Albert Pritchard Infant and Wood Green Junior Federated Schools

Name:

Congratulations! You are on Green Band Books

While you are reading Green Band Books you will learn to:
Decoding - Apply phonic knowledge to decode words: e.g. *high, hand, cream, park.*
Decoding - Speedily respond with the correct sound to graphemes at Phase 5 L&S
Decoding - Read accurately by blending taught GPCs at Phase 5 L&S
Decoding - Read most common exception words from Phase 5 L&S
Decoding - Read all common suffixes listed in Appendix 1: e.g. *-s, -es, -ing, -ed, -er, -est.*
Decoding - Read most multi-syllable words containing taught GPCs at Phase 5 L&S
Decoding - Read contractions and understands the use of apostrophe to represent omitted letters: e.g. *I'm, I'll, we'll, can't, hadn't.*
Decoding - Read aloud phonically decodable texts at age-appropriate level
Range of reading - Identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. *I've got a dog too, I've been to the castle/beach/city.*
Familiarity with texts - Recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. *what typically happens to good and bad characters, differences between story settings.*
Familiarity with texts - Identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. *identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.*
Word meaning - Draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. *Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.*
Understanding - Ask and answer 'how' and 'why' questions about what they have read and know where to look for information: e.g. *Pupil asks 'Why do bees like flowers? How long do worms grow?' and can find pages in a non-fiction book to answer own questions.*
Understanding - Check that the text makes sense to them as they read and goes back to self-correct inaccurate reading: e.g. *Pupil reads 'The Fairy Godmother wanted her magic wand and the pumpkin changed into a coach' and then self-corrects 'wanted' to 'waved'.*
Inference - Discuss the link between events and the text title: e.g. *when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'*
Inference - Demonstrate simple inference: e.g. *Pupil identifies who is speaking in a story: 'It must be Mr Grumpy who tells them to come for a ride another day because it is his boat.'*
Prediction - Predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. *Mr Grumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.*