***CLOSE READING PLAN*** ***Magenta/Red*** Term _____ Week _____

| **Targeted letters and related sounds**<br>a b c d e f g h I j k l m n o p q r s t u v w x y z | **Structural analysis**<br>'s' | **Blends**<br>'sh' |
|---|---|---|

| **MAGENTA Objectives/Criteria** | **Targeted high frequency words** | | **RED Objectives/Criteria** |
|---|---|---|---|
| *Students should be learning to:*<br>*(highlight items for specific emphasis)*<br>**Close:**<br>• relate pictures to print<br>• scan pictures for clues to meaning<br>• control directionality<br>• reread to gain meaning<br>• develop memory for text<br>• match 1:1<br>• listen to, and participate in stories, rhymes and poems<br>**Exploring Language:**<br>• handle books correctly<br>• explore and develop recognition of capital letters, full stops<br>• discriminate between picture, cover, letter, word, first, last, top, bottom, front, back, page, print, story<br>• develop an awareness of rhyme, rhythm and alliteration<br>**Thinking Critically:**<br>• relate own experiences to the story<br>• anticipate what may happen enxt and use this information to unfold the story<br>• understand that stories must make sense<br>**Processing Information:**<br>• draw a picture to describe a story<br>• retell a simple story in sequence<br>• identify some sounds in sequence | **Magenta**<br>I<br>am<br>Mum<br>Dad<br>to<br>is<br>the<br>a<br>go<br>going<br>on<br>up<br>look<br>here<br>said<br>it<br>at<br>come<br>we<br>went<br>can<br>see | **Red**<br>my<br>for<br>are<br>you<br>oh<br>shouted<br>thank you<br>home<br>away<br>where | *Students should be learning to:*<br>*(highlight items for specific emphasis)*<br>**Close:**<br>• make links between illustrations and print<br>• use the terms fiction/non-fiction<br>• secure 1:1 matching<br>• use initial and final visual cues as a check<br>• identify some high frequency words<br>**Exploring Language:**<br>• make links between pictures and text<br>• participate in discussion on rhyming words, word endings, full stops, capital letters<br>• identify rhyming words in text (orally), rhythm and alliteration<br>• develop understanding of question marks<br>• build some simple word families<br>• use words like 'character', 'illustrator', 'true'<br>• read text in unconventional layouts such as speech bubbles<br>• read bi-syllable words such as 'away' with appropriate 1:1 matching<br>**Thinking Critically:**<br>• discuss favourite books<br>• relate text to own experiences<br>• notice details in illustrations<br>• antcipate what the text might be about<br>• anticipate the next event in the story<br>**Processing Information:**<br>• retell a story in more detail<br>• begin to describe a character<br>• identify simple ideas from expository text |

| Groups | Monday | Tuesday | Wednesday | Thursday | Evaluation | Personal Reading |
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| | | | | | | **Including:**<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 |
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