**Little Wandle Phonics NC Coverage:**

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| Apply phonic knowledge and skills as the route to decode words.  |
| Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. |
| Read accurately by blending sounds in unfamiliar words containing GPCs I have been taught. |
| Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. |
| Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est words. |
| Read other words containing more than one syllable that contain taught GPCs. |

**Individual reading NC coverage:**

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| Apply phonic knowledge and skills as the route to decode words.  |
| Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. |
| Read accurately by blending sounds in unfamiliar words containing GPCs I have been taught. |
| Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. |
| Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est words. |
| Read other words containing more than one syllable that contain taught GPCs. |
| Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). |
| Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. |
| Reread these books to build up their fluency and confidence in word reading. |
| Checking that the text makes sense to them as they read, and correcting inaccurate reading. |
| Making comparisons within and across books. |
| Participate in discussions about books they can read for themselves, building on their own and others’ ideas and challenging views courteously. |

**Poetry Unit NC Coverage:**

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| Learning to appreciate rhymes and poems, and to recite some by heart.  |
| Listening to and discussing a wide range of poems. |

**Library Sessions NC Coverage:**

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| Develop pleasure in reading and motivation to read. |

**Writing Model Text and Foundation Subject Reading:**

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| Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  |
| Participate in discussion about what is read to them, taking turns and listening to what others say. |

**Taught Reading Session NC Coverage:**

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| Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  |
| Explain clearly their understanding of what is read to them. |
| Participate in discussion about what is read to them, taking turns and listening to what others say. |
| Drawing on what they already know or on background information and vocabulary provided by the teacher. |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| V | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known |
| I | Making inferences on the basis of what is being said and done. | Making inferences on the basis of what is being said and done. | Making inferences on the basis of what is being said and done. | Making inferences on the basis of what is being said and done. | Making inferences on the basis of what is being said and done. | Making inferences on the basis of what is being said and done. |
| P | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far |
| E | Being encouraged to link what they read or hear to their own experiences. | Being encouraged to link what they read or hear to their own experiences. | Being encouraged to link what they read or hear to their own experiences. | Being encouraged to link what they read or hear to their own experiences. | Being encouraged to link what they read or hear to their own experiences. | Being encouraged to link what they read or hear to their own experiences. |
| R | 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 |  |  |
| S | Discuss the significance of events. | Discuss the significance of events. | Discuss the significance of events. | Discuss the significance of events. | Discuss the significance of events. | Discuss the significance of events. |