

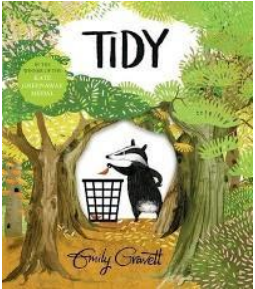
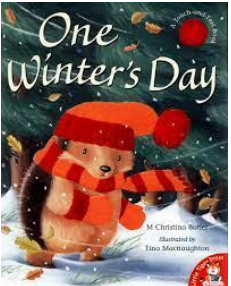
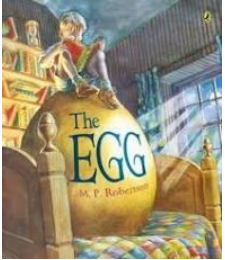
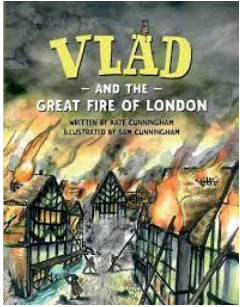
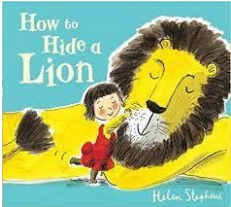


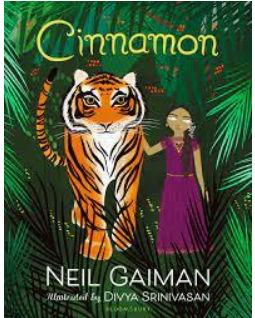


Botley C of E Primary School
English Overview Year 1/2

Cycle A

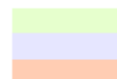
	Autumn 1	Autumn 2	Spr 1	Spr 2	Sum 1	Sum 2
ICU Title	Toy Time Travellers	The Enchanted Woodland	Turrets, Towers and Tunnels	Fire! Fire!	Land and Sea	Amazing Asia
Driver texts	 	 			 	 
Writing	<p>Fiction (E): Non-Fiction (I, E): Riddle about a toy</p>	<p>Fiction (E): Write a new chapter for the faraway tree story MW Fiction (E): Description of faraway tree character (quick write after hook - finding characters in the grounds)</p>	<p>MW Fiction (E, I): Setting description of where the boy went on his dragon machine Non-fiction (E, I): Explanation text on how to build a dragon machine and how it works</p>	<p>Fiction (E): Descriptive poems based on fire Non-Fiction (I): Write an 'Fireman's report' about the Great fire of London (how it started, why it spread, what needs to change so it doesn't happen again)</p>	<p>MW Fiction (E): MW Non-Fiction (E, I): Write instructions on how to care for your chosen animal</p>	<p>Fiction (E): Write a newspaper report about what happened to Shen Fiction (E): Write a descriptive narrative using the story as a basis Non-Fiction (I):</p>

		Non-Fiction (P): Letter to the animals of the forest (Tidy)	Non-fiction (E, I): How to make a catapult (theme writing)			
Spelling (Year 2)	Common exception words -ge and -dge at the end of a word /s/ sound spelled 'c' before 'e' and 'i' and 'y' /n/ sound spelled kn- and gn-	Homophones /r/ sound spelled 'wr' 'o' Contractions -il endings	Common exception words -le, -al and -el word endings	Homophones /ai/ sound through -y word endings Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er, -est and -y	Common exception words 'a' before 'l' and 'll' -ey 'a' after 'w' and 'qu'	'or' after 'w' 'ar' after 'w' 's' as in television Suffixes -meant, -nes, -ful, -less, -ly Possessive apostrophe -tion
Let's Think	Bear Luna	Something Else	The Wall Zog	Clockwork	Hat Dark	Big Wolf and Little Wolf

WRITING						
Year 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use -ing and -ed, where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun 	<ul style="list-style-type: none"> Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop Join words using 'and'
Phase 2	<ul style="list-style-type: none"> Spell the days of the week Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms 		<ul style="list-style-type: none"> Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write a simple sentence with straight forward subject/ verb agreement 	<ul style="list-style-type: none"> Begin to punctuate sentences using a question mark Join clauses using 'and' Use a capital letter for days of the week
Phase 3	<ul style="list-style-type: none"> Can use the prefix un- Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<ul style="list-style-type: none"> Use simple prepositions 	<ul style="list-style-type: none"> Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>

