



Sandhurst Primary School Sequential Reading Curriculum: Potter Class







Topic	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Texts	<p>Where The Wild Things Are by Maurice Sednak</p> <p>Where's Spot by Eric Hill</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>A Bit Lost by Chris Haughton</p> <p>My Cat Likes to Hide in Boxes by Eve Sutton</p> <p>The Way I Feel by Janan Cain</p> <p>In Every House, on Every Street by Jess Hitchman</p>	<p>Mrs Armitage on Wheels by Quentin Blake</p> <p>You Can't Call an Elephant in an Emergency by Patricia Cleveland-Peck</p> <p>You Can't Take an Elephant on a Bus by Patricia Cleveland-Peck</p> <p>You Can't Let an Elephant by Patricia Cleveland-Peck</p> <p>We Catch the Bus by Katie Abey</p> <p>Car, Car, Truck, Jeep by Katrina Charman</p> <p>What Do Machines Do All Day by Jo Nelson</p> <p>Machine Poems by Jill Bennett</p>	<p>Alfie at Nursery School by Shirley Hughes</p> <p>Peepo! (Storytime Giants) by Janet and Allan Ahlberg</p> <p>The Baby's Catalogue by Janet and Allan Ahlberg</p> <p>Coming to England: An inspiring True Story Celebrating the Windrush Generation by Floella Benjamin</p> <p>The Big Alfie and Annie Rose Storybook by Shirley Hughes</p> <p>Lucy &amp; Tom by Shirley Hughes</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>Mog the Forgetful Cat by Judith Kerr</p>	<p>The Gigantic Turnip by Aleksei Tolstoy</p> <p>Three Classic Adventures of Supertato by Sue Hendra &amp; Paul Linnet</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Pass the Jam, Jim by Kaye Umansky</p> <p>Handa's Surprise by Eileen Browne</p> <p>Jack and the Beanstalk (Ladybird First Favourite Tales) by Iona Treahey</p> <p>Eating the Alphabet: Fruits &amp; Vegetables from A to Z (Voyager Books) by Lois Ehlert</p> <p>Jasper's Beanstalk by Nick Butterworth &amp; Mick Inkpen</p> <p>Rosie's Walk by Pat Hutchins</p> <p>The Little Red Hen (Ladybird First Favourite Tales) by Lesley Sims</p>	<p>Book of Animals (Here We Are) by Oliver Jeffers</p> <p>Animal ABC by Jannie Ho</p> <p>Animal Homes: A lift-the-flap book of discovery by Libby Walden</p> <p>Animals Are Delicious (Phaidon) Sarah Hutt</p> <p>Doing the Animal Bop by Jan Ormerod</p> <p>Little Kids First Big Book of Animals (National Geographic Kids) by Catherine D Hughes</p> <p>A First Book of Animals by Nicola Davies</p> <p>Little Red and the Very Hungry Lion by Alex T Smith</p> <p>Walking Through the Jungle by Julie Lacome</p> <p>Dear Zoo by Rod Campbell</p>	<p>Who's Hiding at the Seaside? By Katharine McEwen</p> <p>Sally and the Limpet by Simon James</p> <p>Lucy and Tom at the Seaside by Shirley Hughes</p> <p>One is a Snail, Ten is a Crab Pulley Sayre and Jeffrey Sayre</p> <p>Look What I Found at the Seaside by Moira Butterfield</p> <p>Hey Duggee: A Day at the Beach by Jenny Landreth</p> <p>Chu's Day at the Beach by Neil Gaiman</p> <p>Herman the Hermit Crab by Cindy W. Hollingsworth</p> <p>At the Beach by Roland Harvey</p> <p>Tip Tap Went the Crab by Tim Hopgood</p> <p>Hooray for Fish! By Lucy Cousins</p>
Reading Skill and VIPERS	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Children can...</b>	<b>Children can...</b>	<b>Children can...</b>	<b>Children can...</b>	<b>Children can...</b>	<b>Children can...</b>
Decoding, word	<b>Phase One</b>	<b>Phase Two</b>	<b>Phase Three</b>	<b>Phase Three</b>	<b>Phase Four</b>	<b>Phase Four</b>
		<ul style="list-style-type: none"> <li>Set 1: s, a, t, p</li> </ul>	<ul style="list-style-type: none"> <li>Set 6: j, v, w, x</li> </ul>			




