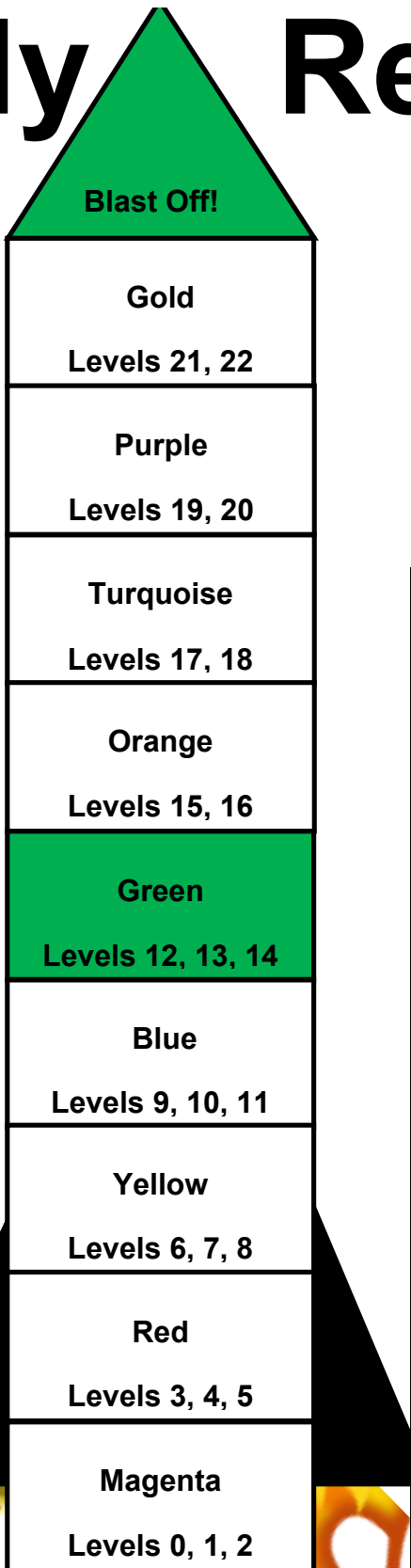


My Reading Rocket


This is the level

I'm learning at

Green



Next Learning Steps...I am learning to:

- 🧐 Say unfamiliar words slowly looking for: digraphs *wh, ch, sh, th, ou*, chunks, rhyme and word endings *-s, -ing, -ed, -er*.
- 🧐 Recognise High Frequency words and make links to other words.
- 🧐 Read on → to check that what I've read makes sense and sounds right.
- 🧐 Re-read ↩️ to cross check. 
- 🧐 Identify the error, and correct it.
- 🧐 Say what I think the author is saying.
- 🧐 Ask questions about new vocabulary and the story.
- 🧐 Retell the story in detail.
- 🧐 Use language about books eg: title, author, illustrator.
- 🧐 To read silently most of the time.
- 🧐 Make the story more interesting by stressing words in **bold print** and using **punctuation effectively**.
- 🧐 **What strategies have I used?**

Which strategy could I try to use next time?

Targeted sounds: **wh**
 Short vowels: **a e i o u** and sometimes **y**
 'a' - away, again, around

High Frequency Words:

| | | | | |
|----------|---------|----------|-------|-------|
| him | one | along | Mr | Mrs |
| could | put | were | first | eat |
| yes | run | back | them | don't |
| time | give | but | now | red |
| ready | may | climb | very | when |
| cannot | morning | there | laugh | six |
| children | three | tomorrow | | |

Dianne Ward (RT:Lit) Joanna Wilson (Reading Recovery/SENCO)