WRITING

Year 2	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far Add suffixes to spell longer words, including -ly 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc) Write statements 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation to demarcate sentences Use coordinating conjunctions (or/and/but) Write expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use -ly to turn adjectives into adverbs – slow/ slowly
Phase 2	<ul style="list-style-type: none"> Use the possessive apostrophe (singular) Add suffixes to spell longer words, including -ful, -less (to create adjectives) Spell more words with contracted forms Distinguish between homophones and near-homophones 	<ul style="list-style-type: none"> Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task 	<ul style="list-style-type: none"> Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> Write commands using the imperative form of a verb 	<ul style="list-style-type: none"> Use subordinating conjunctions (when/ if /that /because) Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling Use the suffixes -er, -est in adjectives
Phase 3	<ul style="list-style-type: none"> Add suffixes to spell longer words -ment, -ness Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<ul style="list-style-type: none"> Use a range of prepositions (behind, before, above, along) 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use the progressive form correctly and consistently e.g. he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>

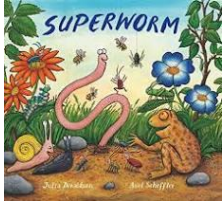
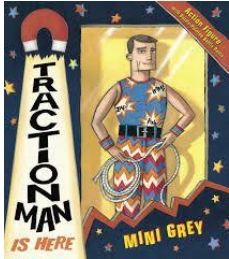

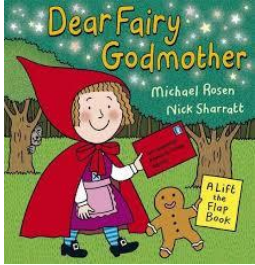
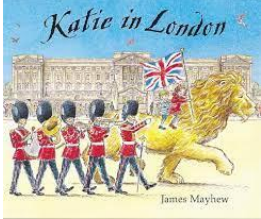
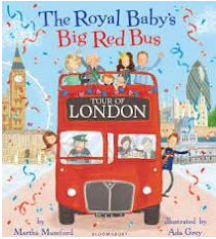

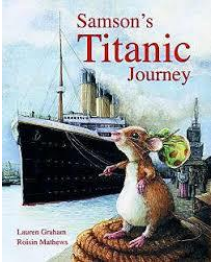
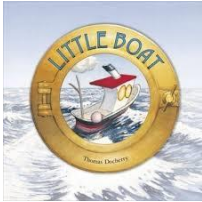
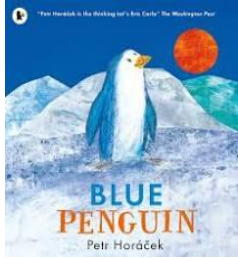
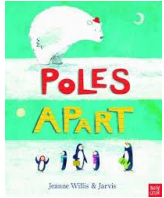

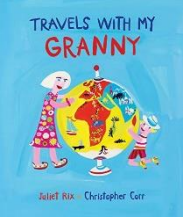


Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading 		<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
Phase 2	<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<ul style="list-style-type: none"> Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Recall the main points of a narrative in the correct sequence 		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Identify how repetitive patterns, words and phrases aid their enjoyment of the text 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction Can seek out books around a simple theme or topic
Phase 3	<ul style="list-style-type: none"> Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 		<ul style="list-style-type: none"> Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

READING								
Year 2	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> 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 graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail 	<ul style="list-style-type: none"> Answer questions Ask questions Extract information from the text and discuss orally with reference to the text 	<ul style="list-style-type: none"> Participate in discussions 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 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
Phase 2	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Use the context/ grammar of the sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Understand how to use alphabetically ordered texts to retrieve information 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Make simple inferences about characters' thoughts and feelings and reasons for actions 	<ul style="list-style-type: none"> Discuss favourite words and phrases Identify how vocabulary choice affects meaning 	<ul style="list-style-type: none"> Read non-fiction books that are structured in different ways
Phase 3	<ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> Identify or provide own synonyms for specific words within the text 						<ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

