

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Inspiring and enabling our school community to live life to the full



**Crowthorne Church of England Primary School
YEAR 1**

English – Annual Overview of Learning

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Autumn Term

Unit 1: Narrative

Stories with familiar settings

Key texts: Dogger – Shirley Hughes
Traction Man is Here – Mini Grey
Gorilla – Anthony Browne

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about. - Compose a sentence orally before writing it. - Write sentences by sequencing sentences to form short <u>stories</u>. - Reread what they have written to check it makes sense. <p><u>Handwriting -Lowercase</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. (ongoing target for entire year 	<p><u>Word reading:</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes: Be able to say the sounds for the following graphemes – ai ee igh oa oo ar or ur oo ow oi ear air er. - Read other words of more than 	<ul style="list-style-type: none"> - Understand how words can combine to make sentences. - Leave spaces between words. - Begin to punctuate sentences using a full stop. - Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns. - Spell words containing phonemes already taught. 	<ul style="list-style-type: none"> - Participate in performances and role play. - Use spoken language to develop understanding through imagining and exploring ideas. - Use relevant strategies to build their vocabulary.

<p>with children progressing to joining)</p>	<p>one syllable that contain taught GPCs. Be able to read words with two or more digraphs e.g. lightning or thicker.</p> <ul style="list-style-type: none">- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught: Be able to blend CVCC CCVC CCVCC CCCVC words and words with long vowels.- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: Be able to read – the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today. <p><u>Comprehension</u></p> <ul style="list-style-type: none">- Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing stories at a level beyond that at which they can read independently. Link what they read or hear read aloud to their own experiences.- Understand the books they listen to by: Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events.		
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	<ul style="list-style-type: none"> - Participate in discussion about what is read to them, taking turns and listening to what others say. 		
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Unit 2: Poetry – Using the Senses

Key texts: Poems:
The Sound Collector by Roger McGough
Noises off by Gervaise Phinn
I went to the farm – John Foster
Don't by Michael Rosen

<ul style="list-style-type: none"> - Compose a sentence orally before writing it. - Write <u>poems</u> by saying out loud what they are going to write about. - Reread what they have written to check it makes sense. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - <p><u>Handwriting - Lowercase</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p><u>Word reading:</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes: Be able to say the sounds for the following graphemes – ay ou oy ea. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught: Be able to blend CVCC CCVC CCVCC CCCVC words and words with long vowels. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: Be able to read – the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, 	<ul style="list-style-type: none"> - Joining words and clauses using 'and.' - Spell words containing phonemes already taught. 	<ul style="list-style-type: none"> - To give well-structured descriptions- expressing feelings.
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	<p>all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today.</p> <ul style="list-style-type: none"> - Reread poems to build up their fluency and confidence in word reading. - Read words with contractions and understand that the apostrophe represents the omitted letters. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and understanding a wide range of poems at a level beyond that at which they can read independently. Learn to appreciate rhymes and poems, and to recite some by heart. 		
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Unit 3: Narrative: Stories from a range of cultures

Key texts: The Gingerbread Man
The Gigantic Turnip

<ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about. - Compose a sentence orally before writing it. - Write sentences by sequencing sentences to form <u>stories</u>. <p><u>Handwriting – Uppercase</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct 	<ul style="list-style-type: none"> - How the prefix un– changes the meaning of verbs and adjectives. - Punctuate sentences with a capital letter and full stop. 	<ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary. - Speak audibly and fluently with an increasing command of English.
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<p>pencil comfortably and correctly.</p> <ul style="list-style-type: none"> - correctly. - Begin to form uppercase letters 	<p>sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes:</p> <p>Be able to say the sounds for the following graphemes – ir ie ue u o i a e a-e i-e o-e u-e e-e ew aw</p> <ul style="list-style-type: none"> - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: Be able to read – their, people, oh, you, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want. - Read words that contain -s, -es, -ing, -ed, -er and -est endings. - Re-read these books to build up fluency and confidence in word reading. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing stories at a level beyond that at which they can read independently. Become very familiar with traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases - Understand the books they listen to by: 		
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	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <ul style="list-style-type: none"> - Participate in discussion about what is read to them, taking turns and listening to what others say. - Role play to help identify with and explore characters and try out language they have listened to. 		
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Unit 4: Non-Narrative - Instruction writing
Key texts: Aliens Love Underpants – Claire Freedman

