






<p>Vocabulary Victor</p> 	<p>Rex Retriever</p> 	<p>Sequencing Suki</p> 	<p>Inference Iggy</p> 	<p>Predicting Pip</p> 
<p>1a. Draw on knowledge of vocabulary to understand texts.</p>	<p>1b. Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>1c. Identify and explain the sequence of events in texts.</p>	<p>1d. Make inferences from the text</p>	<p>1e. Predict what might happen on the basis of what has been read so far.</p>
<p>Vocabulary Victor will help you to work out the meaning of words you don't know by looking at the words in context. He will also help you to spot examples of ambitious vocabulary and figurative language and how they give a certain meaning to the text.</p>	<p>Rex Retriever helps you to find key pieces of information, the answer you are looking for will be in the text, you just need to retrieve it.</p>	<p>Summary Suki helps you sum up the main points in a text. First, you must be able to sequence events in the text and then retell this by picking out the key points that are most important.</p>	<p>Inference Iggy helps you to pick up ideas from the text that are not always written in the text itself. You have to be a reading detective and hunt for clues in a text about how someone might be feeling or why something is happening.</p>	<p>Predicting Pip helps you to try to make a logical and reasonable guess about what could happen next.</p>
<p>I can recognise and join in with predictable phrases.</p> <p>I can read common exception words (for my year group).</p>	<p>I can answer and ask questions about the text.</p>	<p>I can retell some familiar stories that have been read to me.</p> <p>I can discuss the sequence of events in books.</p>	<p>I can link what I read or hear to my own experience.</p> <p>I can draw on what I already know or on background information to</p>	<p>I can predict what might happen on the basis of what has been read so far.</p>

Lilleshall Primary School Reading KS1

Year Group: 1 and 2

<p>I can discuss and clarify the meaning of words.</p> <p>I can link new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can check that the word I have decoded makes sense in the context of what else I have read.</p>	<p>I can identify how items of information are related.</p>	<p>help me understand the text.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can understand what has prompted a character's behaviour in a story.</p> <p>I can understand about cause and effect in non-fiction (e.g why certain dates are commemorated annually.)</p>	
<p>Learning focuses related to each reading strand.</p>			

The following objectives are taught consistently in Reading lessons and across the curriculum:

Developing Competent Readers & Creating Positive Reading Attitudes
<ul style="list-style-type: none"> ✓ Listen to, express and discuss views about a wide range of fiction and non-fiction at a level beyond that at which they can read independently. ✓ Become increasingly familiar with and be able to retell a wider range of stories including fairy stories and traditional tales. ✓ Explore non-fiction books that are structured in different ways. ✓ Check that the text makes sense to them as they read. ✓ Participate in discussion about books that are read to them and that they can read to themselves. ✓ Take turns and listen to what others say and be helped to consider the opinions of others.

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| <ul style="list-style-type: none">✓ Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves.✓ Teachers demonstrate thinking aloud when reading to pupils to help them to understand what skilled readers do.✓ Teachers should ensure that deliberate steps are taken to increase pupils' vocabulary and their awareness of grammar. |
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Performance/Poetry

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| <ul style="list-style-type: none">✓ Listen to, discuss and express views about a range of contemporary and classic poetry.✓ Learn to appreciate rhymes and poems.✓ Recognise simple recurring literary language in poetry.✓ Continue to build a repertoire of poems learnt by heart.✓ Appreciate and recite some poems with appropriate intonation.✓ Participate in discussion about poems and explain their understanding.✓ Take part in role-play and other drama techniques to identify and explore characters and try out language listened to. |
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Important Teaching Notes for Key Stage One:

- Teachers should foster a love of reading and provide children with an extensive experience of a wide range of books.
- Teachers should use the Year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems and vocabulary with the rest of the class.
- Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words.
- When practicing sounding and blending of reading teachers should explain the meaning of new vocabulary thus developing pupils' vocabulary.