT:** Notice – line order altered, changes in letter order, changes in word order, reversible words | | | | | | |
| **DATE** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Make sure we read the words we know. (Self *monitoring on known words.)* | | *If I see a word I read it.*  *When I see a word I know. I read it correctly.* | | What you see is what you say. If you see a word ( especially if it is known) you need to read it) | |
| 2. Read words we know without making mistakes. | | I check white I read. | |  | |
| 3. Use known letters and sounds to check words. We have a go at reading new words. | | When we try an unknown word we check the letters and sounds. | | Encourage children to use meaning and syntax, and phonological cues to read unknown words. When the child has incorrectly guessed an unknown word, cover it and say:  e.g I went to the park  beach  *It could be “I went to the park” but look at this word, could this be beach”? Check and see if it sounds right and looks right to you.*  *Uncover and let the child look at the sentence to check.* | |
| 4. Always say the starting sounds.  *(confidence with initial consonants)* | | I can say the sounds in all the starting letters. | |
| 5. Lots of ending sounds (*Some awareness of final consonants)* | | I know the sounds of some end letters. | |
| 6. To take notice of the letters at the end of words. *(Structural analysis – plurals, ing, ed)* | | I look through a word to the end and notice if it ends with – s, or – ing, or ed.  I can read words accurately. | |
| 7. Notice words which start the same way. *(More variations of the same word e.g. go, goes, going, come, coming, came)* | |
| 8. Notice words which start with blends.  (more blends) | | *I know how to say a group of letters.* | |
| 9. Notice some words which have some letters the same. (*Common letters clusters)* | | I can make word families e.g it, sit, hit, at, sat, fat, bat, way, day, stay, play, see, bee, tree. | |
| 10. Notice that sometimes two words are joined to make one word. *(Some compound words in context)* | | I know that some two words join together to make a new word. E.g sunhats, into  I look out for words I already know that are part of longer words. | |
| 11. Look carefully at new words.*( Check unknown words)* | | When I try a new word, I think about what it looks like and if it makes sense. | | Does it look right?  Does that sound right?  Does that make sense?  Try that again and think what would make sense? | |
| Children know approximately 100 high frequency words by the end of Yellow Level. | | | | | |
| NOTES | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |

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| **blue– READING L 9,10,11** | | | | | | |
| **TERM:**  **GROUP:** | | | | | | |
| **WORD FAMILIES (Short Vowels):** -uck, -ump, -ust, -ock, -ish, -ick, -ink, -ent, -est, -ack, -ank, -amp  **BLENDS:** th fr pl tr dr ch br **DIGRAPHS:** ck ng ch kn qu ph wr **VOWEL DIGRAPHS:** -ar, -er, -ir,  **TEXT FEATURES:** bold font, illustrative font **FINAL SUBSTITUTION:**, feet-feel,feed | | | | | | |
| **DATE** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Look at word endings, - er, -ed, and words that end with the same sound. | | *I look carefully through words and notice how they end.*  *I notice when words rhyme.* | | You know another word that end with those letters. | |
| 2. Notice compound words. | | I can quickly see when two words join together to make a new word, e.g outside, sometimes, anything. | | Look at the parts  What do you know that might help?  Do you see a part that can help you?  Do you know a word that ends with those letters?  What’s that like?  What letter do you expect to see at the beginning (or end)?  Try the first part.  Think about what would make sense.  Think about what would sound right. | |
| 3. To recognise contractions e.g. I’m, can’t, let’s.  I know that two words can sometimes be shortened into one word and that they are written a special way. | | I can read words that have apostrophes in them.  When I see a contraction I can explain which two words it stands for. | |
| 4. Use known letters, blends, and digraphs to check words. | | When we try an unknown word to check the letters and sounds. | |
| 5. Read on when I come to a tricky word. | | When I come to a tricky word I read on and think what would make sense. | | Read to the end of the sentence and think what would make sense. | |
