

Blends 'st' 'cr' 'sp' 'kn' 'fl' 'thr' 'fr' 'pr' 'qu' 'gn'	Compound Words	Endings 'nt' 'nd' 'll' 'ly' 'ck'	Final Substitution e.g. mad – man, map, mat	Vowels Blends au ai	Medial Vowels e.g. hot, hat, hit, hut	Prefix "be' 'to'
<p>LIGHT BLUE Objectives/Criteria</p> <p><i>Students should be learning to:</i> (highlight items for specific emphasis)</p> <p>Close:</p> <ul style="list-style-type: none"> • read text with increasingly challenging vocabulary and complex sentence structures • enjoy reading increasingly longer stories and articles • read beyond the text and draw inferences <p>Exploring Language:</p> <ul style="list-style-type: none"> • know the purpose of heading, diagrams, table of contents and indexes • be conversant with a range of contractions • build multi-syllabic words (any, anything, anyone ...) • develop a curiosity about language and words <p>Thinking Critically:</p> <ul style="list-style-type: none"> • look at deeper meaning in stories where not everything is spelt out • learn not to expect to agree with everything that is read <p>Processing Information:</p> <ul style="list-style-type: none"> • compare different styles of illustrations • take initiative in responding to books • talk about own interpretation of text such as advertisements • use references such as atlases and dictionaries 			<p>PURPLE Objectives/Criteria</p> <p><i>Students should be learning to:</i> (highlight items for specific emphasis)</p> <p>Close:</p> <ul style="list-style-type: none"> • read a range of texts silently • read for pleasure • read texts with increasingly specialised vocabulary • maintain meaning over longer and more complex structures • confidently discuss own purposes for reading • confidently talk about books and authors when presenting reports and retellings <p>Exploring Language:</p> <ul style="list-style-type: none"> • point out and explain features such as table of contents, index, diagrams, maps and headings • be conversant with terms such as chapter, events, question and comment • discuss major characters, minor characters, the parts they play, the importance of setting, the sequence of events <p>Thinking Critically:</p> <ul style="list-style-type: none"> • justify own opinions using text as evidence • discuss morals and values • discuss differences between fact and fiction in detail • compare storylines of books read • understand others' points of view • confidently ask other questions during reading <p>Processing Information:</p> <ul style="list-style-type: none"> • justify reading choices • summarise a range of texts in detail 			
Groups	Monday	Tuesday	Wednesday	Thursday	Evaluation	Personal Reading
						<p>Including: Poems Big books Library corner OHP Listening Post Song charts Alphabet activities Current topic books Group browsing books</p>