

Year 2 English and Reading



Class Text Overview, Reading Spine and Planning Progression Documents Class text overview

Year:		A	Autu	mn A	4			A	utumn	В			Sp	ring A	١		S	pring	g B		Summer A						Sumn	ner B				
2	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1 2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6
	The Dot – Peter H. Reynolds		$Lost \ and \ found-\emph{Oliver Jeffers}$		The Londy Beast - Chris Indee	iic bolicty beast – critiss	Wild – Emily Huehes			The Snowman – <i>Michael Morpurgo</i>		Goldilocks and the Three Bears		Rapunzel – Rachel Isadora	Jack and the Beanstalk		Poetry: A Dragonfly, Biking, From Night, Th Witch's Spell, Wings, Cats, The Star, My Dog Does My Homework, Imagine	P	Lisbeth Kaiser	Let's Explore Kenya – Elle Parkes	The Blanket Bears – Samuel-Langley Swain		The Tinnel - Anthony Resume		Key Stage One SATS Week	Flat Stanley – Jeff Browne	Flat Stanley – Jeff Browne		Ture Close Derformen	real 1 WO Class Fellolliance	Into the Forest – Anthony Browne	

English Teaching and Reading Overview

10:30 - 11:30

Whole class teaching and learning in English

1:00 - 1:30

Whole class phonics teaching

3:00 - 3:10

Whole class story time

See below Reading Spine:

1:1 reading: 20% 5x, 80% 3x & pre and post phonics teaching for LA woven throughout the day.



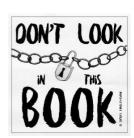
Reading Spine



Autumn A

Don't Look in This Book – Samuel Langley-Swain The Little Island – Smriti Prasadam Halls



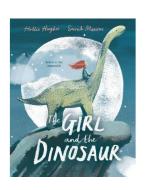


Spring A

Tuesday - David Wiesner

The Girl and the Dinosaur - Holly Hughes





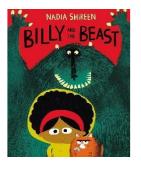
Summer A

Hattie and Olaf - Frida Nilsson



Autumn B

Billy and the Beast - Nadia Shareen The Smile Shop - Satoshi Kitamura



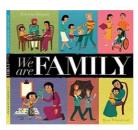


Spring B

We are Family – Patricia Hegerty Fox

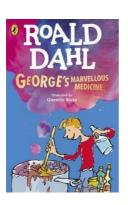
– Isabel Thomas





Summer B

George's Marvellous Medicine - Roald Dahl





Planning Progression Document



	Sounds Write:	Handwriting:	Reading:	SPaG:	Writing:
Autumn A	Spellings to be sent home weekly as homework to	Letter formation of capital and lower- case	Sequencing events Relating	Coordinating conjunctions	Writing to inform: Non-chronological report
Fiction	be practised for a test the following	letters:			Personal experiences
	Friday:	1 – c, a, o and first name	Anguaring and	Present/past tense	(writing about)
	1 – badge, edge, change, village,		Answering and asking questions	Adjectives	Writing to
	bridge	2 –d, g q and first name	Prediction (of what	Proper Nouns	persuade: Letter
		3 - r, m, n and first name	might happen based on what has been read so far)	Question marks	
	2 - giant, energy, jog, jacket, join	4 – p, b, h and first name	Inference (based on what has been said and done)	Perfect sentences (capital letter, finger spaces, full stop)	Writing to entertain: Story retell
	3 – race, ice, city, know,	5 – c, a, o, d, g, q and first name		Spaces, rail stop)	Descriptive writing
	gnaw	6 – r, m,			- Diary entry
	4 – write, wrong, table, bottle, middle	n, p, b, h and first name			(extra writing op)
	5 – travel, tunnel, metal, animal		Ongoing:		Ongoing writing objectives:
	6 – pencil,		Discussing and clarifying the		Evaluating
	nostril, dry, try, July		meaning of words, linking new meanings to known vocab		Re-reading/proof-reading
			Discussing favourite words and phrases		Planning and saying out loud what they want to say

Drawing on what they already know or on	Writing down ideas and key words, including new vocab
background information	Encapsulating what they
and vocabulary	want to say, sentence by
provided by the teacher	sentence

