

Appendix one

<b>Group:</b>	<b>Date:</b>
<b>Text:</b>	
<b>Learning Objectives:</b>	
<b>Focus: Word recognition/Language comprehension (delete as appropriate)</b>	
<b>Teaching sequence:</b>	
1. Introduce the book	
<b>Key vocabulary:</b>	
<b>Strategy check:</b>	
2. Independent reading	
3. Return to the text	
4. Respond to the text	
<b>Key questions:</b>	
1.	
<b>Answer:</b>	
2.	
<b>Answer:</b>	
3.	
<b>Answer:</b>	
5. Next steps	

**Guided Reading Planning**

<b>Year Group:</b>		<b>Teacher:</b>						<b>Group:</b>	
<b>Group target/ objectives:</b>									
<b>Date/ text</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Independent reading</li> <li>3. Returning to the text/ Responding to the text – key questions/ partner talk etc</li> <li>4. Follow up</li> </ol>								<b>Comments/ next steps</b>


Appendix Three

Mellers Primary School Foundation Stage Guided reading record

Date/ text	1. Introduction 2. Independent reading 3. Returning to the text/ Responding to the text – key questions/ partner talk etc 4. Follow up									Comments/ next steps

16 -26 m	☺ 1.16.1 Interested in books and may have favourites.	30 -50m	☺ 1.30.1 Enjoys rhyming and rhythmic activities.	☺ 1.30.9 Describes main story settings, events and principal characters.	40 -60m	☺ 1.40.1 Continues a rhyming string. See also <b>Literacy (Writing) 2.40.3</b>	E.L.G.	☺ 1.g.1a Children read and understand simple sentences..
22-36 m	☺ 1.22.1 Has some favourite stories, rhymes, songs, poems, or jingles.		☺ 1.30.2 Shows awareness of rhyme and alliteration.	☺ 1.30.10 Shows interest in illustrations and print in books and print in the environment.		☺ 1.40.2 Hears and says the initial sounds in words. See also <b>Literacy (Writing) 2.40.4</b>		☺ 1.g.1b They use phonic knowledge to decode regular words and read them aloud accurately.
	☺ 1.22.2 Repeats words or phrases from familiar stories.		☺ 1.30.3 Recognises rhythm in spoken words.	☺ 1.30.11 recognises familiar words and signs such as own name and advertising logos.		☺ 1.40.3 Can segment sounds in simple words and blend them together and knows which letters represent some of them eg <i>letters in own name</i> . See also <b>Literacy (Writing) 2.40.5</b>		☺ 1.g.1c They also read some common irregular words.
	☺ 1.22.3 Fills in the missing word or phrase in a known rhyme, story or game eg <i>Humpty Dumpty sat on a...</i>		☺ 1.30.4 Listens to and joins in with stories and poems , one-to-one and also in small groups.	☺ 1.30.12 Looks at books independently.		☺ 1.40.4 Links sounds to letters, naming and sounding the letters of the alphabet ( <i>more than half</i> ). See also <b>See also Literacy (Writing) 2.40.6.</b>		☺ 1.g.1d they demonstrate understanding when talking with others about what they have read.
			☺ 1.30.5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	☺ 1.30.13 Handles books carefully		☺ 1.40.5 Begins to read words and simple sentences. <b>WT 1.g.a</b>		
			☺ 1.30.6 Beginning to be aware of the way stories are structured.	☺ 1.30.14 Knows information can be relayed in the form of print.		☺ 1.40.6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.		
			☺ 1.30.7 Suggests how the story ends.	☺ 1.30.15 Holds books the correct way up and turns pages. See also <b>PD1 1.22.5</b>		☺ 1.40.7 Enjoys an increasing range of books.		
			☺ 1.30.8 Listens to stories with increasing attention and recall.	☺ 1.30.16 Knows that print carries meaning and in English is read left to right and top to bottom.				

Appendix Four

	Mellers Tricky Word Tracker											
	Autumn 1.1		Autumn 1.2		Spring 2.2		Spring 2.2		Summer 3.1		Summer 3.2	
	Read	Spell	Read	Spell	Read	Spell	Read	Spell	Read	Spell	Read	Spell
Phase 2												
Phase 3												
Phase 4												
Phase 5												
Phase 6												



	sound	name		sound	name		sound	name		sound	name		sound	name
s			u			j			ch			oa		
m			i			e			sh			oo		
c			l			n			qu			ar		
t			b			k			x			or		
p			d			v			ck			ur		
g			r			w			ng			air		
o			h			y			ai			ear		
a			f			z			ee			oi		
									igh			ow		

## F2 Phonics Tracker

Teachers:

Phases of progression	Autumn term YR		Spring term YR		Summer term YR	
<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>• Explore and experiment with sounds and words</li> <li>• Distinguish between speech sounds</li> <li>• Recognise words that rhyme (some)</li> <li>• Provide a string of rhyming words (some)</li> <li>• Blend and segment orally (most children)</li> </ul>						
<p><b>Lower Phase 2</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown <b>s, a, t, p, i, n, m, d</b></li> <li>• Be able to read the 5 tricky words <b>the, to, l, no, go</b></li> <li>• Be able to orally blend and segment in order to read and spell VC and then CVC words with the above letters ie as, in, am – sat, pin</li> </ul>						
<p><b>Middle Phase 2</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown <b>g, o, c, k, ck, e, u, r</b></li> <li>• Be able to orally blend and segment in order to read and spell VC and then CVC words with lower phase 2 and the above</li> </ul>						
<p><b>Upper Phase 2</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown <b>h, b, f, ff, l, ll, ss</b></li> <li>• Be able to orally blend and segment in order to read and spell CVC words with all phase 2 letters</li> <li>• Read, write a caption using one or more high-frequency words and words containing phase 2 letters</li> </ul>						
<p><b>Lower Phase 3</b></p> <ul style="list-style-type: none"> <li>• Be able to spell the tricky words <b>the, to, l, no, go</b></li> <li>• Be able to read the tricky words <b>he, she, we, me, be,</b></li> <li>• Give the sound when shown <b>j, v, w, x, y, z, zz, qu</b></li> <li>• Write each letter correctly when following a model</li> <li>• Be able to blend and segment CVC words with phase 2 letters and the above</li> </ul>						
<p><b>Middle Phase 3</b></p> <ul style="list-style-type: none"> <li>• Be able to read and spell the tricky words <b>he, she, we, me, be</b></li> <li>• Give the sound when shown the consonant digraphs <b>ch, sh, th, ng</b></li> <li>• Give the sound when shown the vowel digraphs <b>ai, ee, ie, oa, oo</b></li> <li>• Be able to blend and segment CVC words and CCVC words</li> </ul>						

<p><b>Upper Phase 3</b></p> <p><b>Working on: Knowing one grapheme for each of 43 phonemes</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown the vowel digraphs <b>oo, ar, or, ur, ow, oi, ear, ure, er</b></li> <li>• Be able to read and spell the tricky words <b>was, my, you, they, her, all, are</b></li> <li>• Be able to blend and segment CVC words and CCVC words</li> </ul>						
<p><b>Phase 4</b></p> <p><b>This phase consolidates knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</b></p> <ul style="list-style-type: none"> <li>• Be able to blend and read words containing adjacent consonants</li> <li>• Be able to segment and spell words containing adjacent consonants</li> <li>• Be able to read the tricky words <b>some, one, said, come, do, so, were, when, have , their, <u>out</u>, like, little, what</b></li> <li>• Be able to spell the tricky words <b>she, we, me, be, was, my, you, her, they, all, are</b></li> </ul>						