# READING

| Term | Autumn | Spring | Summer |
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| **Book Band** | **Orange/Turquoise** | **Purple/Gold** | **White/Lime** |
| **Word Reading** | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. |
| | Re-read books to build up fluency and confidence in word reading | Re-read books to build up fluency and confidence in word reading. | Re-read books to build up fluency and confidence in word reading. |
| | Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. | Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. | Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. |
| | Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, *e.g. ow in clown and willow.* | Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. | Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. |
| | | Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *ea in treated and heading; c in carrot and recently.* | Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme *e.g. ou in shoulder, roundabout, grouping.* |
| | Read words containing common suffixes *e.g. -ing, -ed, -er, -est, -y.* | Read words containing common suffixes *e.g. –ness, -ment, -ful, -ly.* | Read words containing common suffixes *e.g. –ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.* |
| | Read further common exception words, noting tricky parts (see Year 2 list below). | Read further common exception words, noting tricky parts (see Year 2 list below). | Read further common exception words, noting tricky parts (see Year 2 list below). |
| | | | Read longer and less familiar texts independently. |
| | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar |

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| | | | words accurately, automatically and without undue hesitation. |
| **Developing pleasure in reading and motivation to read** | Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group. | Discuss and sequence the main events in stories. | Discuss the main events in stories and sequence using language such as First of all…, Moments later…, After a while…, Finally.... |
| | Orally retell simple stories, fairy tales and traditional tales as part of a group. | Using their own story map, orally retell stories, fairy tales and traditional tales. | Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences. |
| | Recognise the use of repetitive language within a simple story. | Recognise the use of repetitive language within a poem. | Recognise the use of repetitive language within a text or poem *(e.g. run, run as fast as you can)* and across texts *(e.g. long, long ago in a land far away…).* |
| | Learn and recite a poem. | Learn and recite a range of poems. | Learn and recite a range of poems using appropriate intonation. |
| | Make personal reading choices and provide recommendations to others. | Begin to develop and talk about personal reading preferences for particular authors or types of books. | Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure |
| **Understanding books which they can read themselves and those which are read to them** | Choose favourite words and phrases from a text. | Identify and discuss favourite words and phrases from a text. | Identify, discuss and collect favourite words and phrases, *e.g. make lists of words according to word class (nouns, verbs, adjectives and adverbs).* |
| | Identify unfamiliar words within the context of a text and discuss meanings as a group. | Identify and discuss words within the context of a text, linking new meanings to known vocabulary, *e.g. a toad is similar to a frog.* | Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. |
| | Take note of punctuation when reading *e.g. pausing at full stops, question marks and exclamation marks.* | Take note of punctuation when reading aloud, *e.g. pausing at commas which separate items in a list.* | Take note of punctuation by using tone and intonation when reading aloud, *e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.* |
| | Recognise when a text does not make sense while reading. | Recognise when a text does not make sense while reading and, with prompting, can correct. | Check that texts make sense while reading and self-correct. |

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| | Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. | Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. | Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. |
| | Discuss their understanding of a text and give opinions *e.g. I wouldn't like to live next door to those noisy pirates!* | Explain and discuss their understanding of a text, giving opinions *e.g. I think Dougal should stay in Atlantis because he will not have to do his boring job anymore.* | Explain and discuss their understanding, giving opinions and supporting with reasons e*.g. Hansel was clever when he put stones in his pocket because…* |
| | Develop and demonstrate their understanding of characters through role play and drama, *e.g. hot seating, magic mirror, magic microphone.* | Develop and demonstrate their understanding of characters and events through role play and drama, *e.g. improvisation, freeze frames and thought tracking.* | Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. |
| | Draw inferences about characters from the text *e.g. what is the character thinking, saying and feeling?* | Draw inferences about characters and events from the text e.g. why do you think that happened; how do you think the problem will be resolved? | Draw inferences about characters and events referring to specific evidence from the text *e.g. what do you think the character is feeling when…? What makes you think this?* |
| | Make predictions based on what has been read so far and give reasons. | Make predictions based on what has been read so far and give reasons. | Make predictions based on what has been read so far and give reasons. |
| **Understanding non-fiction books which they can read themselves and those which are read to them** | Pose and orally rehearse questions prior to reading non-fiction texts. | Pose, orally rehearse and write questions prior to reading nonfiction. | Activate prior knowledge, raise questions, and find and note answers *e.g. What do we know? What do we want to know? What have we learned?* |
| | Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* | Locate information from a non- fiction text using the contents page, index, labelled diagrams and charts. | Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams and charts. |
| **Participating in discussion** | Make contributions to discussions about texts in different group situations, *e.g. pairs, guided groups*. | Make thoughtful contributions to discussions about texts in different group situations, *e.g. pairs, guided groups, whole class.* | Make extended contributions to discussions about a range of text types. |
| | In discussions about books, listen to | In discussing books, consider other points of | Join in with group discussions linked to |