<ul style="list-style-type: none"> - Write sentences by sequencing sentences to from <u>instructions</u>. - Discuss what they have written with other pupils. - Reread what they have written to check it makes sense. - Read aloud their writing clearly enough to be heard by their peers and the teacher. <p><u>Handwriting - Uppercase</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form uppercase letters 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes: Be able to say the sounds for the following graphemes – ir ie ue u o i a e a-e i-e o-e u-e e-e ew aw - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences 	<ul style="list-style-type: none"> - Add the suffix –ing to verbs. - Punctuate sentences with a capital letter and full stop. - Spell words containing phonemes already taught. 	<ul style="list-style-type: none"> - To ask questions to extend understanding. - - To articulate and justify answers.
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	<p>between spelling and sound and where these occur in the word: Be able to read – their, people, oh, you, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want.</p> <ul style="list-style-type: none"> - Read words that contain -s, -es, -ing, -ed, -er and -est endings. - <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing stories at a level beyond that at which they can read independently. Discuss word meanings, linking new meanings to those already known. - Understand the books they listen to by: Discussing the significance of title and events. - Explain clearly their understanding of what is read to them. 		
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<p>Spring Term Unit 1: Narrative - Stories from a range of cultures Key texts: The Other Ark – Lynley Dodd The Elephant and the Bad Baby – Elfrida Vipont</p>			
Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their 	<ul style="list-style-type: none"> - Punctuate sentences with a capital letter and full stop. - Join words and clauses using ‘and.’ 	<ul style="list-style-type: none"> - Participate actively in collaborative conversations.

<ul style="list-style-type: none"> - Sequencing sentences to form <u>stories</u> containing repeating phrases. - Reread what they have written to check it makes sense. - Discuss what they have written with other pupils. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p>developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes: Be able to say the sounds for the following graphemes – y ea wh oe ou ow g ph le al c ve o-e o se cee y ui - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: Be able to read – any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work. - Read words with contractions and understand the apostrophe represents the omitted letter(s). - Re-read these books to build up fluency and confidence in word reading. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing stories 		
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	<p>at a level beyond that at which they can read independently. Become very familiar with key stories, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases</p> <ul style="list-style-type: none"> - Understand the books they listen to by: Discussing the significance of title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. - Explain clearly their understanding of what is being read to them. 		
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Unit 2: Non-Narrative - Recounts
Key texts:
 Funnybones – Janet and Allan Ahlberg
 Burglar Bill - Janet and Allan Ahlberg

<ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about. - Sequencing sentences to form a <u>recount</u>. - Reread what they have written to check it makes sense. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes: Be able to say the sounds for the following graphemes – y ea wh oe 	<ul style="list-style-type: none"> - Add the suffix -ed to the end of verbs to change the tense. - Add the suffix -er and -est to verbs. - Spell common exception words learnt so far. - Punctuate sentences with capitals and full stops. 	<ul style="list-style-type: none"> - To use spoken language to develop understanding.
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- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word:
Be able to read – any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work.
- Re-read these books to build up fluency and confidence in word reading.
- Recognise and join in with predictable phrases
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Listening to and discussing stories at a level beyond that at which they can read independently.
Become very familiar with key stories, retelling them and considering their particular characteristics.
Recognise and join in with predictable phrases.
Discuss new word meanings linking them to those already known.
- Understand the books they listen

	<p>to by:</p> <p>Discussing the significance of title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <ul style="list-style-type: none"> - Explain clearly their understanding of what is being read to them. 		
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Unit 3: Narrative - Fairy tales
Key texts:
 The Frog Prince
 The Princess and the Pea
 Jim and the Beanstalk

<ul style="list-style-type: none"> - Sequencing sentences to form a <u>fairy-tale</u>. (including adjectives and conjunctions) - Reread what they have written to check it makes sense. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes: Be able to say the sounds for the following graphemes – or u oul are au aur oor al tch ture al a ear ere wr st sc ch ce se ze - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable. 	<ul style="list-style-type: none"> - Adding –s and –es to make plurals - Punctuate sentences with a capital letter and full stop. - - Join words and clauses using ‘and.’ (and other conjunctions) - Punctuate sentences with exclamation marks where appropriate. - Add the suffix -ed to the end of verbs to change the tense. 	<ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary. - Use spoken language to develop understanding through imagining and exploring ideas.
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- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word:
Be able to read – once, laugh, because, eye.
- Re-read these books to build up fluency and confidence in word reading.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Listening to and discussing stories at a level beyond that at which they can read independently.
Become very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics.
Recognise and join in with predictable phrases.
Discuss new word meanings linking them to those already known.
- Understand the books they listen to by:
Discussing the significance of title and events.
Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Participate in discussion about what is read to them, taking turns and listening to what others say.

