Appendix one

Group	o: Date:
Text:	
Learn	ing Objectives:
Focus	: Word recognition/Language comprehension (delete as appropriate)
Teach	ning sequence:
1.	Introduce the book
Key v	ocabulary:
l ne, t	
Strate	egy check:
2.	Independent reading
3.	Return to the text
4.	Respond to the text
Key q	uestions:
1.	
Answ	er:
2.	
Answ	er:
3.	
Answ	er:
5.	Next steps

Appendix Two

Guided Reading Planning

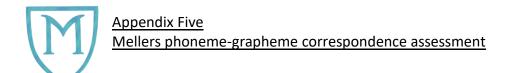
Year Group:								Group:				
Group target/	objectives:											
Date/text	1. Introduction								Comments/ next steps			
	2. Independent reading											
	3. Returning to the text/ Responding to the text											
	– key questions/ partner talk etc											
	4. Follow up											

Appendix Three

Appe	Appendix Three													
	Mellers Primary School Foundation Stage Guided reading record													
Date/ text											Con	nments/ next steps		
16 -26 m	© 1.16.1 Interested in books and may have favourites.					 1.30.9 Describes main story settings, events and principal characters. 						 1.40.1 Continues a rhyming string. See also Literacy (Writing) 2.40.3 	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 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 1.40.2 Hears and says the initial sounds in words. See also Literacy (Writing) 2.40.4		① 1.g.1b They use phonic knowledge to decode regular words and read them aloud accurately.	
0	 1.22.2 Repeats words or phrases from familiar stories. 	,										① 1.40.3 Can segment sounds in simple words and blend them together and knows which letters represent some of them eg letters in own name. See also Literacy (Writing) 2.40.5		 1.g.1c They also read some common irregular words.
6	1.22.3 Fills in the missing word or phrase in a known rhyme, story or game eg Humpty Dumpty sat on a	© 1.30.12 Looks at books independently.						y.		 1.40.4 Links sounds to letters, naming and sounding the letters of the alphabet (more than half). See also See also Literacy (Writing) 2.40.6. 		① 1.g.1d they demonstrate understanding when talking with others about what they have read.		
			① 1.30.5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	© 1.3	30.13 H	landles	s books	carefu	lly			 1.40.5 Begins to read words and simple sentences. WT 1.g.a 		
	way stories are structured. © 1.30.7 Suggests how the story ends.				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.		
					 1.30.15 Holds books the correct way up and turns pages. See also PD1 1.22.5 							1.40.7 Enjoys an increasing range of books.		
					③ 1.30.16 Knows that print carries meaning and in English is read left to right and top to bottom.									

Appendix Four

					Ŋ	Mellers Tricky	Word Tracke	r					
M	Autun	nn 1.1	Autum	n 1.2		g 2.2		g 2.2	Summ	er 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													





	punos	name		punos	name		punos	name		punos	name		punos	name
S			u			j			ch			oa		
m			i			e			sh			00		
С			1			n			qu			ar		
t			b			k			X			or		
p			d			V			ck			ur		
g			r			W			ng			air		
O			h			У			ai			ear		
а			f			Z			ee			oi		
									igh			ow		

F2 Phonics Tracker											
Teachers:											
Phases of progression	Autumn term YR		Spring to	erm YR	Summer term YR						
Phase 1											
Explore and experiment with sounds and words											
Distinguish between speech sounds											
Recognise words that rhyme (some)											
Provide a string of rhyming words (some)											
Blend and segment orally (most children)											
Lower Phase 2											
Give the sound when shown s, a, t, p, i, n, m, d											
Be able to read the 5 tricky words the, to, I, no,go											
Be able to orally blend and segment in order to read and spell VC and then CVC words											
vith the above letters ie as, in, am - sat, pin											
Middle Phase 2											
Give the sound when shown g , o , c , k , ck , e , u , r											
Be abe to orally blend and segment in order to read and spell VC and then CVC words											
vith lower phase 2 and the above											
Jpper Phase 2											
Give the sound when shown h, b, f, ff, I, II, ss											
Be abe to orally blend and segment in order to read and spell CVC											
vords with all phase 2 letters											
Read, write a caption using one or more high-frequency words and words containing											
phase 2 letters											
Lower Phase 3											
Be able to spell the tricky words the , to , l , no , go											
Be able to read the tricky words he , she , we , me , be ,											
Give the sound when shown j, v, w, x, y, z, zz, qu											
Write each letter correctly when following a model											
Be able to blend and segment CVC words with phase 2 letters and the above											
Middle Phase 3											
Be able to read and spell the tricky words he, she, we, me, be											
Give the sound when shown the consonant digraphs ch , sh , th , ng											
Give the sound when shown the vowel digraphs ai, ee, ie, oa, oo											
Be able to blend and segment CVC words and CCVC words											
			1	l l							

Upper Phase 3 Working on: Knowing one grapheme for each of 43 phonemes Give the sound when shown the vowel digraphs oo, ar, or, ur, ow, oi, ear, ure, er Be able to read and spell the tricky words was, my, you, they, her, all, are Be able to blend and segment CVC words and CCVC words			
Phase 4 This phase consolidates knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Be able to blend and read words containing adjacent consonants Be able to segment and spell words containing adjacent consonants Be able to read the tricky words some, one, said, come, do, so, were, when, have, their, out, like, little, what Be able to spell the tricky words she, we, me, be, was, my, you, her, they, all, are			