



St James' C of E Infant and Nursery School


Small steps in reading Cycle B

Fiction, non-fiction and poetry books linked to developing the children's speaking and listening skills.				
Rising 3 Nursery	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Do you want to be a superhero?</u>	<u>Do you want to be a real life superhero?</u>	<u>What a wonderful world</u>	<u>Under the Sea</u>
Class focus story books/rhymes	Supertato Evil Pea Rules Superkid	Ness the Nurse Fred the Firefighter Police Cars on Patrol	One Springy Day Brown Bear, Brown Bear Jasper's Beanstalk	Rainbow Fish Tiddler Commotion in the Ocean
Phonics Phase				
Book Band	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home
Extra activities and support	Parent's meeting about how to share a story Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Library Van Visit Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Visit to the library Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds



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	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, bears, bears!</u>	<u>What lives in the garden?</u>
Rising 3 Nursery Reading 	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy sharing books with an adult.</p>	<p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p>	<p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>
Learning Examples	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Story books sent home to share</p> <p>Learning based around books across the year – reading spine</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Favourite books from home on Tapestry and shared with the class</p> <p>Story books sent home to share</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Favourite books from home on Tapestry and shared with the class</p> <p>Story books sent home to share</p> <p>Role play linked to story</p>	<p>Adults to spend time with pupils in the reading areas, sharing of books throughout the day</p> <p>Story time throughout the day</p> <p>Puppets and props to in continuous provision</p> <p>Favourite books from home on Tapestry and shared with the class</p> <p>Story books sent home to share</p>



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				Looking for letters and word walks
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Nursery 3-4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>It's good to be me!</u>	<u>Where would you like to go?</u>	<u>Would you like to be a superhero?</u>	<u>Would you like to be a real life superhero?</u>	<u>What a wonderful world!</u>	<u>Under the sea</u>
Class focus story books/Rhymes	The Three Bears Kipper's Birthday Maisy's Bedtime	Herman's Holliday We're Going On a Bear Hunt Rosie's Walk	Supertato Evil Pea Rules Superkid	Ness the Nurse Fred the Firefighter Police Cars on Patrol	One Springy Day Brown Bear, Brown Bear Jasper's Beanstalk	Rainbow Fish Tiddler Commotion in the Ocean
Phonics Phase	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics	Nursery RWI, alongside phase 1 phonics	Nursery RWI, alongside phase 1 phonics	Nursery RWI, alongside phase 1 phonics
Book Band	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home	Shared Story Books sent home Green Set 1 sound book sent home
Extra activities and support	New parents meeting about the teaching of reading Book Warmers introduced Book Fayre Book Sheds	Rosie the Rhyming Rabbit Crate introduced Book Warmers Mystery Reader Book Sheds	Parent's meeting about how to share a story Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Library Van Visit Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Visit to the library Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds	Rhyming Crate sent home Book Warmers Mystery Reader Book Sheds

if children are worker at a higher level in phonics, they will start the RWI programme earlier and access different books



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>It's good to be me!</u>	<u>Where would you like to go?</u>	<u>Do you want to be a superhero?</u>	<u>Do you want to be a real life superhero?</u>	<u>What a wonderful world!</u>	<u>Under the sea</u>
Nursery 3-4	Literacy					
Reading 	Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can spot and suggest rhymes.	Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and top to bottom - The names of the different parts of a book Page sequencing.	Develop their phonological awareness, so that they can count or clap syllables in a word. Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother Begin to learn rhymes and letter cartoons for 1a Read, Write, Inc Sounds	Learn a vaster range of rhymes and letter cartoons for 1a Read, Write, Inc Sounds	Develop preferences for favourite books and begin to explain what they like.	To use story language that is influenced by stories. Begin to name some sounds from set 1 RWI.
Learning Examples	Superstar reading certificate introduced to encourage reading at home. Reading areas in Nursery, adults to model reading to children in the reading areas. Storytime taken from reading spine. story time Play games such as follow the sound and Roly Poly Sing a variety of action songs such as Clap your hands and If you're happy and you know it to show children the sounds that their bodies can make.	Introduce caught on camera reading display. Small group guided reading in the summer term looking at picture books/basic books and focusing on key features of the book.	Adults to spend time with pupils in the reading areas, sharing of books throughout the day Play games such as initial sound BINGO and sort the sounds in various areas of provision. Play games such as Odd One Out and make rhyming rascals with children. Read stories which have a steady rhythm such as Skunka Tanka, We're Going on A Bear Hunt and The Train Ride. Encourage participation from children.	Assess pupils in and split into three groups. Children then learn cartoons and rhymes in short RWI session using nursery scheme. Adults to spend time with pupils in the reading areas, sharing of books throughout the day, encouraging children to use vocabulary in story books.	Children learn cartoons and rhymes in short RWI session using nursery scheme - set 1A. Some children may move onto 1B Encourage the children to talk about books they like to read at home. Play games such as 'I Spy', Bertha goes to the Zoo, Making aliens from Letters and Sounds Phase 1.	Children learn cartoons and rhymes in short RWI session using nursery scheme - set 1B Some children may move onto 1C Introduce use of 'Fred Talk through RWI encouraging children to listen for sounds at the start of words. Use of story maps from Talk for writing.



