








## Read with RIC

### Reading with RIC

We have introduced new reading lessons in school called 'Reading with RIC'. RIC stands for 'Retrieve, Interpret and Choice'. Children will focus on rich texts and then explore a question focussed on developing a specific reading skill. They record this learning in a Reading Journal. The lessons strengthen children's literal, inferential and analytical comprehension skills. In Years 1-6, children have two 45- minute RIC lessons a week. In Year R they have three 15- minute reading lessons where the children will talk about a picture and verbally answer retrieval questions.

### Year 1

 <p><b>DECODE</b></p>	 <p><b>RETRIEVE</b></p>	 <p><b>INTERPRET</b></p>
<ol style="list-style-type: none"><li>1. Applying phonic knowledge and skills as the route to decode words.</li><li>2. Responding speedily with the correct sound to graphemes for all phonemes.</li><li>3. Reading accurately by blending sounds in unfamiliar words.</li><li>4. Reading common exception words.</li><li>5. Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li><li>6. Reading other words of more than one syllable that contain taught GPCs.</li><li>7. Reading words with contractions, and understand that the apostrophe represents the omitted letter(s).</li><li>8. Rereading these books to build up their fluency and confidence in word reading.</li><li>9. Correcting inaccurate reading.</li></ol>	<ol style="list-style-type: none"><li>1. Retelling key stories, fairy stories and traditional tales.</li><li>2. Checking the text makes sense to them.</li></ol>	<ol style="list-style-type: none"><li>1. Linking what they read and hear to their own experiences.</li><li>2. Discussing word meanings.</li><li>3. Linking new word meanings to those already known.</li><li>4. Drawing on what they know and background information to understand.</li><li>5. Making inferences based on what is being said and done.</li><li>6. Explaining clearly their understanding of what is read to them.</li></ol>
	 <p><b>PREDICT</b></p>	 <p><b>REVIEW</b></p>
	<ol style="list-style-type: none"><li>1. Predicting what might happen based on what has been read so far.</li></ol>	<ol style="list-style-type: none"><li>1. Listening to and discussing a wide range of poems, stories and non-fiction.</li><li>2. Discussing the significance of the title and events.</li><li>3. Identifying characteristics of key stories, fairy stories and traditional tales.</li><li>4. Participating in discussions about what is read to them.</li></ol>
	 <p><b>PERFORM</b></p>	
	<ol style="list-style-type: none"><li>1. Recognising and joining in with predictable words and phrases.</li><li>2. Reciting some verses and poems by heart.</li><li>3. Reading books aloud which are in line with their phonic knowledge.</li></ol>	



1. Applying phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
2. Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Reading accurately words of two or more syllables that contain taught graphemes.
4. Reading words containing common suffixes
5. Reading further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
6. Reading most words quickly and accurately, without sounding and blending.
7. Reading aloud books closely matched to their improving phonic knowledge.
8. Rereading these books to build up their fluency and confidence in word reading.



1. Discussing the sequence of events in a book and how non-fiction items are related.
2. Experiencing non-fiction books structured in different ways.
3. Recognising simple, recurring language in stories and poetry.
4. Answering questions.



1. Listening to, discussing and expressing views about a range of genre, including texts beyond their understanding.
2. Discussing their favourite words and phrases.
3. Discussing books, poems and other texts with other children.



1. Discussing the meaning of words.
2. Drawing on background information to understand a text.
3. Checking the text makes sense to them as they read.
4. Making inferences on the basis of what is being said and done.
5. Predicting what might happen.
6. Asking questions.
7. Explaining their understanding of what they've read.



1. Retelling stories, fairy stories and traditional tales.
2. Learning poems by heart and reciting these with appropriate intonation.



1. Identifying main ideas drawn from more than one paragraph.
2. Summarising main ideas.
3. Discussing their understanding of the text.
4. Retrieve and record information from non-fiction.
5. Using contents pages and indexes to find information.



1. Asking questions to ensure understanding of the text.
2. Explaining the meaning of words in context.
3. Drawing inferences such as characters' feelings, thoughts and motives from their actions.
4. Justifying inferences with evidence.
5. Predicting what might happen from details stated and implied.
6. Using dictionaries to check the meaning of words that they have read.



1. Identifying how language, structure, and presentation contribute to meaning.
2. Discussing words and phrases that capture the reader's interest and imagination.
3. Recognising some different forms of poetry.
4. Reading books that are structured in different ways and reading for a range of purposes.
5. Identifying conventions in a wide range of books.



1. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
2. Retelling stories from a wide range of books orally.



1. Identifying themes in a wide range of books.



1. Discussing books read independently and in a group.
  2. Taking turns and listening to what others say.
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1. Summarising main ideas from more than one paragraph, identifying key details which support the main ideas.
2. Retrieving, recording and presenting information from non-fiction.
3. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
4. Distinguish between statements of fact and opinion.



1. Asking questions to improve their understanding.
2. Drawing inferences such as characters' feelings, thoughts and motives from their actions.
3. Justifying inferences with evidence.
4. Predicting what might happen from details stated and implied.
5. Making comparisons within and across books.



1. Identifying how language, structure, and presentation contribute to meaning.
2. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
3. Reading books that are structured in different ways and reading for a range of purposes.
4. Identifying conventions in a wide range of books.



1. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
2. Learning a wider range of poetry by heart.



1. Identifying themes in a wide range of books.
2. Providing reasoned justifications for their views.



1. Discussing books read independently and in a group.
2. Recommending books that they have read to their peers, giving reasons for their choices.
3. Participating in discussions about books, building on their own and others' ideas and challenging views courteously.