

YEAR	Term	Range
2	Autumn	Fiction and Poetry: stories with familiar settings; fairy tales; stories and rhymes with predictable and repetitive patterns Non-Fiction: instructions,
Speaking and Listening <i>Children should be taught:</i>		Reading <i>Children should be taught:</i>
Speaking		1. to reinforce and apply their word-level / phonics skills through shared and guided reading;
1. to speak with clarity and use intonation when reading and reciting a range of texts		2. to use phonological, contextual, grammatical and graphical knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read e.g. <i>understanding how a diagram may support them in understanding the text</i>
Listening		3. to be aware of the difference between spoken and written language through comparing oral recounts with text versions; making use of formal story elements in re-telling;
2. to listen to others in class, to ask relevant questions and follow instructions		4. to understand time and sequential relationships in stories i.e. what happened when?
Group Discussion and Interaction		5. to identify and discuss reasons for events in stories and how they link to the plot;
3. to listen to each other’s view and preferences, agree next steps to take and identify contributions by each groups member e.g. <i>learning to pool views about a topic, make decisions as a group and allocate tasks</i>		6. to discuss familiar story themes and link these to their own experiences;
Drama		7. to learn, re-read and present favourite poems, taking account of punctuation and comment on word combinations and patterns (such as rhymes, rhythm, alliteration);
4. to adopt appropriate roles in small or large groups and consider alternative courses of action e.g. <i>dramatising a section of story and developing the plot further, developing a character or plot from a text, image or artefact</i>		8. to collect and classify poems
		9. to read simple written instructions in the classroom and school such as simple recipes, plans or instructions for constructing something;
		10. to recognise and note key structural features e.g. clear statement of purpose at the start, sequential steps set out in list, direct language used
Grammar, Punctuation and Core Vocabulary <i>Children should be taught:</i>		Writing <i>Children should be taught:</i>
1. to use awareness of grammar to decipher new or unfamiliar words e.g. <i>to predict from the text; to read on, leave a gap and re-read;</i>		1. to apply phonological, graphic knowledge and sight vocabulary to spell words correctly through shared and guided reading;
2. to find examples, in fiction and non-fiction, of words and phrases that link sentences e.g. <i>after, meanwhile, during, before, then, next etc;</i>		2. to use story structure to write about own experiences in the same or similar form as a model;
3. to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression;		3. to use the language of time to structure a sequence of events e.g. <i>When I had finished...suddenly...after that...etc</i>
4. to re-read own writing for sense and punctuation;		4. to use simple poetry structures and to substitute own ideas and write new lines;
5. to revise knowledge of capitalisation for names, headings, titles, emphasis and begin to use independently in own writing;		5. to write simple instructions e.g. <i>getting to school, playing a game etc;</i>
6. to use a variety of simple organisational devices e.g. <i>arrows, lines, boxes, keys</i> to indicate sequences and relationships between ideas		6. to use models from reading to organise instructions sequentially e.g. <i>listing points in order with each point depending on the previous one while adding numbers of features to illustrate this to the reader;</i>
7. to explore, use and spell key new words from other topic areas		7. to use diagrams in instructions e.g. <i>drawing and labelling diagrams as part of a set of instructions and be able to explain why this supports a reader in understanding the instructions;</i>
Spelling <i>Children should be taught</i>		8. to use appropriate register in writing instructions i.e. direct, impersonal, building on texts read as models
1. to read on sight and spell words from Appendix 1		
2. to spell common irregular words from Appendix 1		
3. to use word endings e.g. “s” (plural), “ed” (past tense), “ing” (present tense) to support their reading and spelling;		
4. to secure their understanding and use of the terms “vowel” and “consonant”		
Core Vocabulary (as previous year plus)		
• commas		
• instructions		
• commands		
• bullet point		
• diagram		

Range Fiction and Poetry: Traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children’s poets Non-Fiction: dictionaries, glossaries, indexes and other alphabetically ordered texts and explanations

Speaking and Listening

Children should be taught:

Speaking

- 1. to tell real and imagined stories using conventions of familiar story language;

