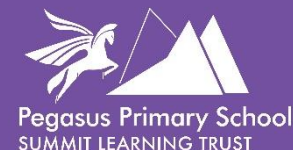


Year 2

NC Fluency Skills:

- 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
- Re-read these books to build up their fluency and confidence in word reading.



NC Comprehension Skills:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing 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
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear


Understand both the books that they can already read accurately and fluently and those that they listen to by:


- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done


- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

NC Non-Statutory Guidance:

- Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.
- The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.
- Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.
- Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.
- Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Term: Autumn 1	Project title: The Scented Garden	Number of weeks: 6
Fiction Texts:	Jack and The Beanstalk (Usborne First Reading) – Susanna Davidson The Gigantic Turnip – Aleksey Nikolayevich Tolstoy The Secret Sky Garden – Linda Sarah There’s a Tiger in the Garden – Lizzy Stewart Lottie and Dottie Sow Carrots – Claire Burgess The day the crayons quit- Oliver Jeffers	
Non-fiction Texts:	Non-Fiction books about Plants. Non-Fiction books about planting, growing and/or farming. My First Book of Garden Wildlife – Mike Unwin The Garden – Anna Milbourne Plants (Amazing Science) – Sally Hewitt My First Gardening Book – CICO Kidz Literacy Shed – Flowers and Plants: https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/gardens-and-plants	
Visual Literacy:	How to Start a Garden - https://www.youtube.com/watch?v=6sEKubBz9fA Fairy Homes: 	
Poetry:	Who Lives in Your Garden? – Kimberlee Graves	

	<p>Who Lives in Your Garden? by Kimberlee Graves</p>  <p>Who lives in your garden? Did you ever guess how far All the things growing here belong? The flowers in your garden Did you see a flash of white? Was it a butterfly or a bee? Did you ever see a ladybug? When the night comes darkest If you are very quiet The night has quiet secrets You'll have a chance to spy upon The things that fly at night. A secret thing you'll know From where the grass blades grow. Who lives in your garden? I think you know well enough.</p>
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Term: Autumn 2	Project title: Towers, Turrets and Tunnels	Number of weeks: 8
Fiction Texts:	<p>Tell Me a Dragon – Jackie Morris Journey – Aaron Becker The Knight and The Dragon – Tomie de Paola Rapunzel – Sarah Gibb How to Catch a Dragon – Caryl Hart There Was an Old Dragon Who Swallowed a Knight – Penny Parker Klosterman The Boy Who Grew Dragons – Andy Sheppard Knights in Training – Vivian French and Melling The Dragon Machine – Helen Ward</p>	
Non-fiction Texts:	<p>Non-fiction texts about castles, knights, kings and queens. Texts about English Monarchs. See Inside Castles – Katie Daynes and David Hancock 100 Facts on Knights and Castles – Jane Walker</p>	
Visual Literacy:	<p>How to Train Your Dragon – Learning to Fly: https://www.youtube.com/watch?v=ZDyEERuK31Y</p> 	
Poetry	<p>My Castle – Jean Kenward Custard the Dragon – Ogden Nash</p>	

	<p>My Castle</p> <p>I'm going to build a castle with huge high walls around it, with a tower in each corner and a deep moat to surround it.</p> <p>I'm building every wall as thick as castle walls must be to keep the flying arrows out and beat the enemy.</p> <p>I'm going to make a dungeon a hundred feet below, without a single window in. That's where the prisoners go.</p> <p>There's going to be a battle between the White and Red, so please don't kick it all to bits when I go up to bed.</p> <p><small>Jean Kinross</small></p> 	<p>Cusford the dragon had big sharp teeth, And spikes on top of him and scales underneath, Mouth like a fireplace, chimney for a nose, And realio, Trulio daggers on his toes. (ogden nash)</p> 
Term: Spring 1	Project title: Land Ahoy!	Number of weeks: 7
Fiction Texts:	<p>The Pirates Next Door – Jonny Duddle The Pirate’s Picnic – Angela McAllister How Pirates Really Work! – Alan Snow Go, Go, Pirate Boat – Katrina Charman Winnie and Wilbur: The Pirate Adventure – Valerie Thomas and Korky Paul The Adventures of Sinbad the Sailor – Katie Daynes The Night Pirates – Peter Harris How I Became a Pirate – Melinda Long The Storm – Akiko Miyakoshi</p>	
Non-fiction Texts:	<p>See Inside Pirate Ships – Rob Lloyd Jones Christopher Columbus – Minna Lacey Captain Cook – Rebecca Levene</p>	
Visual Literacy:	<p>A Day in the Life of a Pirate: https://www.youtube.com/watch?v=7Sf_WM-mYBI</p>	
Poetry:	<p>Pirates Wear Patches (From Shiver Me Timbers! Pirate Poems and Paintings – Douglas Florian) I Wish I was a Pirate – Tony Bradman Yo Ho Ho A Pirating We’ll Go – Kaye Umansky and Nick Sharratt</p>	

Pirates Wear Patches

Pirates wear patches.
Pirates have hooks.
They all play with matches
And give dirty looks.

Pirates wear white shirts
With big puffy sleeves.
Pirates are scoundrels
And rascals and thieves.

Pirates wear tricornered
Of felt with a feather.
Pirates are known to cause
Inclement weather.

