

## Reading F1 Cycle A and B Overview

### CORE LEARNING

#### READING 1: ACCURACY (phase 1 phonics)

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting



Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from top to bottom and left to right

#### READING 2: FLUENCY

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Recognises familiar words and signs such as own name and advertising logos



#### READING 3: COMPREHENSION (continuous provision)

- a) Read and understand simple oral sentences.
- b) Demonstrate an understanding when talking with others about what they have read/read to them.

Picture focus – oral questioning 'what' 'who' 'where'

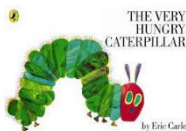
ITWB or individual photos/pictures to share

Books



#### READING 4: ENJOYMENT (continuous provision/book time/imagination library)

- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listens to stories with increasing attention and recall.
- Enjoys rhyming and rhythmic activities.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Handles books carefully.



#### Named texts (to be read over the year and revisited)

- Where's Spot by Eric Hill
- Deer Zoo by Rod Campbell
- You choose by Pippa Goodhart/Nick Sharratt
- Jasper's Beanstalk by Nick Butterworth/Mick Inkpen
- The Very Hungry Caterpillar by Eric Carle
- We're going on a Bear Hunt by Michael Rosen
- Brown Bear, Brown Bear, What do you see? by Bill Martin Jnr/Eric Carle
- Hairy Maclary from Donaldson's Dairy by Lynley Dodd
- Each peach Pear Plum by Janet and Allan Ahlberg
- Hug by Jez Alborough
- The Train Ride by June Crebbin
- Come on, Daisy by Jane Simmons

#### READING 5: UNDERSTANDING THE WORLD/BREADTH (continuous provision/class book time)

- a) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
- b) Knows that information can be retrieved from books and computers.



Selection of non fiction books relevant to the children's interests