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| | contributions from others and give simple responses, *e.g. I agree because…, I disagree because…* | view put forward by the teacher and/or peers | reading, considering and responding to contributions from others. |

| **Year 2 Common Exception Words** | | | | | |
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| door | floor | poor | because | find | kind |
| mind | behind | child | children | wild | climb |
| most | only | both | old | cold | gold |
| hold | told | every | everybody | even | great |
| break | steak | pretty | beautiful | after | fast |
| last | past | father | class | grass | pass |
| plant | path | bath | hour | move | prove |
| improve | sure | sugar | eye | could | should |
| would | who | whole | any | many | clothes |
| busy | people | water | again | half | money |
| Mr. | Mrs | parents | Christmas | – and/or others according to the programme used | |

# WRITING

| Term | Autumn | Spring | Summer |
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| **Vocabulary, Grammar and Punctuation** | Say, write and punctuate simple and compound sentences using the joining words *and* and *but* (co-ordination). | Say, write and punctuate simple and compound sentences using the joining words so and or (co-ordination). | Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination). |
| | Use sentences with different forms: questions and exclamations. | Use sentences with different forms: statements and commands. | Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. |
| | Secure the use of full stops, capital letters, exclamation marks and question marks. | With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. | Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. |
| | | Use commas to separate items in a list. | Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. |
| | | Use apostrophes for singular possession in nouns, e.g. the girl's name. | Use apostrophes for contracted forms *e.g. don't, can't, wouldn't, you're, I'll.* |
| | Use subordination for time using when *e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play* | Use subordination for time using before and after *e.g. We ate our picnic* | Use subordination for time using when, before and after *e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.* |
| | Use subordination for reason using because *e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.* | Use subordination for reason using if *e.g. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.* | Use subordination for reason using because and if *e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.* |
| | Use the subordinating conjunction that in oral sentences using starter prompts, *e.g. I hope that …; My teacher told me that…; He said that…* | Use the subordinating conjunction *that* in sentences and use in narrative writing, *e.g. Dougal said that he would love to stay.* | Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, *e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.* |
| | Identify, understand and select verbs to complete sentences. | Generate, select, and effectively use verbs. | Independently, edit and improve own writing by strengthening the use of verbs. |

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| | Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, *e.g. She is watching television. I am reading my favourite book.* | Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, *e.g. He was singing at the top of his voice. They were flying through space.* | Explore the progressive form of verbs in the present tense *(e.g. she is drumming)* and past tense *(e.g. he was shouting) to mark actions in progress* |
| | Use past tense accurately and consistently for narratives, recounts and historical reports. | Use present tense accurately and consistently for non-chronological reports and persuasive adverts. | Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. |
| | Identify, understand and select nouns to complete sentences. | Generate, select and effectively use nouns. | Independently, edit and improve own writing by strengthening the use of nouns. |
| | Generate, select and effectively use adjectives. | Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, *e.g. the ferocious green dragon.* | Identify, generate and effectively use noun phrases, *e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).* |
| | Identify, understand and select adverbs to complete sentences. | | Independently, edit and improve own writing by strengthening the use of adverbs. |
| **Composition: Planning** | Discuss and plan what to write about *e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.* | Discuss and plan what to write about *e.g. story mapping, innovating on a known story, extending vocabulary and ideas.* | Discuss and plan what to write about *e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.* |
| **Composition: Drafting and Writing** | Orally rehearse each sentence prior to writing including simple and compound sentences. | Orally rehearse every sentence before writing, including those which have been extended. | Drawing on sentence structures from known texts, orally rehearse every sentence before writing, *e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!* |
| | Identify purpose and audience for writing, *e.g. to entertain children in Reception with our traditional tales.* Discuss the language needed, *e.g. story book language; repeated words and phrases to join in with.* | Identify purpose and audience for writing, *e.g. to entertain our classmates with our explorer stories.* Discuss structure needed, *e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate.* | Identify purpose and audience for writing, *e.g. to persuade children in Year 1 to visit our farm shop.* Discuss the language and structural organisation needed, *e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.* |

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| **Composition: Evaluating and Editing** | Edit and improve own writing with specific guidance from the teacher, *e.g. Can you add the question marks to the sentences where they are needed?* | Edit and improve own writing with some signposting from the teacher, *e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?* | Edit and improve own writing in relation to audience and purpose. |
| | Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. | Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. | Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience. |
| | Proofread to check for errors in spelling, grammar and punctuation. | Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, *e.g. spotting and changing he walking to the shop to he walked to the shop.* | Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, *e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.* |
| **Performing** | Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, *e.g. pausing at full stops, question marks and exclamation marks.* | Read aloud their writing with intonation taking note of punctuation to make the meaning clear *e.g. pausing at commas which separate items in a list.* | Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear *e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.* |