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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>What makes me special?</u>	<u>Who lives in the woods?</u>	<u>Do you like gravy on your ice-cream?</u>	<u>Is there room on the bus?</u>	<u>Who put the colours in the rainbow?</u>	<u>To infinity and beyond!</u>
Literacy Curriculum Focus Book	Where the Wild Things Are by Maurice Sendak Bringing the Rain to Kapiti Plain by Verma Aardema Anansi the Spider by Gerald McDermott	Look Up by Nathan Bryon I am Henry Finch by Alexis Deacon Halibut Jackson by David Lucas	The Magic Paintbrush by Julia Donaldson Little Red by Lyn Roberts Super Milly by Stephanie Clarkson	The Tiny Seed Eric Carle The Extraordinary Gardener – Sam Boughton	Weirdo by Sadie Smith The Night Pirates by Pete Harris	So Much by Trish Cooke Oi Frog by Kes Gray Izzy Gizmo by Pip Jones
Class focus story books linked to topic	Funnybones Once there were giants The Family Book	After the storm The squirrels who squabbled One Snowy Day Bear Snores On	Hungry Caterpillar Handa's Surprise Biscuit Bear Cleversticks	Transport Emma Jane's Aeroplane I am Amelia Earhart Naughty Bus	The Colour of Us What if we were all the same? What colour is love? Elmer Noah's Ark	Whatever Next! The Smeds and the Smoos The skies above my eyes Little People, Big Dreams – Neil Armstrong
Phonics Phase	Read single letter sounds – first 16	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Paper ditty Read set 1 special friends	Read red storybooks Read 4 double consonants	Read green story books	Read green story books or purpose books Read first 6 set 2 sounds
Book Band	Lilac1-5	Lilac 1-10	Paper Ditty	Red	Green	Purple



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Extra activities and support	New parents meeting about the teaching of reading	Rosie the Rhyming Rabbit Crate introduced	Parent's meeting about how to share a story	Library Van Visit	Visit to the library	Rhyming Crate sent home
	Book Warmers introduced	Book Warmers	Rhyming Crate sent home	Rhyming Crate sent home	Rhyming Crate sent home	Book Warmers
	Book Fayre	Mystery Reader	Book Warmers	Book Warmers	Book Warmers	Mystery Reader
	Book Sheds	Book Sheds	Mystery Reader	Mystery Reader	Mystery Reader	Book Sheds
			Book Sheds	Book Sheds	Book Sheds	