| 6. Make sure that what I read makes sense. After I figure out a tricky word. I need to go back and reread what I have just been reading to check it makes sense. | | I remember to go back and reread without being reminded.  I check that what I am reading makes sense. | | Can you go back and fix that up?  You noticed what was wrong.  Find the part that’s not quite right.  Where’s the tricky part? (after error)  There’s a tricky word on this line.  What did you notice? (after a hesitation)  What’s wrong?  Why did you stop? | |
| 7. Recognise tense changes in text. | | I can tell if what I Am reading has already happened or if it is talking about something that’s going to happen. | |  | |
| 8. Recognise question words. | | I can recognise words at the beginning of a sentence that tell me that a question mark is coming up e.g Did …? Where…? Have…? | |  | |
| 9. Read punctuation words. | | I can identify full stops, commas, bold type, speech marks and ellipsis (… = more to come)  I can emphasis words. | | Use punctuation to make your voice interesting. | |
| 10. Fix up our mistakes. | | I notice if what I read doesn’t make sense.  I reread and fix up the words I’ve found tricky. | | Think about how the word looks.  Something wasn’t quite right.  Were you right?  What could you try?  It starts like \_\_\_\_  It ends like \_\_\_\_ | |
| 11. Read fluently. | | I can read smoothly and with expression. | |
| 12. Ask questions about what we read. | | I can ask questions about what I’ve read. | |
| Notes | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |

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| **Green – READING L 12,13,14** | | | | | | |
| **TERM:**  **GROUP:** | | | | | | |
| **WORD Families:**-ade, -ake, -ate, -ay, -all, -ark, -ee, -een, -eek, -eep, -eed, -eet, -er, -ike, -oke, -oom, -oon, -ound  **VOWEL DIAGRAPH:**, -ow, -ai, -oy, -al, -ou **SILENT LETTERS:**, kn-, gh-, gn-, ph-  **TEXT FEATURES:** bold font, illustrative font, italics **FINAL SUBSTITUTION:**, feet-feel,feed | | | | | | |
| **green** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Check what we know about print as we read. | | I check that words make sense.  I think about what how they look and what they mean. | | That sounds right, but does it look right?  That makes sense but does it look right?  I like the way you worked that out.  It starts like that. Now check the last part.  You make a mistake. Can you find it?  You almost got that. See if you can find what is wrong.  Try it.  Try that again.  Try it another way.  You’ve almost got it. | |
| 2. Take notice of the punctuation as we read. | | I know when to make my voice go up and down while I am reading.  I use punctuation to help read with the right expression. | |
| 3. Choose different kinds of books to read to myself. | | I read fiction and non-fiction books.  I read for enjoyment and to find things out. | |
| 4. Read poems. | | I can read poems.  I can tell the difference between poems and others kinds of writing. | |
| 5. Read notices. | | I can read notices.  I can understand what they say and act accordingly. | |
| 6. Read directions. | | I can read and follow 2 step instructions.  I can read and follow 3 step instructions.  I can read and follow 4 step instructions. | |
| 7. Read labels. | | I know how to read labels.  I know to look at the words and the lines. | |
| 8. Interpret graphs. | | I can talk about the graphs we make in class. | |
| 9. Find and read letter clusters ( str, thr, ee in see and meet) | | I can find groups of letters inside words. | |
| 10. More about contractions. | | I can read shortened words confidently. | |
| 11. Think about what the author means. | | I can think about different ideas in the books I read.  I can compare my ideas with the author’s. | |
| 12. Act out stories. | | I can think about what was in the story and act out my part. | |
| 13. Identify more of the parts of books. | | I can talk about chapters, contents, glossary, etc. | |
| Notes | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |

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| **orange – READING L15,16** | | | | | | |
| **TERM: GROUP:** | | | | | | |
| **PREFIXES:** dis-, in- (not, the opposite of) re- (again, back), un- (not, the opposite of)  **SUFFIXES:** -er (one who does something, more), -ish -ly (like), -ful (full of), -less (without), -en (to make), -er (more), -est (most), –y (inclined to)  **TEXT FEATURES:** speech bubbles, thought bubbles **GRAMMAR:** irregular plurals, irregular past tense | | | | | | |