Cycle B

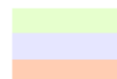
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ICU Title	Super Me	Who's afraid of the Big Bad Wolf?	Bright Lights, Big City	Aye Aye captain	Pole to Pole	Botley: Space and Time Travellers
Driver Texts	<p>Superworm</p>  	 	  	 	 	 
Writing	<p>Fiction Year One: explore rhythm and rhyme, oral retelling of Superworm, captions and labels from either story (imitate).</p> <p>Fiction Year Two: (innovate) a new Superhero story.</p>	<p>Fiction Write a character description</p> <p>Fiction: Innovate own fairy story</p> <p>Non-Fiction Instructions on How to catch a big bad wolf</p> <p>Non-Fiction instructions to make a puppet (theme writing)</p>	<p>Fiction Compare animated film to the story.</p> <p>Fiction Innovate Paddington story.</p> <p>Non-Fiction Information brochure on London (persuade).</p>	<p>Fiction Diary entry</p> <p>Non-Fiction Recount of events</p>	<p>Fiction Write a setting description based on the story</p> <p>Non-Fiction Informative writing (the arctic/Antarctic)</p>	<p>Fiction Diary entry.</p> <p>Non-Fiction Persuasive arguments for 'when would have preferred to go to Botley school and why'.</p> <p>Non-Fiction Fact file about the history of Botley School and how it has changed over time.</p>
Spelling (Year 2)	Common exception words -ge and -dge at the end of a word	Homophones /r/ sound spelled 'wr' 'o'	Common exception words -le, -al and -el word endings	Homophones /ai/ sound through -y word endings	Common exception words 'a' before 'l' and 'll' -ey	'or' after 'w' 'ar' after 'w' 's' as in television

	/s/ sound spelled 'c' before 'e' and 'I' and 'y' /n/ sound spelled kn- and gn-	Contractions -il endings		Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er, -est and -y	'a' after 'w' and 'qu'	Suffixes -meant, -nes, -ful, -less, -ly Possessive apostrophe -tion
Let's Think	Today I feel part 1 and part 2	Kites	Who did it?	Mystery	La Luna	Wild

WRITING						
Year 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use -ing and -ed, where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun 	<ul style="list-style-type: none"> Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop Join words using 'and'
Phase 2	<ul style="list-style-type: none"> Spell the days of the week Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms 		<ul style="list-style-type: none"> Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write a simple sentence with straight forward subject/ verb agreement 	<ul style="list-style-type: none"> Begin to punctuate sentences using a question mark Join clauses using 'and' Use a capital letter for days of the week
Phase 3	<ul style="list-style-type: none"> Can use the prefix un- Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<ul style="list-style-type: none"> Use simple prepositions 	<ul style="list-style-type: none"> Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>



Year 2	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far Add suffixes to spell longer words, including -ly 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc) Write statements 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation to demarcate sentences Use coordinating conjunctions (or/and/but) Write expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use -ly to turn adjectives into adverbs – slow/ slowly
Phase 2	<ul style="list-style-type: none"> Use the possessive apostrophe (singular) Add suffixes to spell longer words, including -ful, -less (to create adjectives) Spell more words with contracted forms Distinguish between homophones and near-homophones 	<ul style="list-style-type: none"> Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task 	<ul style="list-style-type: none"> Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> Write commands using the imperative form of a verb 	<ul style="list-style-type: none"> Use subordinating conjunctions (when/ if /that /because) Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling Use the suffixes -er, -est in adjectives
Phase 3	<ul style="list-style-type: none"> Add suffixes to spell longer words -ment, -ness Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<ul style="list-style-type: none"> Use a range of prepositions (behind, before, above, along) 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use the progressive form correctly and consistently e.g. he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>



Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading 		<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
Phase 2	<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<ul style="list-style-type: none"> Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Recall the main points of a narrative in the correct sequence 		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Identify how repetitive patterns, words and phrases aid their enjoyment of the text 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction Can seek out books around a simple theme or topic
Phase 3	<ul style="list-style-type: none"> Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 		<ul style="list-style-type: none"> Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

READING								
Year 2	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> 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 graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail 	<ul style="list-style-type: none"> Answer questions Ask questions Extract information from the text and discuss orally with reference to the text 	<ul style="list-style-type: none"> Participate in discussions 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 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
Phase 2	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Use the context/ grammar of the sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Understand how to use alphabetically ordered texts to retrieve information 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Make simple inferences about characters' thoughts and feelings and reasons for actions 	<ul style="list-style-type: none"> Discuss favourite words and phrases Identify how vocabulary choice affects meaning 	<ul style="list-style-type: none"> Read non-fiction books that are structured in different ways
Phase 3	<ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> Identify or provide own synonyms for specific words within the text 						<ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting