|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  Is beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| **Ideas** | | Recognises and identifies ideas within, across and beyond texts. | | |
| **Language features** | | Shows an initial understanding of how language features are used within and across texts. | | |
| **Structure** | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Possible Learning Intentions**  ***We are learning to:***   * Read in the reading direction * Point and match the words as we say them * Check we say something for each word we point to * Look for meaning and expect words to match the pictures * Say the sounds in words in order * Notice when the same word is used again * Read the words we already know * Link some sounds with their letters * Find the words that we already know * Retell what we have read * Think about what we know already to help us understand what we are reading. | | **Date** | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading:**Magenta / Emergent Term: Week:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  Is beginning to acquire andp use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| **Ideas** | | Recognises and identifies ideas within, across and beyond texts. | | |
| **Language features** | | Shows an initial understanding of how language features are used within and across texts. | | |
| **Structure** | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Learning Intentions**  ***We are learning to:***   * Check that we are reading words the right way * Sequence letters in words * Find words we already know * Check new words * Read some starting sounds * Look at the ends of words * Think about what the words might say * Use the pictures to help with the story * Make sure that reading makes sense * Retell what we have readp | | **Date** | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading: **Red Term: Week:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  Is beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| **Ideas** | | Recognises and identifies ideas within, across and beyond texts. | | |
| **Language features** | | Shows an initial understanding of how language features are used within and across texts. | | |
| **Structure** | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Learning Intentions**  ***We are learning to:***   * Make sure that we read the words we know * Use what we know about letters and sounds to have a go at reading new words * Think about the things we know already that will help us understand what we are reading * use the clues in the pictures and the words to work out what might happen next and check to see if we were right. * ask ourselves questions as we read the book to help us understand what we are reading. * turn on the video in our head and picture what is happening. * think about why the author wrote this story. * use clues to find out what the author wants us to know but doesn’t tell us * retell the story, remembering all the important parts. | | Date | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading: **Yellow Term: Week:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  Is beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| Ideas | | Recognises and identifies ideas within, across and beyond texts. | | |
| Language features | | Shows an initial understanding of how language features are used within and across texts. | | |
| Structure | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Learning Intentions**  ***We are learning to:***   * Make sure that we read the words we know * Use what we know about letters , sounds and patterns to have a go at reading new words * Read on when we come to a tricky word * After we figure out a tricky word, go back and reread to make sure that it makes sense * Form hypotheses about the text and check to see if we were right. * ask ourselves questions as we read the book to help us understand what we are reading. * turn on the video in our head and picture what is happening. * think about why the author wrote this story. * use clues to find out what the author wants us to know but doesn’t tell us * retell the story, remembering all the important parts in the right order. | | Date | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading: **Blue Term: Week:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| Ideas | | Recognises and identifies ideas within, across and beyond texts. | | |
| Language features | | Shows an initial understanding of how language features are used within and across texts. | | |
| Structure | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Learning Intentions**  ***We are learning to:***   * check what we know about print as we read to help when we get stuck * take notice of the punctuation as we read * Think about the things we know already that will help us understand what we are reading * use the clues in the pictures and the words to work out what might happen next and check to see if we were right. * ask ourselves questions as we read the book to help us understand what we are reading. * turn on the video in our head and picture what is happening. * think about why the author wrote this story. * use clues to find out what the author wants us to know but doesn’t tell us * retell the story, remembering all the important parts. | | Date | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading: **Green Term: Week:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  Is beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| Ideas | | Recognises and identifies ideas within, across and beyond texts. | | |
| Language features | | Shows an initial understanding of how language features are used within and across texts. | | |