Reading 	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Re-read their own writing what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; -</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p>
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Learning Examples	<p>Introduction of Reading Curriculum with a focused book fortnightly - see attached planning sequence</p> <p>Green RWI Set 1 letters sent home</p> <p>RWI introduced to children in the first week.</p> <p>Pinny time will be used throughout the day to reinforce the sounds and enhancements placed in areas of provision.</p> <p>Fast Track 1-1 to start after first assessment for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Children will be read a range of stories which have repetitive refrains in them during whole class reading such as The Little Red Hen, I will not ever eat a tomato</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>Children act out stories through whole class reading and role play sessions, built into creative writing</p> <p>Children given opportunities to talk about their favourites via Tapestry when reading at home.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p> <p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>Encourage children to ask questions about stories during guided reading sessions. Talk about the vocabulary used and explain its meaning.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Children receive green sound book 2 to keep at home which shows all the RWI sounds and matching rhymes.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell. Creative writing sessions allows retells of different stories from RWI</p> <p>Story maps written by staff are introduced and children act out – this will then develop into children improvising own stories.</p> <p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p>	<p>Reading Curriculum for those children not reaching red books in RWI – see attached planning sequence</p> <p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Children encouraged to write their own story maps for themselves and others to perform in the writing area and during learning through play time.</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>At the end of each day we have story time and children may choose the story they want and say</p>	<p>Words will be shared with parents via seesaw and through RWI book that are sent home.</p> <p>Reading scheme books matched to children's reading stage in RWI are sent home.</p> <p>Words are also displayed on the walls in RWI areas.</p> <p>Fast Track 1-1 for lower 20% of readers</p> <p>Book areas and props to support class reader</p> <p>Children encouraged to write their own story maps for themselves and others to perform in the writing area and during learning through play time.</p> <p>Small world play and role play for key stories are also used and key enhancements provided to encourage the children to retell.</p> <p>At the end of each day we have story time and children may choose the story they want and say</p>
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	<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p>		<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>	<p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>	<p>At the end of each day we have story time and children may choose the story they want and say why it's their favourite.</p> <p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>	<p>why it's their favourite.</p> <p>Provide a quality reading spine with a range of different text types so that language is rich and new vocabulary used</p> <p>During RWI sessions (from Red) children will be asked questions about the story they have read using strategies such as Fastest Finger and Turn to Your Partner.</p> <p>Use of quality questioning by staff to ensure children have understood what is being read to them.</p>
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Fiction, non-fiction and poetry books linked to RWI, Literacy Curriculum, Wider Reading Blanket and what the children are learning in class.						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class focus story books/Rhymes	Beegu – Alan Deacon The Journey Home – Frann Preston Gannon	The Great Fire of London – Emma Adams Tadpole’s Promise – Jeanne Willis	Lost and Found – Oliver Jeffers Cave Baby – Julia Donaldson and Emily Gravett	Astrogirl – Ken Wilson We are water protectors – Carole Lindstrom	The Magic Bed – John Burningham The Owl and the Pussycat – Edward Lear	Rosie Revere, Engineer - Andrea Beatty The Odd Egg – Emily Gravett
Phonics Phase Year 1	Purple Books Set 2 Sounds	Pink Books Read first 9 Set 3 Sounds	Orange Books Read 17 Set 3 Sounds	Yellow Books Read all Set 3 Sounds and additional graphemes – e-e, ie, ue, au, kn, wh and ph.	Yellow Books	Blue Books
Book Band	Purple	Pink	Orange	Yellow	Yellow fluency Books	Blue
Extra activities and support	New parents meeting about the teaching of reading Book Warmers Book Fayre Book Sheds	Book Crates Book Warmers Mystery Reader Book Sheds	Book Crates Book Warmers Mystery Reader Book Sheds	Library Van Visit Book Crates Book Warmers Mystery Reader Book Sheds	Visit from author Visit to the library Book Crate Book Warmers Mystery Reader Book Sheds	Book Crate Book Warmers Mystery Reader Book Sheds



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<p>Reading</p> 	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Discussing the significance of titles and events</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Encourage what they read to own experiences</p> <p>Read words containing taught GPCs and –s ad –es.</p> <p>Participate in discussion about what is being read to them, taking turns and listening to what others say.</p>	<p>Read words of more than one syllable</p> <p>Read words containing taught grapheme phoneme correspondence endings</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Predicting what may happen on the basis of what has been read so far</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Discuss word meanings, linking new meanings</p> <p>Read words containing taught GPCs and –s ad –es, -ing and -ed.</p> <p>Participate in discussion about what is being read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Making inferences on the basis of what is being said and done</p> <p>Understand book that they can read accurately and fluently and those they listen to</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Recognising and joining in with predictable phrases</p> <p>Read words containing taught GPCs and –s ad –es, -ing , -ed, -er and –est endings.</p> <p>Participate in discussion about what is being read to them, taking turns and listening to what others say.</p>	<p>Read books aloud, accurately, that are constant with developing phonic knowledge and do not require them to use other strategies to sound out words.</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Draw on what they already know or background information and vocabulary provided by staff</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales, by retelling them</p> <p>Participate in discussion about what is being read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Reread books to build up fluency and confidence in word reading</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</p> <p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales, by retelling them and considering their particular characteristics</p> <p>Read words containing taught GPCs and –s ad –es, -ing , -ed, -er and –est endings.</p> <p>Participate in discussion about what is being read to them, taking turns and listening to what others say.</p>	<p>Read common exception word, noting unusual correspondences between spelling and sound</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>To appreciate rhymes and poems and recite some by heart</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Participate in discussion about what is being read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
<p>Learning Examples</p>	<p>Literary Curriculum- Children provided with a range of nonfiction pieces such as</p>	<p>Literary Curriculum- Encourage children to read and understand a range of adjectives</p> <p>Provide children with a range</p>	<p>Literary Curriculum- Providing nonfiction texts to gain information</p>	<p>Literary Curriculum - Provide children with access to a range of poems to discuss likes, dislikes, thoughts etc.</p>	<p>Literary Curriculum - Provide children with different forms of writing to read such as postcards,</p>	<p>Literary Curriculum - Provide children with a range of factual reports to gain information</p>



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	guidebooks, newspaper reports information posters etc. to read and compare Daily RWI Session	of reading media such as leaflets, wanted posters, emails etc. so that they understand information can be gained from reading Daily RWI Session	Daily RWI Session	Daily RWI Session	character descriptions and advertisements Daily RWI Session	Daily RWI Session
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Year 1 Common Exception Words

the	a	do	today	of	yes	says	are	were	was
said	is	his	has	I	you	your	they	he	be
me	she	we	some	one	once	ask	friend	school	put
no	go	so	by	my	here	there	where	love	come
push	pull	full	house	our					



