

| Blends<br>'dr' 'pr' 'sw' 'wh' 'gr'  | Compound Words | Endings<br>'y' 'ies' 'er' 'y' | Final Substitution<br>e.g. feet – feel, feed  | Vowels<br>a e i o u & sometimes y | Vowel Blends<br>ee ea oa ou | Prefix<br>'a' – away, again, around   |
|---|----------------|-------------------------------|---|-----------------------------------|-----------------------------|---|
| <p><b>GREEN Objectives/Criteria</b></p> <p><i>Students should be learning to:</i><br/>(highlight items for specific emphasis)<br/><b>Close:</b></p> <ul style="list-style-type: none"> <li>consistently cross-check cues</li> <li>read punctuation correctly when reading orally</li> <li>read selectively for pleasure and information</li> <li>create meaning from an increasingly wide range of texts and illustrations</li> </ul> <p><b>Exploring Language:</b></p> <ul style="list-style-type: none"> <li>build word patterns with complex blends such as 'thr' and root words</li> <li>identify poems, letters, instructions, notices and plays</li> <li>point out features such as headings and diagrams</li> <li>use punctuation correctly in writing</li> <li>an increasing number of contractions</li> <li>distinguish between direct and indirect speech</li> <li>habituate concepts about print</li> </ul> <p><b>Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>understand there may be more than one interpretation of a text</li> <li>talk confidently about plot, characts and sequence of events</li> <li>summarise discussions about the content of factual text</li> </ul> <p><b>Processing Information:</b></p> <ul style="list-style-type: none"> <li>initiate a personal response to text and share with others</li> <li>give an alternative ending to a story</li> </ul> |                |                               | <p><b>ORANGE Objectives/Criteria</b></p> <p><i>Students should be learning to:</i><br/>(highlight items for specific emphasis)<br/><b>Close:</b></p> <ul style="list-style-type: none"> <li>integrate the use of cues across a range of texts</li> <li>read with fluency and expression using covnentions such as speech marks</li> <li>analyse multi-syllabic words in texts</li> <li>know the layouts of miscellanies and magazines</li> </ul> <p><b>Exploring Language:</b></p> <ul style="list-style-type: none"> <li>be conversant with a wide range of genre including articles</li> <li>identify and name features such as blends and alliteration</li> <li>be conversant with paragraphs</li> <li>consolidate knowledge about contractions</li> <li>be confident about changes in typeface</li> <li>be conversant with fables and myths</li> </ul> <p><b>Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>make more in depth predictions and justifications</li> <li>make more sophisticated inference from text</li> <li>ask others questions during discussions</li> </ul> <p><b>Processing Information:</b></p> <ul style="list-style-type: none"> <li>summarise text in detail in own words</li> <li>innovate on a wide variety of text types</li> <li>use library catalogues with help</li> </ul> |                                   |                             |   |
| Groups  | Monday         | Tuesday                       | Wednesday   | Thursday                          | Evaluation                  | Personal Reading  |
|   |                |                               |   |                                   |                             | <p><b>Including:</b><br/>Poems<br/>Big books<br/>Library corner<br/>OHP<br/>Listening Post<br/>Song charts<br/>Alphabet activities<br/>Current topic books<br/>Group browsing books</p> |
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