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| Learning objectives: | Types of activities: |
| * 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 accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * reread these books to build up their fluency and confidence in word reading | Shopping lists, writing for a purpose (cards, letters).  Contractions- can’t, don’t etc. look for these in texts. |
| * develop pleasure in reading, motivation to read, vocabulary and understanding by:   + listening to, discussing and 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   + discussing the sequence of events in books and how items of information are related   + becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales   + being introduced to non-fiction books that are structured in different ways   + recognising simple recurring literary language in stories and poetry   + discussing and clarifying the meanings of words, linking new meanings to known vocabulary   + discussing their favourite words and phrases   + continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by:   + drawing on what they already know or on background information and vocabulary provided by the teacher   + checking that the text makes sense to them as they read, and correcting inaccurate reading   + making inferences on the basis of what is being said and done   + answering and asking questions   + predicting what might happen on the basis of what has been read so far * participate in discussion 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 * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Reading comprehension sheets included.  Reading books provided. |
| * spell by:   + segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly   + learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones   + learning to spell common exception words   + learning to spell more words with contracted forms   + learning the possessive apostrophe (singular) [for example, the girl’s book]   + distinguishing between homophones and near-homophones * add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly * apply spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | Creating a diary for each day of the week- working on writing a recount (using past tense verbs, and conjunction).  Shopping lists of items.  Role play opportunities to write for a range of purposes. |
| * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * use spacing between words that reflects the size of the letters * develop positive attitudes towards and stamina for writing by:   + writing narratives about personal experiences and those of others (real and fictional)   + writing about real events   + writing poetry   + writing for different purposes * consider what they are going to write before beginning by:   + planning or saying out loud what they are going to write about   + writing down ideas and/or key words, including new vocabulary   + encapsulating what they want to say, sentence by sentence * make simple additions, revisions and corrections to their own writing by:   + evaluating their writing with the teacher and other pupils   + rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form   + proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) * read aloud what they have written with appropriate intonation to make the meaning clear | See the source image      Rhyming poems- Brown Bear, brown bear.  Writing book/film reviews.  Writing a diary- past tense, present tense, future tense. |



 

