

I learn -  
Reading and  
phonics



# National Curriculum Reading Requirements

## Year 1

- Match all 40+ graphemes to their phonemes.
- Blend sounds in unfamiliar words.
- Say what they like and dislike about a text.
- Link what they have read to their own experiences.
- Retell key stories.
- Understand and talk about the main characteristics within a story.
- Learn some poems and rhymes by heart.
- Use prior knowledge, context and vocabulary to understand texts.
- Check that texts make sense to them as they read.
- Begin to draw inferences from the text or illustrations.
- Make predictions based on the events in the text.
- Explain what they understand.



# National Curriculum Reading Requirements

## Year 2

- read accurately most words of two or more syllables.
- read most words containing common suffixes.
- read most common exception words.
- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- sound out most unfamiliar words accurately, without undue hesitation.
- check it makes sense to them, correcting any inaccurate reading.
- answer questions, make inferences and predictions.
- explain what has happened so far in what they have read.

# Question prompts to support reading comprehension

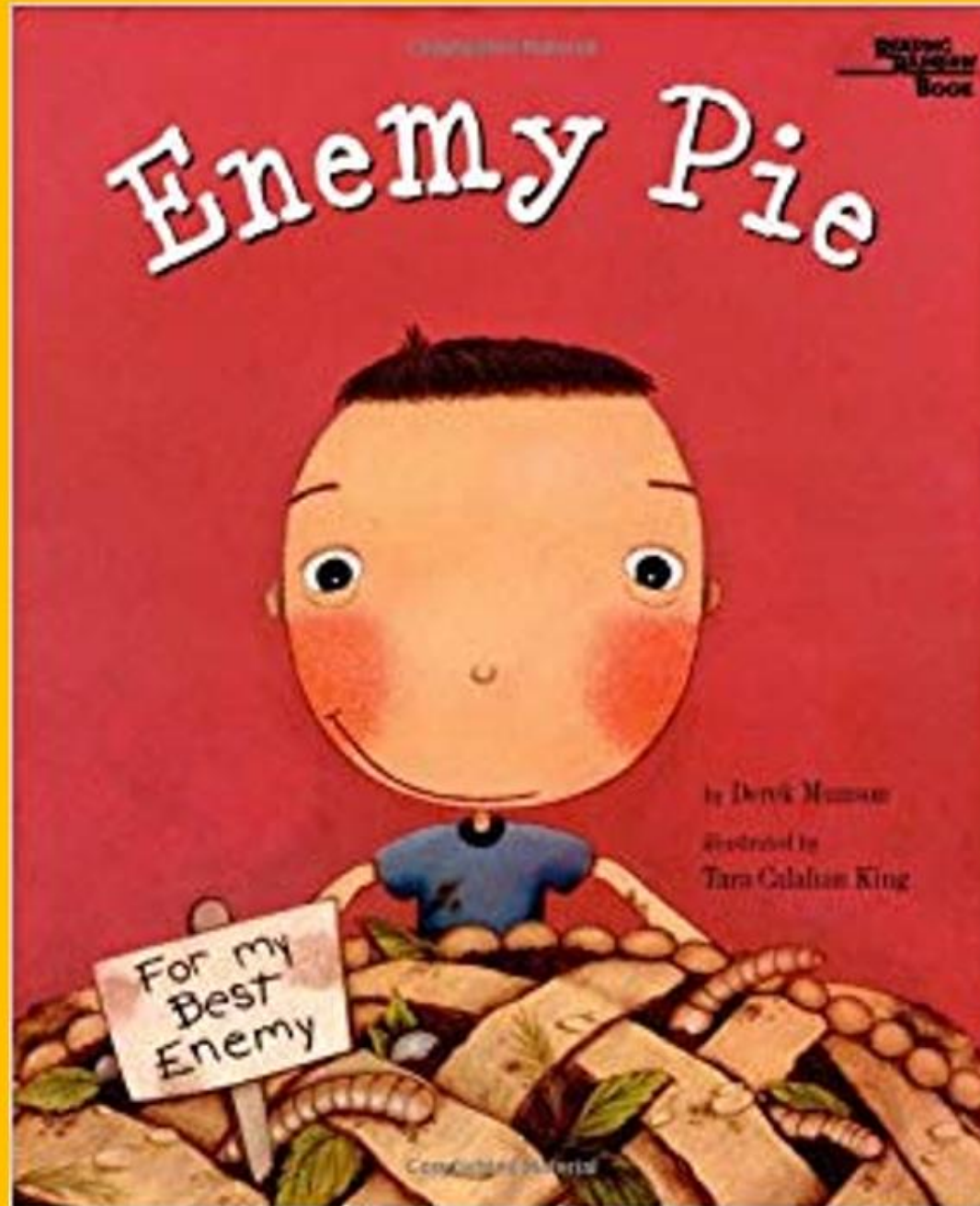
Looking questions (literal questions)	Clue questions (based on the text- deduction and inference)	Thinking questions (offer opinions, links to experience of the wider world)
<p>What do these words mean?</p> <p>What has happened?</p> <p>What are the main ideas?</p> <p>Can you retell the main events?</p> <p>What do we know about...?</p> <p>How did.... happen?</p> <p>Who was it that....?</p> <p>What happened after....?</p> <p>How does the writer describe...?</p>	<p>What big ideas are there in the book or what is the book about?</p> <p>What kind of person was...?</p> <p>Can you predict what might happen next?</p> <p>What do you think was meant by...?</p> <p>Describe the relationship between...?</p> <p>Why did the character act in this way...?</p> <p>What does the writer want us to think/feel about...?</p>	<p>Can you make links between.....?</p> <p>What do you think about....?</p> <p>What why do you think.....?</p> <p>Would this text be better if the writer had....?</p> <p>How would you have solved the problem in the story?</p> <p>What will happen next?</p> <p>How was this similar to...?</p> <p>How has the writer used.... to show.....?</p> <p>Can you make connections to....?</p> <p>What questions would you ask the character about.....?</p>