| **DATE** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Read different kinds of texts. | | I choose to read fiction and non fiction.  I read plays and poetry.  I read book with several stories in.  I find books at the library. | |  | |
| 2. Recognise the styles and layouts of different kinds of books. | | I look at the style of pictures to help predict what kind of text I am reading.  I know that diagrams, graph and charts are more likely to be in non fiction books. | |  | |
| 3. Read smoothly, with expression and take notice of punctuation like speech marks when different people are talking. | | I make reading sound interesting.  I use my voice.  I read to the punctuation. | |  | |
| 4. Figure out longer words. | | I notice the different parts of words and use them to help me work out a new word.  I look for letters that are the same as words I know. | | You know a word that ends / starts with those letters. | |
| 5. Identify paragraphs. | | I look for clues that tell me a new paragraph is starting e.g sentences following on from each other. A gap from the sentence before. | |  | |
| 6. Recognise blends and digraphs. | | When we try an unknown word we check groups of letters and sounds. | |  | |
| 7. Predict what might happen next. | | I think about what has already happened, and try to work out what might happen next.  I look for clues in the way the text is set out as well as taking notice of the pictures. | |  | |
| 8. Give an opinion about what I’ve read and show evidence in the text. | | I think about the meaning of what I’ve read and am able to talk about it and comment when it reminds me of what I already know. | |  | |
| 9. Talk about what the author means. | | I read between the lines and work out what the author means. | |  | |
| 10. Summarise. | | I can quickly say what the text is a bout in my own words. | |  | |
| 11. Innovate on text. | | I can make up a different ending for a story.  I can write in the same way. (style) | |  | |
| 12. Use the library catalogue. | | When I want a particular book in the library I know that the catalogue can help. | |  | |
| Notes | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |

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| **turquoise – READING LEARNING INTENTIONS LEVELS 17 AND 18** | | | | | | |
| **TERM**  **GROUP** | | | | | | |
| **PREFIXES:** re- (again and back) a- (towards, near) bi- (two) mis- (wrongly) over- (too much) pre- (before)  **TEXT FEATURES:** headings, diagrams, table of contents, indexes **GRAMMAR:** irregular plurals, irregular past tense   1. When two vowels go out walking the first one does the talking and says his name   2. Magic e – what a word ends with a vowel, a consonant and an e, the vowel says his name (cut/cute, bit/bite) | | | | | | |
| **DATE** | **LEARNING INTENTION**  *We are learning to...* | | **SUCCESS CRITERIA**  *What we need to do …* | | **PROMPTS** | |
| 1. Read books with far more words. | | I can read longer stories confidently. | |  | |
| 2. Read books with varied sentences. | | I can confidently read books with different kinds of sentences. | |  | |
| 3. Think about what the author means without exactly saying so. | | I read between the lines and figure out what the author actually means. | |  | |
| 4. Work out the reasons for different kinds of headings. | | I can show headings for pages, paragraphs, diagrams, lists etc. | |  | |
| 5. Interpret diagrams. | | I can read a diagram *(a map labelled picture etc.)* | |  | |
| 6. Use compound words. | | I can make longer words by joining two smaller words together,  (anything, anyone, somebody, sometimes) | |  | |
| 7. Notice the style of the illustrator. | | Can recognise some popular artists’ work. | |  | |
| 8. Use some dictionaries. | | I can find words in alphabetical order. | |  | |
| 9. Use atlases. | | I can use an index, table of contents, page numbers. | |  | |
| 10. Think about what I can do when I am stuck. | | I know   * How to look carefully at letters and words. * When to read on. * When to go back and reread. * To check that my ideas make sense. * To think about what my teacher has taught me | |  | |
| Notes | | | | | | |
| Monday BOOK | | Tuesday BOOK | | Wednesday BOOK | | Thursday BOOK |