

## St. George's CE First School and Nursery





INTENT	IMPLEMENTATION		
English	We teach phonics through Little Wandle Letters and Sounds. This is taught at least		
Our children will:	every day to our children who need phonics. We start teaching from the start of		
- learn and use new vocabulary	Reception.		
- be fluent readers who have a love of reading	We teach Reading skills Little Wandle Letters and Sounds and then, using a very similar		
- understand what they read and interrogate texts	format, through use of our 50 Inspiring Reads for our children who are working on		
- plan, write fluently and edit with purpose	fluency and wider reading.		

	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2		
R		For more detailed objectives and progression see Little Wandle plans						
	<ul><li>Recall key events of a s</li><li>Talk about elements of</li></ul>	d respond to stories, rhymes and tory a topic using new vocabulary u	songs with actions, comments a sing a range of conjunctions		wing is built in to each half term	n using a wide range of quality		
	<ul> <li>Begin to interpret stories, rhymes and poetry, suggesting actions for events</li> <li>Talk about and respond to stories, rhymes and poetry, anticipating key events.</li> </ul>							
Y1		For more detailed objectives and progression see Little Wandle plans						
	<ul> <li>Become increasingly for Recognise simple recur</li> <li>Retelling stories</li> <li>Listening to and reciting</li> <li>Discuss and exploring w</li> </ul>	a wide range of poems imiliar with and retell a wide rang ring literary language g poetry	ge of stories and traditional tales	inned repeniion of the following	ns built in 10 each fiair leith osi	ig a wide range of quality texts.		
Y2			Once phase 5 Little W	andle completed:				
		g until automatic and reading is						
	<ul> <li>read common suffixes (-ed, -ing,-er, -est, -y, er, -ment, -ful, -ness, less, -ly)</li> <li>re-read books to build up fluency and confidence</li> </ul>							
	<ul> <li>note punctuation to read with appropriate expression</li> </ul>							
	<ul> <li>read accurately by blending, including alternative sounds for graphemes</li> </ul>							
	read Year 2 common exception words, noting unusual correspondences     read gloud books matched to phosic knowledge by sounding out unfamiliar words gutematically.							
	<ul> <li>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</li> <li>read polysyllabic words containing above graphemes</li> </ul>							
	check that the text makes sense to them as they read and correct inaccurate reading							
	<ul> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul>							
	<ul> <li>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>							