<p>reading and phonics</p>	<ul style="list-style-type: none"> <li>• General sound discrimination</li> <li>• Environmental sounds</li> <li>• Listening skills</li> <li>• Awareness of sounds in the environment</li> <li>• Matching sounds</li> <li>• Identify rhythm and rhyme with speech</li> <li>• Awareness of rhyme in words</li> <li>• Listen and identify sounds at the beginning of words</li> <li>• Explore how sounds are articulated</li> </ul>	<ul style="list-style-type: none"> <li>• Set 2: m, i, n, d</li> <li>• Set 3: g, o, c, k</li> <li>• set 4 letters: e, u, r, ck</li> <li>• set 5 letters: h, b, f, l, ff, ll, ss</li> <li>• High Frequency words: is, it, in, at, and, to, the, no, into, go, I</li> </ul>	<ul style="list-style-type: none"> <li>• Set 7: y, z, zz, qu</li> <li>• Consonant digraphs: ch, sh, th, ng</li> <li>• Vowel digraphs: ai, ee, igh, oa</li> <li>• Vowel digraphs: oo, ar, or, ur.</li> <li>• High Frequency words: he, she, the, to, me, be, was, no, go, my</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel digraphs: ow, oi, er</li> <li>• Vowel digraphs: ear, air, ure</li> <li>• High Frequency Words: You, they, her. all.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and practise reading and spelling CVCC words/</li> <li>• High Frequency words: said, so, were, there, little, one, do, when, out, he, she, we, me, be,</li> <li>• Introduce and practise reading and spelling words with adjacent consonants</li> <li>• Practise reading and spelling high-frequency words</li> <li>• Practise reading sentences</li> <li>• Practise writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Practise reading and spelling CVCC words.</li> <li>• Practise reading polysyllabic words.</li> <li>• Practise reading and spelling words containing phase 3 graphemes.</li> <li>• Practise reading and spelling high-frequency words.</li> <li>• Practise reading polysyllabic words.</li> </ul>
<p>Fluency and phrasing</p>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To look and handle books independently (holds books the correct way)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To recognise familiar words and signs such as own name and advertising logos.</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p>	<p>To read and understand simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately (green words).</p> <p>To also read some common irregular words (red words).</p>	<p>To read and understand simple sentences. <i>Guided reading</i></p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Perform songs, rhymes, poems and stories with others, and (when</p>



						appropriate) try to move in time with the music.
<b>Vocabulary</b> 	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Use new vocabulary throughout the day.</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use new vocabulary in different contexts.</p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use a wider range of vocabulary.</p>	<p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To develop their own narratives and explanations by connecting ideas or events.</p>
<b>Inference</b> 	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions</p>	<p>To Use stories from books to focus children's attention on predictions and explanations.</p>	<p>Use stories from books to focus children's attention on predictions and explanations.</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
<b>Prediction</b> 	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions,</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions</p>	<p>To Use stories from books to focus children's attention on predictions and explanations.</p>	<p>Use stories from books to focus children's attention on predictions and explanations.</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<b>Explanation</b> 	<p>To describe main story settings, events and principal characters.</p> <p>Engage in storytimes.</p>	<p>To describe main story settings, events and principal characters.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity</p>	<p>To enjoy an increasing range of books.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>To enjoy an increasing range of books.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>	<p>They demonstrate understanding when talking with others about what they have read. <i>Talk partners – talking about what we have read, responding to directed questions.</i></p>	<p>They demonstrate understanding when talking with others about what they have read. <i>Guided reading groups</i></p> <p>Invent, adapt and recount narratives and</p>




		with the text; some as exact repetition and some in their own words.		discussions and small group interactions.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Compare and contrast characters from stories, including figures from the past.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	stories with their peers and their teachers.
<p><b>Retrieve</b></p> 	<p>To know that information can be relayed in the form of print.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To use the new vocabulary learned through the class texts within their play.</p> <p>Enjoys an increasing range of books.</p> <p>Sing a large repertoire of songs.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>They demonstrate understanding when talking with others about what they have read. <i>Talk partners – talking about what we have read, responding to directed questions.</i></p>	<p>They demonstrate understanding when talking with others about what they have read. <i>Guided reading groups</i></p>



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	<p>you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>					
<p>Sequence</p> 	<p>To listen to stories with increasing attention and recall.</p> <p>To begin to be aware of the way stories are structured</p>	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>Learn rhymes, poems and songs.</p>	<p>To follow a story without pictures or props. <i>e.g., listening to an audio book</i></p>	<p>To follow a story without pictures or props. <i>e.g., listening to a story made up by another child</i></p>	<p>Children follow instructions involving several ideas or actions.</p> <p><i>Linking reading and art.</i></p>	<p>Children follow instructions involving several ideas or actions.</p> <p><i>Linking reading and dance/ movement.</i></p>