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Fiction, non-fiction and poetry books linked to RWI, Literary Curriculum, Wider Reading Blanket and what the children are learning in class.						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class focus story books/Rhymes	Beegu – Alan Deacon	The Great Fire of London – Emma Adams	Lost and Found – Oliver Jeffers	Astrogirl – Ken Wilson	The Magic Bed – John Burningham	Rosie Revere, Engineer - Andrea Beatty
	The Journey Home – Frann Preston Gannon	Tadpole's Promise – Jeanne Willis	Cave Baby – Julia Donaldson and Emily Gravett	We are water protectors – Carole Lindstrom	The Owl and the Pussycat – Edward Lear	The Odd Egg – Emily Gravett
Phonics Phase Year 2	Read Blue books with increasing fluency and comprehension	Grey Books	Read Grey books with increasing fluency and comprehension	Literacy Leaves	Literacy Leaves	Literacy Leaves
Book Band	Blue Fluency Books	Grey	Grey Fluency	Progressive books chosen from library	Progressive books chosen from library	Progressive books chosen from library
Extra activities and support	New parents meeting about the teaching of reading	Book Crates	Book Crates	Library Van Visit	Visit from author	Book Crate
	Book Warmers	Book Warmers	Book Warmers	Book Crates	Visit to the library	Book Warmers
	Book Warmers	Mystery Reader	Mystery Reader	Book Warmers	Book Crate Book Warmers	Mystery Reader
	Book Fayre	Book Sheds	Book Sheds	Mystery Reader	Mystery Reader	Book Sheds
	Book Sheds		Reading with Nursery	Book Sheds	Book Sheds	Reading with Nursery



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Small steps in reading Cycle B

Reading



<p>To apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Introduce to non-fiction books that are structured in different ways.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>To apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>To apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending sounds in words that contain graphemes taught so far and recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught.</p> <p>Discuss favourite words or phrases in a book</p> <p>Check that text makes sense when reading and correct any inaccuracies</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Read words containing common suffixes</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Become increasingly familiar with and retelling a wider range of stories</p> <p>Recognise simple reoccurring literary language in a story</p> <p>Understand book they are reading by drawing upon what they already know or on background information and vocabulary provided by the teacher</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Explain and discuss their understanding of books that they have heard or read themselves</p> <p>Understand book they are reading by making inferences on what is being said or done and by participating in discussions, taking turns and listening to what other people have said.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear</p> <p>Participate in discussions about books, poems and other</p>	<p>Reread books to build up fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p> <p>Predicting what has happened on the basis of what has been read so far</p> <p>Answering and asking questions</p> <p>Become increasingly familiar with and retelling a wider range of stories</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>
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St James' C of E Infant and Nursery School

Small steps in reading Cycle B

					works that are read to them and those that they can read for themselves, taking turns and listening to what others say	
Learning Examples	Daily RWI sessions for those still on the programme	Daily RWI sessions for those still on the programme	Daily RWI sessions for those still on the programme	Daily RWI sessions for those still on the programme	Daily RWI sessions for those still on the programme	Daily RWI sessions for those still on the programme
	RWI comprehension when off phonics programme	RWI comprehension when off phonics programme	RWI comprehension when off phonics programme	Literacy Leaves	Literacy Leaves	Literacy Leaves
	Literary Curriculum – circle time, role play, story mapping, story mountains, word splats, prediction games, inference activities, thought tapping	Literary Curriculum – circle time, role play, story mapping, story mountains, word splats, prediction games, inference activities, thought tapping	Literary Curriculum – circle time, role play, story mapping, story mountains, word splats, prediction games, inference activities, thought tapping	Literary Curriculum – circle time, role play, story mapping, story mountains, word splats, prediction games, inference activities, thought tapping	Literary Curriculum – circle time, role play, story mapping, story mountains, word splats, prediction games, inference activities, thought tapping	Literary Curriculum – circle time, role play, story mapping, story mountains, word splats, prediction games, inference activities, thought tapping

Year 2 Common Exception Words

after	again	any	bath	Christmas	beautiful	because	behind	both	break
busy	child	children	class	climb	clothes	could	cold	door	even
every	everybody	eye	fast	father	find	floor	gold	grass	great
half	hold	hour	improve	kind	last	many	mind	money	most
move	Mr	Mrs	old	only	parents	past	path	pass	people
pant	poor	pretty	prove	should	steak	sugar	sure	told	water



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whole	who	wild	would						