Listening

- 2. to respond to presentations by describing characters, repeating some highlights and commenting constructively

Group Discussion and Interaction

- 3. to ensure everyone contributes, allocates tasks, considers alternatives and reaches an agreement

Drama

- 4. to consider how mood and atmosphere are created in a live or recorded performance

Grammar, Punctuation and Core Vocabulary

Children should be taught:

- 1. to use awareness of grammar to decipher new or unfamiliar words *e.g. to predict from the text; to read on, leave a gap and re-read;*
- 2. to read aloud with intonation and expression appropriate to the grammar and punctuation (*e.g. sentences, speech marks, exclamation marks*);
- 3. to re-read own work to check for grammatical sense (coherence) and accuracy (agreement) – identifying errors and suggesting alternatives;
- 4. to be aware of the need for grammatical agreement in speech and writing matching verbs to pronouns/nouns correctly *e.g. I am / the children are;*
- 5. to use verb tenses with increasing accuracy in speaking and in writing and to use past tense consistently in narration
- 6. to explore, use and spell key new words from other topic areas

Spelling

Children should be taught

- 1. to read on sight and spell words from Appendix 1
- 2. to spell common irregular words from Appendix 1
- 3. to spell words with common prefixes e.g. “un”, “dis” to indicate the negative

Core Vocabulary (as previous year plus)

- commas
- instructions
- commands
- bullet point
- diagram
- definition
- glossary
- explanation

Reading

Children should be taught:

- 1. to reinforce and apply their word-level / phonics skills through shared and guided reading;
- 2. to use phonological, contextual, grammatical and graphical knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read *e.g. understanding how a diagram may support them in understanding the text*
- 3. to discuss and compare story themes;
- 4. to predict story endings or incidents in texts while reading with the teacher (or ends of chapters / sections etc)
- 5. to discuss story settings: to compare differences; to locate key words and phrases in a text; to consider how different settings influence events and behaviour;
- 6. to identify and describe characters; expressing own views and using words and phrases from texts to help describe them;
- 7. to prepare and re-tell stories individually and through role-play in groups using dialogue and narrative from texts;
- 8. to read own poems aloud;
- 9. to identify and discuss patterns of rhyme, rhythm and other features of sound in different poems;
- 10. to comment on and recognise when reading aloud of a poem makes sense and is effective;
- 11. to identify and discuss favourite poems and poets, using appropriate terms and referring to the language of the poem;
- 12. to use dictionaries and glossaries to locate words by initial letters;
- 13. that dictionaries and glossaries give definitions and explanations:

Writing

Children should be taught:

- 1. to apply phonological, graphic knowledge and sight vocabulary to spell words correctly through shared and guided reading;
- 2. to use story settings from reading *e.g. re-describe them, use them in own writing, write a different story in the same setting etc;*
- 3. to write character profiles e.g. simple descriptions, posters, passports that use key words and phrases that describe or are spoken by the characters in the text;
- 4. to use structures from poems as a basis for writing by extending or substituting elements, inventing own lines or verses, to make class collections; illustrate with captions; to write own poems from initial jottings and words
- 5. to make class dictionaries and glossaries of special interest (e.g. linked to other subjects) giving explanations and definitions;
- 6. to produce simple flow charts or diagrams that explain a process

