

Opportunities for explicit teaching of Spoken Language are highlighted: these are integral within quality-first teaching of the reading curriculum

Overall Spoken Language teaching:

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Pupils' acquisition and command of **vocabulary** are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.

They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

Overall teaching of Reading:

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading, providing library facilities and setting ambitious expectations for reading at home.

Also, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Fluency in the English language is an essential foundation for success in all subjects.

	Autumn Term Theme: - UK Countries (Traditional Tales) - Guy Fawkes	Spring Term Theme: -Comparing Lives of Monarchs and Population ie. E 1 st + 2 nd ; Victoria (history) -Great Fire of London (History)	Summer Term Theme: - Local Area Study - Plants + The Environment
Focus Whole Class Teaching Texts	-My Island - S Demasse-Pottier + S S Ratanavanh -Jack and the Beanstalk - trad tale -Jim and the Beanstalk - R Briggs -Poems to Perform - J Donaldson -A great Big Cuddle - M Rosen -[age appropriate poetry collections]	-Winter Sleep - S Taylor + A Morss -Diary of Samuel Pepys -The Great Fire of London-E Adams -The Great Fire of London - S Davidson -The Paperbag Princess - R Munsch -Princess Smartypants - B Cole	-A Story about Afiya-J Berry -Tibble and Grandpa - W Meddour + D Egneus -Every Child a song - N Davies + M Martin -Dear Greenpeace - S James -The Snail and the Whale - J Donaldson
<u>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</u>			
Decoding/ Word Reading + Fluency and Phrasing	-Begin Phase 5 learning new graphemes ay – u_e; -Read alternative pronunciations for i to er + ch; -practise reading words with adjacent consonants and polysyllabic words -learn to recognise/read Phase 5 High Frequency Words - read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words - (fluency) recite some familiar complete rhymes and songs by heart and recognise and join in with predictable phrases;	-read alternative pronunciation for a; y; ou; e; ey; -practise reading words with adjacent consonants and polysyllabic words -continue to learn to recognise/ read Phase 5 High Frequency Words - say or sing the alphabet in sequence; - accurately read aloud books consistent with their phonic knowledge... begin to apply phonic decoding skills to books containing exceptions to phonic rules: drawing on other sources of textual information to support phonic knowledge attempts - read aloud, checking that it 'sounds right' and that the text makes sense to them; - re-read books to gain confidence with word reading	- apply phonic decoding skills to books containing exceptions to phonic rules: drawing on other sources of textual information to support phonic knowledge attempts, such as context and syntax -with support, notice sentence punctuation -increase reading stamina by increasing page count of books set to read - practise reading words with adjacent consonants and polysyllabic words - sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills - read on sight the CE words for Y1; - read aloud, checking that it 'sounds right' and that the text makes sense to them and attempting self-correction accordingly
Literal Understanding+ Retrieval	-use their growing phonic knowledge and vocabulary knowledge to recognise words and	- continue to use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;	- explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;

	<p>phrases which locate information found explicitly in the text;</p> <ul style="list-style-type: none"> -with modelling and support, talks about a book title and how it could relate to the events in the text and use to make simple predictions of possible plot events and character actions -talk about simple understanding of poems – how does the vocabulary make you have different pictures in your mind? 	<ul style="list-style-type: none"> -start to talk about a book title and how it relates to the events in the text and use to make simple predictions of possible plot events and character actions 	<ul style="list-style-type: none"> retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions -with confidence, talk about a book title and how it relates to the events in the text and use to make simple predictions of possible plot events and character actions
Inferential Reading Skills	<ul style="list-style-type: none"> -Begin to discuss the significance of the title and events -begin to make simple inferences when a book is read to them -With modelling and support, start to discuss word meanings, linking new meanings to those already known by drawing on what they already know or on background information and vocabulary 	<ul style="list-style-type: none"> -begin to predict what might happen next in a sequenced story, based on what has been read so far; -begin to discuss word meanings, linking new meanings to those already known - they draw on what they already know or on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> - begin to explain their understanding of what is read to them, beyond that which is explicitly stated. - discuss word meanings, linking new meanings to those already known - they draw on what they already know or on background information and vocabulary provided by the teacher.
Response to text	<ul style="list-style-type: none"> -listen to, share and discuss a wide range of high-quality poetry, picture and story books, which are beyond those they can read by themselves, to nurture a love of reading; - listen to and discuss <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i>; -talk about words they know or like and how they make them feel; - can discuss the significance of the title or events; -be encouraged to appreciate poems and rhymes, -be given opportunities to begin to express reasons for preferences. 	<ul style="list-style-type: none"> -continue to listen to, share and discuss a wide range of high-quality information, picture and story books, which are beyond those they can read by themselves, to nurture a love of reading - with modelling and support, start to find information in non-fiction texts (use of contents page; glossary etc) -with modelling and support, start to participate in discussion about the text, <i>taking turns and listening to others</i>; -with support, start to draw links between the text and some of their own experiences; 	<ul style="list-style-type: none"> -continue to listen to, share and discuss a wide range of high-quality information, picture and story books, which are beyond those they can read by themselves, to nurture a love of reading -can discuss the significance of the title or events; -can identify language used by author with ideas about their intentions, ie. Persuasion -to participate in discussion about the text, <i>taking turns and listening to others</i> - draw links between the text and some of their own experiences;
NC for English: Reading	<p>Speedily read all 40+ letters/groups for 40+ phonemes; Read accurately by blending taught GPC; Read common exception words; Read common suffixes (-s, -es, -ing, -ed, etc.); Read multi-syllable words containing taught GPCs; Read contractions and understanding use of apostrophe; Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; Recognising and joining in with predictable phrases; Learning to appreciate rhymes and poems, and to recite some by heart; Drawing on what they already know or on background information and vocabulary provided by the teacher; Checking that the text makes sense to them as they read and correcting inaccurate reading; Discussing the significance of the title and</p>		

	events; Making inferences on the basis of what is being said and done; Predicting what might happen on the basis of what has been read so far; Explain clearly their understanding of what is read to them
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