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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**  • Decode automatically and fluently.  • Read accurately by blending the sounds in words that contain the graphemes taught.  • Recognise and read alternative sounds for graphemes.  • Read accurately words of two or more syllables that contain the same GPCs.  • Read words containing common suffixes.  • Read further common exception words.  • Read and notice unusual correspondence between grapheme and phoneme.  • Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.  • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  •Read books fluently and confidently. | Guided Reading Books:  Oxford Reading Tree: Level 4: ~House for sale  ~The new house.  ~Come in  ~The secret room  ~The Play  ~The Storm  ~The Whatsit  ~Underground Adventure  ~It’s not Fair  ~Vanishing Cream  ~The Great Race  ~A Monster Mistake  -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  -Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.  -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  -Read books fluently and confidently. | Guided Reading Books:  Oxford Reading Tree: Level 5 B:  ~Camping Adventure  ~A New Classroom  ~Mum to Rescue  ~The New Baby  ~Noah's Ark Adventure  ~Scarecrows  ~Sleeping Beauty  ~The Adventure Park  ~Kipper and the Trolls  ~Safari Adventure  -Decode automatically and fluently.  -Read accurately by blending the sounds in words that contain the graphemes taught.  -Recognise and read alternative sounds for graphemes.  -Read accurately words of two or more syllables that contain the same GPCs.  -Read words containing common suffixes.  -Read further common exception words.  -Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.  -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  -Read books fluently and confidently. | Guided Reading Books:  Oxford Reading Tree: Level 5 C:  ~Dad’s Run  ~ Drawing Adventure  Oxford Reading Tree: Level 6:  ~ Land of the Dinosaurs  ~ In the Garden  -Recognise and read alternative sounds for graphemes.  -Read accurately words of two or more syllables that contain the same GPCs.  -Read words containing common suffixes.  -Read further common exception words.  -Read and notice unusual correspondence between grapheme and phoneme.  -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  -Read books fluently and confidently. |
| **Comprehension**   * Talk about and give an opinion on a range of texts. * Discuss the sequence of events in books and how they are related to each other. * Use prior knowledge and context and vocabulary explored to understand texts. * Retell orally some stories, including fairy stories and traditional tales. * Read for meaning, checking that the text makes sense and correcting inaccurate reading. * Know and recognise simple recurring literary language in stories and poetry. * Talk about favourite words and phrases. * Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. * Answer and ask appropriate questions and make predictions on the basis of what has been read so far. * Draw simple inferences from illustrations, events and characters’ actions and speech. | Comprehension:  -Talk about and give an opinion on a range of texts.  -Discuss the sequence of events in books and how they are related to each other.  -Use prior knowledge and context and vocabulary explored to understand texts.  -Retell orally some stories, including fairy stories and traditional tales.  - Answer and ask appropriate questions and make predictions on the basis of what has been read so far. | Comprehension:  -Talk about and give an opinion on a range of texts.  -Discuss the sequence of events in books and how they are related to each other.  -Read for meaning, checking that the text makes sense and correcting inaccurate reading.  -Know and recognise simple recurring literary language in stories and poetry.  -Talk about favourite words and phrases.  -Answer and ask appropriate questions and make predictions on the basis of what has been read so far.  -Draw simple inferences from illustrations, events and characters’ actions and speech. | Comprehension:  -Talk about and give an opinion on a range of texts.  -Discuss the sequence of events in books and how they are related to each other.    -Read for meaning, checking that the text makes sense and correcting inaccurate reading.  - Know and recognise simple recurring literary language in stories and poetry.  -Talk about favourite words and phrases.  -Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  -Answer and ask appropriate questions and make predictions on the basis of what has been read so far.  -Draw simple inferences from illustrations, events and characters’ actions and speech. |