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

Year:	Autumn A						Autumn B					Spring A					Spring B					Summer A						Summer 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

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
The Dot – *Peter H. Reynolds*	Wild – *Emily Hughes*	Goldilocks and the Three Bears	**Poetry:** A Dragonfly, Biking, From Night, Th Witch's Spell, Wings, Cats, The Star, My Dog Does My Homework, Imagine	The Blanket Bears – *Samuel-Langley Swain*	Flat Stanley – *Jeff Browne*
Lost and found – *Oliver Jeffers*	The Snowman – *Michael Morpurgo*	Rapunzel – *Rachel Isadora*	Little People, Big Dreams: Rosa Parks – *Lisbeth Kaiser*	The Tunnel – *Anthony Browne*	Year Two Class Performance
The Lonely Beast – *Chris Judge*		Jack and the Beanstalk	Let's Explore Kenya – *Elle Parkes*	**Key Stage One SATS Week**	Into the Forest – *Anthony Browne*
				Flat Stanley – *Jeff 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
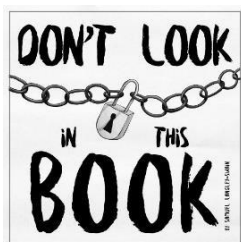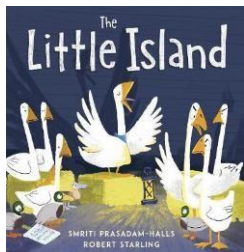
Whole class story time

See below Reading Spine:

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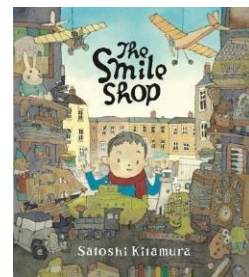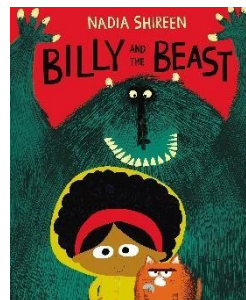
Reading Spine

Autumn A

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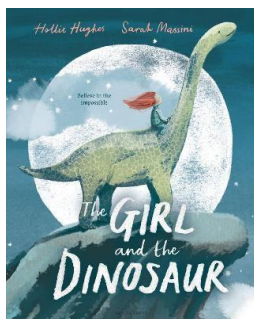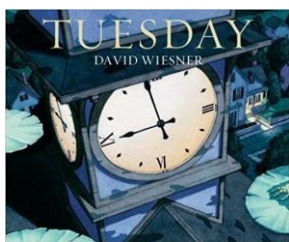
Little Island – Smriti Prasadam Halls