How could he be feeling?

Who might his enemy be?



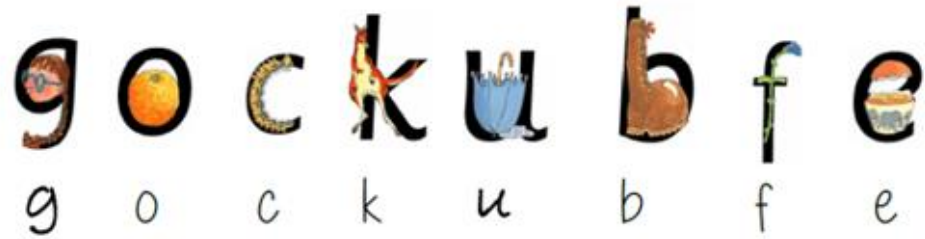
What do you think the book might be about?

What could happen next?

Why do you think he has made a pie?



### Set 1 Sounds



### Set 2 & 3 Sounds





## Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the loaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insects body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girls face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your car
<b>l</b>	Down the long leg.			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back.				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				



<https://www.youtube.com/watch?v=2UmwXQwx5gk>





## Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

to	my	washing*	the
all	me	he	we
she	want	said	I've
are	go	no	her

\*Red Word in this book only

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## Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

green	keep	green	when
keep	when	three	just
three	just	catch	drink
catch	drink	from	with



**Pink Band  
RED WORDS**

all my  
the like  
I've want  
you call  
we be  
no her  
are of  
me said  
he she  
some be  
there so  
washing to

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**Read Write Inc.**

**Green Band  
RED WORDS**

the  
your  
said  
you  
my  
I  
he  
are  
of  
no

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**Mr Neal's Phonics Group – Week 1** – Please use the QR codes below to practice the sounds your child has learnt this week. If you need any support please speak to Mr Neal.

