

Superhero	Related Key Learning
<p><u>Retrieving Rita</u></p> 	<ul style="list-style-type: none"> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Explain clearly their understanding of what is read to them. • <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u> • <u>Identify and discuss the main events in stories.</u> • <u>Identify and discuss the main characters in stories.</u> • <u>Recall specific information in fiction and non-fiction texts.</u> • Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.
<p><u>Vocabulary Vera</u></p> 	<ul style="list-style-type: none"> • Introduce and discuss key vocabulary, linking meanings of new words to those already known. • Activate prior knowledge e.g. what do you know about minibeasts? • Recognise and join in with language patterns and repetition. • Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.
<p><u>Summarising Sid</u></p> 	<ul style="list-style-type: none"> • Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. • Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. • Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.
<p><u>Inferring Izzy</u></p> 	<ul style="list-style-type: none"> • <u>Make predictions based on what has been read so far.</u> • Activate prior knowledge e.g. what do you know about minibeasts? • Make basic inferences about what is being said and done.
<p><u>Explaining Eric</u></p> 	<ul style="list-style-type: none"> • Relate texts to own experiences • Make personal reading choices and explain reasons for choices. • Activate prior knowledge e.g. what do you know about minibeasts? • Give opinions and support with reasons e.g. I like the Little Red Hen because she... • Explain clearly their understanding of what is read to them. •

Word Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words containing –s, - es, -ing, -ed, -er, -est endings.
- Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.