Autumn B	Spellings to be sent home weekly	Letter formation of capital and	Sequencing	Coordination	Writing to inform:
Fiction	as homework to be practised for a	lower- case letters:	events Relating	Present/past tense	Non-chronological report Personal
Enterprise Week	test the following Friday:	1 – Aa,	events	Question marks	experience (writing
(Two Weeks)	1 – flies, tries,	Bb, Cc, Dd and writing long	Answering and	Exclamation marks	about)
	happier, copier, cried	date.	asking questions	Expanded noun	Dragon's Den presentation
	2 – hiking,	2 – Ee, Ff, Gg, Hh and writing	Inference (based on what has been said and done)	phrases	Writing to persuade:
	hiked, hiker, nicer, nicest	long date.	Prediction (of what		Letter
	3 –	3 – Ii, Jj, Ll, Mm, Nn and	might happen based on what has been read so		Advert (Enterprise
	dropping, dropped,	writing long date.	far)		Week) Writing to
	fatter, fattest, runny	4 – Oo, Pp, Qq, Rr and			entertain:
	4 – all,	writing long date.	Ongoing:		Story retell
	ball, talk, walk, call	5 – Ss, Tt,	Discussing and		Descriptive writing
	5 – other, brother, Monday,	Uu, Vv and writing long date.	clarifying the meaning of words, linking new		
	key, valley	6 – Ww,	meanings to known vocab		Ongoing writing
	6 – want, watch, word,	Xx, Yy, Zz and writing long	Discussing favourite		objectives: Evaluating
	work, world	date.	words and phrases		Re-reading/proof-reading
			Drawing on what they already know or on		Planning and saying out
			background information and vocabulary provided		loud what they want to say
			by the teacher		Writing down ideas and
					key words, including new vocab
					Encapsulating what they

		want to say, sentence by sentence

Spring A	Spellings to be	Diagonal joins	Sequencing	Subordination	Writing to inform:
Spring A	sent home weekly	to letters	Ocquenomy	Caporamation	writing to milorin.
	as homework to	without	events Relating	Possessive	Non-chronological
Fairy stories / Myths	be practised for a	ascenders:	events iterating	1 033633146	report Personal
/ Traditional Tales	test the following		events	apostrophes Verbs	experience (writing
/ Hauilional Tales	Friday:	1 – ai, ar, un	events	apostropries verbs	about)
			Answering and	and adverbs	about
	1 – war,	2 – um, am,	asking questions	and adverbs	Writing to persuade:
	towards,	0 in in	asking questions	Expanded noun	writing to persuade.
	television,	aw 3 – ir, ie,	Inference (based on what	Expanded flouri	Letter
	treasure, usual	re	has been said and done)	phrases Commas in	Letter
	2 –	i e	nas been said and done)	piliases Commas in	Multiperto optontolo.
	enjoyment,	4 – up, ay,	Prodiction (of what	a list	Writing to entertain:
	sadness,	. 45, 43,	Prediction (of what	a IISL	Ctowy rotall
	careful, badly	ag 5 – ic,	might happen based on what has been read so		Story retell
					Descriptive
	3 – can't,	uc, ac 6 -	far)		writing
	didn't, it's, the				
	boy's, the girl's	im, ae, ce			
	4 – station,	6 – Recap /			Ongoing writing
	fiction, motion,	misconceptions			Ongoing writing
	national, section	misconceptions			akia atiwa a Fugli atiwa
	riational, section		Ongoing		objectives: Evaluating
	5 – there, they're,		Ongoing:		Do no din alma of no odin a
	their, here, hear		Discussing and		Re-reading/proof-reading
	, ,		Discussing and		Blood on the state of
	6 – quite,		clarifying the meaning		Planning and saying out
	quiet, see, sea,		of words, linking new		loud what they want to
	because		meanings to known		say
			vocab		144.44
			Dia anna in a fannanita		Writing down ideas and
			Discussing favourite		key words, including
			words and phrases		new vocab
			Drowing on what they		Enconquisting what they
			Drawing on what they		Encapsulating what they
			already know or on		want to say, sentence by
			background information		sentence
			and vocabulary provided		
			by the teacher		