Autumn B

Billy and the Beast – Nadia Shareen The

Smile Shop – Satoshi Kitamura
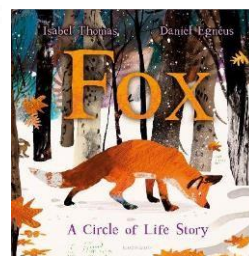

Spring A

Tuesday – David Wiesner

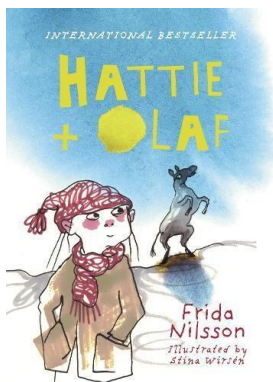The Girl and the Dinosaur – Holly Hughes

Spring B

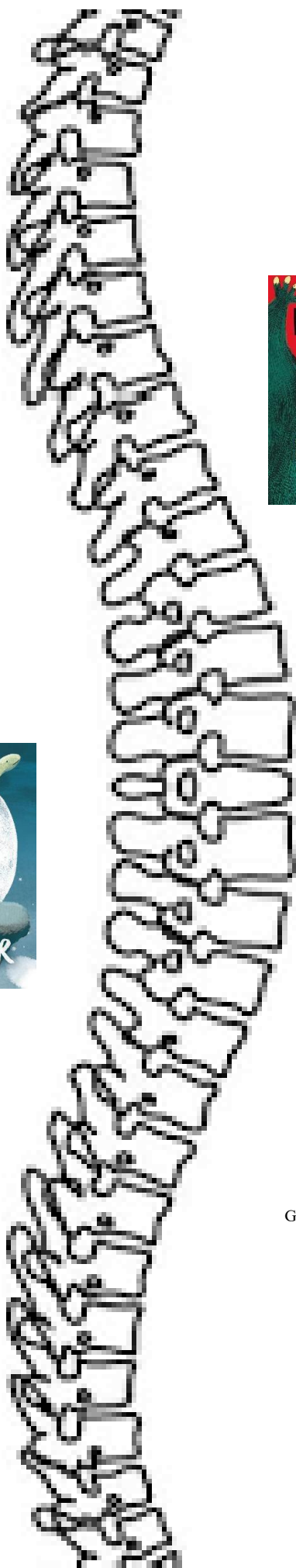We are Family – Patricia Hegerty Fox

– Isabel Thomas

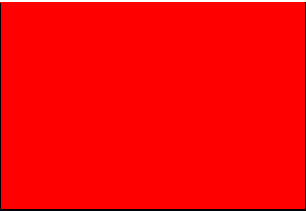## Summer A

Hattie and Olaf - Frida Nilsson

Summer B

George's Marvellous Medicine – Roald Dahl

Planning Progression Document

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

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

| Autumn B

Fiction

Enterprise Week (Two Weeks) | Spellings to be sent home weekly as homework to be practised for a test the following Friday:

1 – flies, tries, happier, copier, cried

2 – hiking, hiked, hiker, nicer, nicest

3 – dropping, dropped, fatter, fattest, runny

4 – all, ball, talk, walk, call

5 – other, brother, Monday, key, valley

6 – want, watch, word, work, world | Letter formation of capital and lower- case letters:

1 – Aa, Bb, Cc, Dd and writing long date.

2 – Ee, Ff, Gg, Hh and writing long date.

3 – Ii, Jj, Ll, Mm, Nn and writing long date.

4 – Oo, Pp, Qq, Rr and writing long date.

5 – Ss, Tt, Uu, Vv and writing long date.

6 – Ww, Xx, Yy, Zz and writing long date. | **Sequencing**

events Relating

events

Answering and asking questions

Inference *(based on what has been said and done)*

Prediction *(of what might happen based on what has been read so far)*

Ongoing:

Discussing and clarifying the meaning of words, linking new meanings to known vocab

Discussing favourite words and phrases

Drawing on what they already know or on background information and vocabulary provided by the teacher | **Coordination**

Present/past tense

Question marks

Exclamation marks

Expanded noun

phrases | **Writing to inform:**

Non-chronological report Personal experience (writing about)

Dragon's Den presentation

Writing to persuade:

Letter Advert (Enterprise

Week) Writing to

entertain:

Story retell Descriptive writing

Ongoing writing

objectives: Evaluating

Re-reading/proof-reading

Planning and saying out loud what they want to say

Writing down ideas and key words, including new vocab

Encapsulating what they |

					want to say, sentence by sentence

| Spring A

Fairy stories / Myths / Traditional Tales | Spellings to be sent home weekly as homework to be practised for a test the following Friday:

1 – war, towards, television, treasure, usual

2 – enjoyment, sadness, careful, badly

3 – can't, didn't, it's, the boy's, the girl's

4 – station, fiction, motion, national, section

5 – there, they're, their, here, hear

6 – quite, quiet, see, sea, because | Diagonal joins to letters without ascenders:

1 – ai, ar, un

2 – um, am, aw 3 – ir, ie, re

4 – up, ay, ag 5 – ic, uc, ac 6 – im, ae, ce

6 – Recap / misconceptions | Sequencing events Relating events

Answering and asking questions

Inference *(based on what has been said and done)*

Prediction *(of what might happen based on what has been read so far)*

Ongoing:

Discussing and clarifying the meaning of words, linking new meanings to known vocab

Discussing favourite words and phrases

Drawing on what they already know or on background information and vocabulary provided by the teacher | Subordination

Possessive apostrophes Verbs and adverbs

Expanded noun phrases Commas in a list | Writing to inform:

Non-chronological report Personal experience (writing about)

Writing to persuade:

Letter

Writing to entertain:

Story retell Descriptive writing

Ongoing writing objectives: Evaluating

Re-reading/proof-reading

Planning and saying out loud what they want to say

Writing down ideas and key words, including new vocab

Encapsulating what they want to say, sentence by sentence |
|---|---|---|---|---|

| Spring B

Poetry *(Contemporary and Classic)* (Two weeks)

Non-Fiction *(more than one, structured in different ways)* (Three Weeks) | Spellings to be sent home weekly as homework to be practised for a test the following Friday:

1 – one, won, sun, son, children

2 – to, too, two, be, bee

3 – blue, blew, night, knight, climb

4 – door, floor, poor, because, find

5 – kind, mind, behind, child, wild

6 – most, only, both, old, cold | Diagonal joins to letters without ascenders:

1 – ua, um, un, ui

2 – iu, ma, ni, mm

3 – mi, ni, ca, cu

4 – ag, aj, dy, ig, ip

5 – mp, np, ug, up, ap

6 – Recap / misconceptions | **Non-fiction:**

Answering and asking questions

Inference *(based on what has been said and done)*

Explain understanding of the text

Poetry:

Recognising recurring language

Prediction *(of what might happen based on what has been read so far)*

Ongoing:

(Poetry) - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | **Non-fiction:**

Subordination

Adverbs and

verbs

Apostrophes for contraction

Poetry:

Adjectiv

es

Expanded noun phrases | **Writing to inform:**

Non-chronological report Writing instructions Letter

Writing to

entertain: Poetry

Ongoing writing

objectives: **Evaluating**

Re-reading/proof-reading

Planning and saying out loud what they want to say

Writing down ideas and key words, including new vocab

Encapsulating what they want to say, sentence by sentence |

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

Summer B Fiction (Creative writing focus) Class Performance (Two Weeks)	Spellings to be sent home weekly as homework to be practised for a test the following Friday: 1 – Mr, Mrs, happiness, happily, hopeless 2 – quantity, worm, usual, monkey, chimney 3 – nothing, always, copying, replies, fossil 4 – hospital, pedal, towel, squirrel, tinsel 5 – half, pass, plant, many, wild 6 – Recap / misconceptions	Diagonal joins with descenders: 1 – ag, aj, dy 2 – up, ep, lp 3 – ip, up, ap 4 – ig, ng, ug 5 – ef, if 6 – Recap / misconceptions	**Answering and asking questions** **Inference *(based on what has been said and done)*** **Explain understanding of the text** **Ongoing:** **Discussing and clarifying the meaning of words, linking new meanings to known vocab** **Discussing favourite words and phrases** **Drawing on what they already know or on background information and vocabulary provided by the teacher**	**Progressive form** **Subordination** **Possessive** **apostrophes Verbs** **and adverbs** **Expanded noun** **phrases** **Apostrophes for contraction**	**Writing to persuade:** **Letter** **Writing to entertain:** **Class Performance (Two Weeks) Story retell Descriptive writing** **Ongoing writing** **objectives: Evaluating** **Re-reading/proof-reading** **Planning and saying out loud what they want to say** **Writing down ideas and key words, including 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

	give justify their answers based on evidence from the text. Once completed, children to write what they did in their freeze frame as their character and why. https://youtu.be/fIueLbP7NOI	they were feeling and why etc.
• Inference • Relating 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 their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing.
• 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.	• Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing.
• Inference • Answering and asking questions	**Hot seating** 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 exercise books.**	• Write questions they are going to ask pre hot-seating. • Write what they have learned about the character.
• 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.
• Inference • Prediction	**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