	draw on what they already:	liston to discuss and average	make links between a current	discuss the securence of	make links between a	draw on what they also selve
	draw on what they already know or on background	listen to, discuss and express views about a wide range of	book and those already read	discuss the sequence of events in books and how	current book and those	draw on what they already know or on background
	information and vocabulary	contemporary and classic	bookana mose alleday ledd	items of information are	already read	information and vocabular
			make inferences on the basis	related	alleddy ledd	
	provided by the teacher	poetry, stories and non-fiction		reidied	alian, an are al alorrifo della a	provided by the teacher
		at a level beyond that at	of what is being said and done		discuss and clarify the	
	discuss and clarify the	which they can read		be introduced to non-	meanings of words and link	make inferences on the
	meanings of words and link	independently	answer and ask questions	fiction books that are	new meanings to known	basis of what is being said
	new meanings to known			structured in different ways	vocabulary	and done
	vocabulary		predict what might happen			
		discuss the sequence of	on the basis of what has been	draw on what they already		answer and ask questions
	listen to, discuss and express	events in books and how items	read so far	know or on background	be introduced to non-	
	views about a wide range of	of information are related		information and vocabulary	fiction books that are	
	contemporary and classic		listen to, discuss and express	provided by the teacher	structured in different ways	predict what might happer
	poetry, stories and non-fiction		views about a wide range of			on the basis of what has
	at a level beyond that at	answer and ask questions	contemporary and classic	answer and ask questions	make inferences on the	been read so far
	which they can read		poetry, stories and non-fiction		basis of what is being said	
	independently		at a level beyond that at		and done	
	•	be introduced to non-fiction	which they can read			
	predict what might happen	books that are structured in	independently			
	on the basis of what has been	different ways	,			
	read so far	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
Y3	draw inferences such as	participate in discussion about	participate in discussion about	participate in discussion	participate in discussion	participate in discussion
13		participate in discussion about		participate in discussion	participate in discussion	participate in discussion
	inferring characters' feelings,	both books that are read to	both books that are read to	about both books that are	about both books that are	about both books that are
	thoughts and motives from	them and those they can	them and those they can	read to them and those	read to them and those	read to them and those
	their actions	read for themselves by taking	read for themselves by taking	they can read for	they can read for	they can read for
		turns and listening to what	turns and listening to what	themselves by taking turns	themselves by taking turns	themselves by taking turns
	use dictionaries to check the	others say	others say	and listening to what others	and listening to what others	and listening to what others
	meaning of words that they		retrieve and record	say	say	say
	have read (with support)	use dictionaries to check the	information from non-fiction		retrieve and record	
		meaning of words that they	texts	predict what might happen	information from non-fiction	predict what might happer
	retrieve and record information	have read (with support)		from details stated and	texts	from details stated and
	from non-fiction texts		use dictionaries to check the	implied		implied
		predict what might happen	meaning of words that they			
	identify how language,	from details stated and	have read (with reminders)	use dictionaries to check	use dictionaries to check	use dictionaries to check
	structure, and presentation	implied		the meaning of words that	the meaning of words that	the meaning of words that
	contribute to meaning		identify main ideas drawn	they have read (with	they have read (with	they have read (with
		draw inferences such as	from more than one	reminders)	reminders)	reminders)
	check that the text makes	inferring characters' feelings,	paragraph and summarise			
	sense to them, discuss their	thoughts and motives from	these	draw inferences such as	draw inferences such as	identify main ideas drawn
	understanding and explain	their actions		inferring characters'	inferring characters'	frommore than one
	the meaning of words in		identify morals and messages	feelings, thoughts and	feelings, thoughts and	paragraph and summarise
	context		in a story	motives from their actions	motives from their actions	these
		check that the text makes	·			
	ask questions to improve their	sense to them, discuss their	check that the text makes			
	understanding of a text	understanding and explain	sense to them, discuss their	check that the text makes	check that the text makes	check that the text makes
	3 - 3	the meaning of words in	understanding and explain	sense to them, discuss their	sense to them, discuss their	sense to them, discuss their
		context	the meaning of words in	understanding and explain	understanding and explain	understanding and explain
	increase their familiarity with a		context	the meaning of words in	the meaning of words in	the meaning of words in
	wide range of books, including	ask questions to improve their	35570	context	context	context
	fairy stories, myths and	understanding of a text	ask questions to improve their	33.110/41	33.110/11	33.113/11
	legends, and retell some of		understanding of a text	ask questions to improve	ask questions to improve	ask questions to improve
	these orally	prepare poems and play	oridoriality of a text	their understanding of a text	their understanding of a text	their understanding of a tex
1	mose ordiny	propare poems and play	l	mon or acistarianty of a lext	mon or acistarianty of a lext	

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	listen to and discuss a wide range offiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognise some different forms of poetry  increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally  identify themes and conventions in a wide range of books  listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and reading for a range of purposes	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally  listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and reading for a range of purposes	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally  listen to and discuss a wide range offiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and reading for a range of purposes	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways
Y4	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say  retrieve and record information from non-fiction texts  check that the text makes sense to them, discuss their understanding and explain the meaning of words in context  ask questions to improve their understanding of a text	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say  prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognise some different forms of poetry  predict what might happen	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say  predict what might happen from details stated and implied  check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	and reading for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say  prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognise some different forms of poetry	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say  predict what might happen from details stated and implied  check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	and reading for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say  prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognise some different forms of poetry
	identify main ideas drawn frommore than one paragraph and summarise	from details stated and implied  check that the text makes	ask questions to improve their understanding of a text identify main ideas drawn	check that the text makes sense to them, discuss their understanding and explain	ask questions to improve their understanding of a text increase their familiarity with	check that the text makes sense to them, discuss their understanding and explain the meaning of words in

these	sense to them, discuss their understanding and explain the meaning of words in context	from more than one paragraph and summarise these increase their familiarity with a	the meaning of words in context  ask questions to improve their understanding of a text	a wide range of books, including fairy stories, myths and legends, and retell some of these orally	context ask questions to improve their understanding of a text
	ask questions to improve their understanding of a text	wide range of books, including fairy stories, myths and legends, and retell some of these orally			