Key texts: Looking at Teddy Bears – Sallie Purkis

Range of information texts from library

<ul style="list-style-type: none">- Write sentences by saying out loud what they are going to write about.- Sequencing sentences to form an information text, using the correct features.- Reread what they have written to check it makes sense.- Discuss what they have written with other pupils.- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	<p><u>Word Reading</u></p> <ul style="list-style-type: none">- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words- Apply phonic knowledge and skills as the route to decode words.- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes: Be able to say the sounds for the following graphemes – or u oul are au aur oor al tch ture al a ear ere wr st sc ch ce se ze- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable.- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: Be able to read – once, laugh, because, eye.- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.- Read words with contractions and understand the apostrophe represents the omitted letter(s). <p><u>Comprehension</u></p> <ul style="list-style-type: none">- Develop pleasure in reading,	<ul style="list-style-type: none">- Capital letters for names of people, places, the days of the week, and the personal pronoun 'I'.- Punctuate sentences with capital letters and full stops.- Suffixes added to verbs - ing, ed , er, est.- Punctuate sentences with question marks where appropriate.	<ul style="list-style-type: none">- Participate actively in collaborative conversations.
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	<p>motivation to read, vocabulary and understanding by: Listening to and discussing non-fiction books at a level beyond that at which they can read independently. Discuss new word meanings linking them to those already known.</p> <ul style="list-style-type: none"> - Understand the books they listen to by: Check the text makes sense to them as they read and correct inaccurate reading. Make inferences based on what is being read. Draw on what they already know or on background information and vocabulary provided by teacher. - Explain clearly their understanding of what is being read to them. - Understand processes to help finding out key information from a non-fiction text. 		
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<p>Summer Term Unit 1: Narrative - Fantasy Stories Key texts: Here Come the Aliens - Colin McNaughton MIML – Once in a lifetime Extract from The Lion, the Witch and the Wardrobe – C.S. Lewis</p>			
Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their 	<ul style="list-style-type: none"> - Write from memory simple sentences dictated by the teacher that include words using the GPCs 	<ul style="list-style-type: none"> - Participate in performances and role play. - Use spoken language to develop

<ul style="list-style-type: none"> - Sequencing sentences to form narratives. (including adjectives and conjunctions) - Reread what they have written to check it makes sense. - Discuss what they have written with other pupils. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p>developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word from the Year 1 common exception word list. - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. - Read words with contractions and understand the apostrophe represents the omitted letter(s). <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing stories at a level beyond that at which they can read independently. Become very familiar with key stories, retelling them and considering their particular characteristics. 	<p>and common exception words taught so far.</p> <ul style="list-style-type: none"> - Join words and clauses using 'and.' (and other conjunctions) - Punctuate sentences with capital letters, full stops, exclamation marks and question marks. - How the prefix un- changes the meaning of verbs and adjectives. - Add the suffix -ed to the end of verbs to change the tense. 	<p>understanding through imagining and exploring ideas.</p> <ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary.
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	<p>Discuss new word meanings linking them to those already known.</p> <p>Be encouraged to link what they hear and read to their own experiences.</p> <ul style="list-style-type: none"> - Understand the books they listen to by: Discussing the significance of title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. - Explain clearly their understanding of what is being read to them. - Participate in discussions about what is being read to them, taking turns and listening to what others say. 		
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Unit 2: Poetry – Poems on theme (Seaside)
Key texts: Poems:
 Sing a Song of Seasons
 On the Beach – Michael Rosen
 Footprints on the Beach

<ul style="list-style-type: none"> - Sequencing phrases to form a poem. (including adjectives and rich vocabulary) - Reread what they have written to check it makes sense. - Discuss what they have written with other pupils. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for 	<ul style="list-style-type: none"> - Adding –s and –es to make plurals - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. - Add suffixes using ‘ing’ and ‘ed.’ - Spell words containing the 40+ phonemes taught 	<ul style="list-style-type: none"> - To give well-structured descriptions- expressing feelings.
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	<p>graphemes.</p> <ul style="list-style-type: none"> - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word from the Year 1 common exception word list. - Reread poems to build up their fluency and confidence in word reading. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and understanding a wide range of poems at a level beyond that at which they can read independently. Learn to appreciate rhymes and poems, and to recite some by heart. 		
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Unit 3: Non – Narrative - Recounts

Key texts:

Journey – Aaron Becker

Stick Man – Julia Donaldson

<ul style="list-style-type: none"> - Sequencing sentences to form narratives. (including adjectives and conjunctions) - Reread what they have written to check it makes sense. - Discuss what they have written with other pupils. - Read aloud their writing clearly 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - Apply phonic knowledge and skills 	<ul style="list-style-type: none"> - Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. - Punctuate sentences with capital letters, full stops, exclamation marks and question marks. - Spell all Year 1 Spell common exception words. 	<ul style="list-style-type: none"> - Participate actively in collaborative conversations.
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<p>enough to be heard by their peers and the teacher.</p>	<p>as the route to decode words.</p> <ul style="list-style-type: none"> - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes: Be able to say the sounds for the following graphemes – eigh aigh ey ea kn gn mb ere eer su si dge y ge ti ssi si ci augh our oar ore - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including those of more than one syllable. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: Be able to read – busy, beautiful, pretty, hour, move, improve, parents, shoe. - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. - Read words with contractions and understand the apostrophe represents the omitted letter(s). <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing stories at a level beyond that at which they can read independently. Recognising and joining in with predictable phrases. Discuss new word meanings linking them to those already 		
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	<p>known.</p> <ul style="list-style-type: none">- Understand the books they listen to by: Discussing the significance of title and events. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking the text makes sense to them as they read and correct inaccurate reading.- Participate in discussions about what is being read to them, taking turns and listening to what others say.		
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