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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading:**Magenta / Emergent Term: Week:**  |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Red Term: Week:** |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Yellow Term: Week:** |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Blue Term: Week:** |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Green Term: Week:** |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Orange Term: Week:** |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading :**Turquoise Term: Week:** |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Purple Term: Week:** |

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| **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. |

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| **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** |
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| **Group Members/ Specific needs** | **Monitoring Comments** |
|  |  | Guided Reading: **Gold Term: Week:**  |