			1	1	_
Spring B	Spellings to be	Diagonal joins	Non-fiction:	Non-fiction:	Writing to inform:
	sent home weekly	to letters			
Poetry	as homework to	without	Answering and	Subordination	Non-chronological
(Contemporary and	be practised for a	ascenders:	asking questions		report Writing
Classic) (Two	test the following		doking queeklene	Adverbs and	instructions Letter
weeks)	Friday:	1 – ua, um, un, ui	Informed (based on what	Adverso and	mstructions Letter
weeks)			Inference (based on what	.vowb.o	387 1414
	1 – one,	2 – iu, ma, ni, mm	has been said and done)	verbs	Writing to
Non-Fiction (more	won, sun, son,				
than one, structured	children	3 – mi, ni, ca, cu	Explain understanding of	Apostrophes for	entertain: Poetry
in different ways)			the text	contraction	
(Three Weeks)	2 – to, too,	4 – ag, aj, dy, ig, ip			
	two, be, bee		Poetry:		
		5 – mp, np, ug,	<u> </u>		
	3 – blue,	up, ap	Recognising		
	blew, night, knight,			Destance	
	climb	6 – Recap /	recurring	Poetry:	
		misconception	language		
	4 – door,	s		Adjectiv	
	floor, poor,		Prediction (of what		Ongoing writing
	because, find		might happen based on	es	
	, , , , , , ,		what has been read so		objectives: Evaluating
	5 – kind,		far)	Expanded noun phrases	
	mind, behind,		idi)	Expanded flouri prinases	Re-reading/proof-reading
	child, wild				Re-reading/proof-reading
	orma, wha				
	6 – most,				Planning and saying out
	only, both, old,				loud what they want to
	cold				say
	Join		Ongoing:		-
					Writing down ideas and
			(Poetry) - Continuing to		key words, including
			build up a repertoire of		new vocab
					IIEW VOCAD
			poems learnt by heart,		F 1.41 1.44
			appreciating these and		Encapsulating what they
			reciting some, with		want to say, sentence by
			appropriate intonation to		sentence
			make the meaning clear		

Summer	Spellings to be	Diagonal joins	Sequencing events	Subordination	Writing to inform:
	sent home weekly	to letters			
A SATs	as homework to	without	Answering and	Possessive	Non-chronological
	be practised for a	ascenders:	asking questions	1 000000110	report Personal
(May)	test the following		asking questions	apostrophes Verbs	experience (writing
(iviay)	Friday:	1 – ai, ar, ic, er, ce	Prediction (of what	apostropries verbs	· · · · · ·
Fiction				and adverbs	about)
FICTION	1 – gold,	2 – ie, ir, am,	might happen based on	and adverbs	Muiting to proper do
	hold, told, every,	aw, ac	what has been read so	F	Writing to persuade:
	everybody	arr, ao	far)	Expanded noun	
	_	3 – un, um, uc,			Letter
	2 –		Inference (based on what	phrases Commas in	
	even, great,	ua, ui	has been said and done)		Writing to entertain:
	break, pretty,		_	a list	
	beautiful	4 – iu, ma, ni,			Personal experience
	0 -41	mm, mi	Ongoing:	Statement,	(fictional) Descriptive
	3 – after,		<u>= 1.5j=1.15j-</u>	question, command,	writing
	fast, last, father,	5 – ni, ca, cu,	Discussing and	exclamation	9
	class	im, ae, ce	clarifying the meaning	onoral nation	
	4 5046			Week 1 - Reading	
	4 – path,	6 – Recap /	of words, linking new		
	bath, hour, move,	misconception	meanings to known	paper recap	6
	improve	S	vocab	- Reading	Ongoing writing
	5 – sugar,			comprehensio	
	sure, eye, who,		Discussing favourite	ns	objectives: Evaluating
	whole		words and phrases		
	WHOLE				Re-reading/proof-reading
	6 – could,		Drawing on what they		_
	should, would,		already know or on		Planning and saying out
	people, money		background information		loud what they want to
	Poopio, mono,		and vocabulary provided		say
			by the teacher		,
					Writing down ideas and
					key words, including
					new vocab
					HEW VOCAD
					For a second discount of the
					Encapsulating what they
					want to say, sentence by
					sentence