| Structure | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Learning Intentions**  ***We are learning to:***   * check what we know about print as we read to help us when we are stuck * Think about the things we know already that will help us understand what we are reading * use the clues in the pictures and the words to work out what might happen next and check to see if we were right. * ask ourselves questions as we read the book to help us understand what we are reading. * turn on the video in our head and picture what is happening. * think about why the author wrote this story. * use clues to find out what the author wants us to know but doesn’t tell us * summarise the text, remembering the main points. * Give an opinion about what we have read | | Date | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading: **Orange Term: Week:** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Processes and strategies Level 1 :**  Is beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | |
| **Purposes and audiences** | | Shows a developing understanding that texts are shaped for different purposes and audiences. | | |
| Ideas | | Recognises and identifies ideas within, across and beyond texts. | | |
| Language features | | Shows an initial understanding of how language features are used within and across texts. | | |
| Structure | | Recognises that structure and organisation of text is important for making meaning. | | |
| **Learning Intentions**  ***We are learning to:***   * check what we know about print as we read to help us when we are stuck * read a wide variety of text types * Think about the things we know already that will help us understand what we are reading * use the clues in the pictures and the words to work out what might happen next and check to see if we were right. * ask ourselves questions as we read the book to help us understand what we are reading. * turn on the video in our head and picture what is happening. * think about why the author wrote this story. * use clues to find out what the author wants us to know but doesn’t tell us * summarise what we have read, remembering all the important detail | | Date | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading :**Turquoise Term: Week:** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Processes and strategies**  **Level 1 :** Is beginning to acquire and use sources of information, processes and strategies to identify, form and express ideas. | | | | | Level 2: Selects and uses sources of information, processes and strategies with increasing confidence to identify, form and express ideas . | |
| **Purposes and audiences** | Show a developing understanding that texts are shaped for different  purposes and audiences. | | | | Show a developing understanding of how texts are shaped for different purposes and audiences. | |
| Ideas | Recognises and identifies ideas within, across and beyond texts. | | | | Show a developing understanding of ideas within, across, and beyond texts. | |
| Language features | Shows an initial understanding of how language features are used within and across texts. | | | | Show an understanding of how language features are used within and across texts. | |
| Structure | Recognises that structure and organisation of text is important for making meaning. | | | | Show a developing understanding of structures. | |
| **Learning Intentions**  ***We are learning to:***   * check what we know about print as we read to help us when we are stuck * read a wide variety of text types and discuss their features * ask ourselves questions as we read the book to help us understand what we are reading. * Consider the purpose of the text * use clues to find out what the author wants us to know but doesn’t tell us * summarise what we have read, remembering all the important detail * compare the text we are reading to others, noting similarities and differences * give a personal response to the texts we are reading | | | Date | **Texts/Resources** | | **Text Specific Teaching points** |
|  |  | |  |
|  |  | |  |
|  |  | |  |
|  |  | |  |
|  |  | |  |
| **Group Members/ Specific needs** | | | **Monitoring Comments** | | | |
|  | |  | Guided Reading: **Purple Term: Week:** | | | |

|  |  |
| --- | --- |
| **Processes and strategies**  Level 2: Selects and uses sources of information, processes and strategies with increasing confidence to identify, form and express ideas . | |
| **Purposes and audiences** | Show a developing understanding of how texts are shaped for different purposes and audiences. |
| Ideas | Show a developing understanding of ideas within, across, and beyond texts. |
| Language features | Show an understanding of how language features are used within and across texts. |
| Structure | Show a developing understanding of structures. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Intentions**  ***We are learning to:***   * check what we know about print as we read to help us when we are stuck * read a wide variety of text types and discuss their features * ask ourselves questions as we read the book to help us understand what we are reading. * Consider the purpose of the text * use clues to find out what the author wants us to know but doesn’t tell us * summarise what we have read, remembering all the important detail * compare the text we are reading to others, noting similarities and differences * give a personal response to the texts we are reading | | Date | **Texts/Resources** | **Text Specific Teaching points** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Group Members/ Specific needs** | | **Monitoring Comments** | | |
|  |  | Guided Reading: **Gold Term: Week:** | | |