YEAR	Term	Range
2	Summer	Fiction and Poetry: Extended stories by significant children’s authors; different stories by the same author; texts with language play e.g. riddles, tongue twisters, humorous verse etc. Non-Fiction: Information books including non-chronological reports
<div><div><div><div>Speaking and Listening</div><div>Children should be taught:</div><div>Speaking</div><div><div>5. to use language and gesture to support the use of models/diagrams/displays when explaining e.g. demonstrating and explaining how something works combining speech and gesture;</div></div><div>Listening</div><div><div>6. to listen to talk by an adult, remembering some specific points and identifying what they have learned</div></div><div>Group Discussion and Interaction</div><div><div>7. to work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on</div></div><div>Drama</div><div><div>8. to present parts of traditional stories, own stories or work from different parts of the curriculum for members of their class</div></div></div><div><div>Grammar, Punctuation and Core Vocabulary</div><div>Children should be taught:</div><div><div>1. to use awareness of grammar to decipher new or unfamiliar words e.g. to predict from the text; to read on, leave a gap and re-read;</div><div>2. to read aloud with intonation and expression appropriate to the grammar and punctuation (e.g. sentences, speech marks, exclamation marks);</div><div>3. to re-read own work to check for grammatical sense (coherence) and accuracy (agreement) – identifying errors and suggesting alternatives;</div><div>4. to use commas in lists;</div><div>5. to write in full sentences using capital letters and full stops accurately;</div><div>6. to turn sentences into questions learning a range of “wh” words typically used to open questions and to add question marks;</div><div>7. to compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet</div><div>8. to explore, use and spell key new words from other topic areas</div><div>9. to use synonyms and other alternative words / phrases that express the same or similar meanings; to collect, discuss similarities and shades of meanings and use these to extend or enhance own writing</div></div><div><div>Spelling</div><div>Children should be taught</div><div><div>1. to read on sight and spell words from Appendix 1</div><div>2. to spell common irregular words from Appendix 1</div><div>3. to investigate words which have the same spelling patterns but different sounds;</div><div>4. to spell words with common suffixes “-ful”, “-ly”</div></div><div><div>Core Vocabulary (as previous year plus)</div><div><div><div><div>• commas</div><div>• diagram</div><div>• definition</div><div>• report</div><div>• commands</div></div><div><div>• bullet point</div><div>• instructions</div><div>• glossary</div><div>• explanation</div></div></div></div></div></div><div><div>Reading</div><div>Children should be taught:</div><div><div>14. to reinforce and apply their word-level / phonics skills through shared and guided reading;</div><div>15. to use phonological, contextual, grammatical and graphical knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read e.g. understanding how a diagram may support them in understanding the text</div><div>16. to compare texts by the same author: settings, characters, themes, to evaluate and form preferences giving reasons;</div><div>17. to read about authors from information on book covers or other sources and find out information about them fulfilling “wh” criteria e.g. where were they born? Where to they live? What books have they written?;</div><div>18. to read and respond imaginatively and recommend / collect examples of humorous stories, extracts and poems;</div><div>19. to read and compare books by different authors on the same themes; evaluating them and giving reasons for effectiveness or preferences;</div><div>20. to discuss meanings of words and phrases that create humour and sound effects in poetry e.g. nonsense poems, tongue twisters, riddles and to classify poems into simple types;</div><div>21. to understand the distinction between fact and fiction using the terms appropriately along with fiction and non-fiction;</div><div>22. to pose questions and record these in writing prior to reading non-fiction to find answers;</div><div>23. to use a contents page and index to find their way around a text effectively;</div><div>24. to scan a text to find specific sections e.g. key words or phrases, subheadings, dates etc using the question to predict an answer (e.g. When was X born... the answer will be a date so we are scanning for a date);</div><div>25. to skim read the title, contents page, illustrations, chapter headings and sub-headings to speculate what a book might be about;</div><div>26. to evaluate the usefulness of a text for its purpose</div></div></div><div><div>Writing</div><div>Children should be taught:</div><div><div>1. to apply phonological, graphic knowledge and sight vocabulary to spell words correctly through shared and guided reading;</div><div>2. to write sustained stories using their knowledge of story elements; narrative, settings, characterisation, dialogue and the language of story</div><div>3. to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc. derived from reading; write tongue twisters or alliterative sentences selecting words with care, re-reading and listening to their effect;</div><div>4. to write simple evaluations of books read and discussed giving reasons;</div><div>5. to make simple notes from non-fiction texts e.g. key words and phrases, page references, headings to use in subsequent writing;</div><div>6. to write non-fiction texts, using models for own writing using a range of text features e.g. headings, subheadings, captions, diagrams etc</div><div>7. to write non-chronological reports based on the structure of known texts e.g. There are two sorts of xxxx; They live in xxxx; The A has xxxx and the B has xxxx... using appropriate language to present, sequence and categorise ideas;</div></div></div></div></div></div>		