Summer B	Spellings to be	Diagonal joins	Answering and	Progressive form	Writing to persuade:
Garrinior B	sent home weekly	with descenders:	asking questions	Trogressive reim	Withing to persuade.
	as homework to		asimig quosiisiis	Subordination	Letter
Fiction	be practised for a	1 – ag, aj,	Inference (based on what		201101
(Creative	test the following		has been said and done)	Possessive	Writing to entertain:
writing focus)	Friday:	dy 2 – up,	mae weem cara and acros		Tricing to ontoltain
Withing roods)	4 Mr. Mrs	ay = ap,	Explain understanding of	apostrophes Verbs	Class Performance (Two
Class	1 – Mr, Mrs, happiness,	ep, lp 3 – ip,	the text	аросторное тогле	Weeks) Story retell
Performance	happily, hopeless	ορ, iρ σ iρ,		and adverbs	Descriptive writing
(Two Weeks)	паррпу, порелезз	up, ap 4 -		and davoide	bescriptive writing
(TWO WEEKS)	2 – quantity,	ap, ap		Expanded noun	
	worm, usual,	ig, ng, ug 5		Expanaca noun	
	monkey, chimney	ig, rig, ag o		phrases	
	•	– ef, if	Ongoing:	pinases	
	3 – nothing,	— CI, II	Oligoling.	Apostrophes for	
	always, copying,	6 - Recap /	Discussing and	contraction	
	replies, fossil	misconceptio	clarifying the meaning	Contraction	On going weiting
		ns	of words, linking new		Ongoing writing
	4 – hospital,	115	meanings to known		abiactives. Evaluating
	pedal, towel,		vocab		objectives: Evaluating
	squirrel, tinsel		VOCAD		De reading/areaf reading
	5 – half,		Discussing foveurits		Re-reading/proof-reading
	pass, plant, many,		Discussing favourite		Blood of the state of
	wild		words and phrases		Planning and saying out
	11.10		Duranda a su colo et these		loud what they want to
	6 –		Drawing on what they		say
	Recap /		already know or on		
	misconception		background information		Writing down ideas and
	s		and vocabulary provided		key words, including
			by the teacher		new vocab
					Encapsulating what they
					want to say, sentence by
					sentence

Word Reading taught through daily Sounds Write sessions:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Sounds Write/Dandelion decodable readers).
- Re-read these books to build up their fluency and confidence in word reading.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Daily Story Time:

- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

World Book Day:

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Poetry Week:

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Reading lesson guidance:

Inference KS1

Within KS1, **children must be able to make inferences based on** what is being said and done. Within KS2, children must be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Prediction KS1

Prediction is **using evidence from a text to say what may happen next**, what events may unfold or how a character may behave. A key part of comprehension.

Reading curriculum link:	Reading lesson activity:	How to embed learning in exercise books:			
• Inference	Conscience alley A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as Decision Alley or Thought Tunnel. https://youtu.be/-Hs0LirW9v8	Write a short note to the character giving them advice on what to do next and suggest reasons why you are giving that advice.			
Inference	Freeze frame Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to	Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how			

InferenceRelating events	Flashbacks A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from before their original.	 Children to write what they did in the why their character was doing what were feeling and why etc. Demonstrate how the flashback character's feelings, thoughts and accompany to the character's feelings. 	they were doing, how they nged the		
 Inference Prediction Relating events 	Flashforwards A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from after their original.	why their character was doing what were feeling and why etc. • Demonstrate how the flashforwards character is feelings, thoughts and a			
 Inference Answering and asking questions 	group. Teacher asks as a facilitator, pushing the question asked questions about their feelings, thoughts at	Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. It is best to give children time to prepare their questions in their			
• Inference	Role on the wall Outline of a body drawn on board/paper.		Children to create role on the wall independently in their exercise books		

	Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.	using body template.
InferencePrediction	Thought tracking Thought tracking is a natural follow-up to still images and freeze frames. Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.	Children to write a short diary entry as their character explaining what they were doing/feeling/thinki ng and suggest reasons for this.

The KS1 Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

The following table shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Content domain reference

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far https://www.goodrichprimarysch.co.uk/wp-content/uploads/2018/03/KS1-Reading-Domains.pdf