

Targeted letters and related sounds						Structural analysis 'ed' 'ing'	Blends 'th' 'fr' 'pl' 'tr' 'dr' 'ch'																		
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
YELLOW Objectives/Criteria						Targeted high frequency words		BLUE Objectives/Criteria																	
<p><i>Students should be learning to:</i> (highlight items for specific emphasis)</p> <p>Close:</p> <ul style="list-style-type: none"> • reread and self correct when meaning is lost • attend to initial letters and endings • scan words and attend to chunks of letters • cross-check meaning, structure, graphophonic and visual cues <p>Exploring Language:</p> <ul style="list-style-type: none"> • consolidate awareness of rhyme, rhythm and alliteration • identify speech marks and ellipses (... = more to come) • establish concepts about print • build word patterns using initial consonants, vowels, endings (i.e. single consonants, -ing, -ed) • read text with a variety of prepositions (over, under, by, through) • understand the difference between questions and answers <p>Thinking Critically:</p> <ul style="list-style-type: none"> • comments on plot and characters • discuss favourite books and recommend them to others • discuss sequence of events • distinguish between fantasy and realism through illustrations, layout and storyline <p>Processing Information:</p> <ul style="list-style-type: none"> • retell story with greater sophistication • explain an idea from factual text • use sections in the library with help 						<p>Magenta</p> <ul style="list-style-type: none"> like this they after big little he will she help with not play 		<p>Red</p> <ul style="list-style-type: none"> please get let have who good make know 		<p><i>Students should be learning to:</i> (highlight items for specific emphasis)</p> <p>Close:</p> <ul style="list-style-type: none"> • review structures and word endings • build up fluency • work on fine-tuning cross-checking of cues • scan words and sentences to check • develop word analysis skills on compound words • develop a considerable reading vocabulary <p>Exploring Language:</p> <ul style="list-style-type: none"> • know why question marks, commas, speech marks and ellipses are used • interpret markers such as exclamation marks • build word patterns using consonant blends and digraphs such as 'ch; and 'wh' • use terms like 'author', 'illustrator', 'title' • identify the differences between different types of text • read some contractions <p>Thinking Critically:</p> <ul style="list-style-type: none"> • make inferences and accept other people's points of view • comment on specific aspects of plot, character and sequence of events in a narrative or account • make comparisons between books – text, illustrations and print conventions • ask questions about the text <p>Processing Information:</p> <ul style="list-style-type: none"> • return to the text to refer to points discussed • hear an increasing number of sounds in words for writing independently • negotiate a personal response to the text and share with others • provide a more developed response to text • build up a spelling vocabulary 															
Groups	Monday	Tuesday	Wednesday	Thursday	Evaluation	Personal Reading																			
						<p>Including:</p> <ul style="list-style-type: none"> Poems Big books Library corner OHP Listening Post Song charts Alphabet activities Current topic books Group browsing books 																			