Pirates wear long scraggly
Beards on their chins.
Pirates wear smirks
With immense evil grins.

Pirates have parrots
And eat alligator.
Pirates shoot first
And then ask questions later.



I wish I was a pirate,
With a long beard hanging down
A cutlass dangling from my belt
My teeth all black and brown

A parrot on my shoulder
A patch upon my eye
A pirate ship to sail on
A pirate flag to fly

The rolling waves would be my home
I'd live through any wrecks
I'd always have the best of maps
The ones marked with an X

Pirates don't have parents
They don't get sent to school
They never have to take a bath
For them there are no rules

Term: Spring 2	Project title: Wriggle and Crawl	Number of weeks: 6
Fiction Texts:	<p>A Butterfly is Patient – Dianna Hutts Aston The Boy Who Lost His Bumble – Trudi Esberger Twist and Hop Minibeast Bop – Tony Mitton and Guy Parker-Rees An Ants Day Off – Bonny Becker Ace Lacewing: Bug Detective – David Bierdrzycki Diary of a Spider – Doreen Cronin Fantastic Mr. Fox- Roald Dahl</p>	
Non-fiction Texts:	<p>From Caterpillar to Butterfly – Deborah Heligiman Non-Fiction Texts about Minibeasts, Insects and Bugs. Bugs (DK First Facts) Bugs (Usborne Young Beginners) – Emily Bone Animal Homes (Usborne Peep Inside) – Anna Milbourne Bugs, Bees and Other Buzzy Creatures – DK Insect Emporium – Susie Brooks</p>	
Visual Literacy:	<p>Miniscule – Chewing Gum - https://www.youtube.com/watch?v=rnooeTauh9g The Book of Butterflies - https://www.literacyshed.com/butterflies.html Butterfly Emerging:</p> 	
Poetry:	<p>Forgiven – A.A. Milne The Lightning Bug – Barbara Linnea Johnson</p>	

	<p>Forgiven by A.A. Milne</p> <p>I found a little beetle, so that Beetle was his name, And I called him Alexander and he answered just the same. I put him in a matchbox, and I kept him all the day ... And Henry let my beetle out - Yes, Henry let my beetle out - She went and let my beetle out - And Beetle ran away.</p> 	<p>The Lightning Bug</p>  <p>He caught a lightning bug, And put it in his jar. He had to see the phenomenon He had admitted from afar!</p> <p>Just a bug, the oblong kind, That beek and pun fly, A showbusiness glow behind A lamplight in the sly!</p> <p>A dismal sight in captivity A wee prisoner in a jar, Who did the bug of mystery He had admitted from afar!</p> <p>Just a big, the oblong kind, As far as he could see, And now this bug flew away As soon as he was free!</p> <p style="text-align: right;">— Barbara Linnea Johnson</p>
	<p>She said she didn't mean it, and I never said she did, She said she wanted matches and she just took off the lid, She said that she was sorry, but it's difficult to catch An excited sort of beetle you've mistaken for a match.</p> <p>She said that she was sorry, and I really wasn't mad, As there's a lot and lots of beetles which she's certain we confined, If we looked about the garden for the holes where beetles hid And we'd get another matchbox and write BEETLE on the lid.</p> <p>We went to all the places which a beetle might be near, And he made the sort of noise which a beetle likes to hear, And I saw a kind of something, and I gave a sort of shout "A beetle-house and Alexander Beetle coming out!"</p> <p>"I saw Alexander Beetle, I'm as certain as can be, And he had a sort of look as if he thought it must be me, And he had a sort of look as if he thought he ought to say: "I'm very sorry that I tried to run away."</p> <p>And Henry's very sorry too, for you know what she did, And she's writing ALEXANDER very blackly on the lid, So hen and she are friends, because it's difficult to catch An excited Alexander you've mistaken for a match.</p>	

Term: Summer 1	Project title: Movers and Shakers/Muck, Mess and Mixtures	Number of weeks: 6
Fiction Texts:	<p>George's Marvellous Medicine – Roald Dahl The Magic Porridge Pot – Rosie Dickens Oliver Moon and the Potion Commotion – Sue Mongredien Roald Dahl's Revolting Recipes Because – Mo Willems Ketzel the Cat Who Composed – Newman Leslea Allegro – David Miles The Twits – Roald Dahl</p>	
Non-fiction Texts:	<p>Non-fiction Books about Materials. Materials (Discover Science) – Clive Gifford and Kingfisher Materials (Science in Action) – Anna Claybourne Music and How It Works: The Complete Guide for Kids – DK</p>	

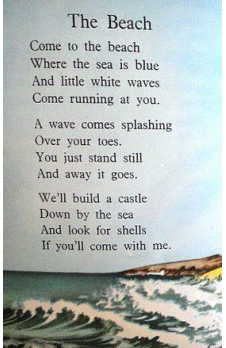
Visual Literacy:



Poetry

Double Double Toil and Trouble (Macbeth) – William Shakespeare
Color Drops – Kissy Pena



Term: Summer 2	Project title: Beachcombers	Number of weeks: 7
Fiction Texts:	<p>The Secret of Blackrock – Joe-Todd Stanton A House for Hermit Crab – Eric Carle The Lighthouse Keeper’s Lunch – Ronda and David Armitage At the Beach – Roland Harvey Sally and the Limpet – Simon James Billy’s Bucket – Kes Gray and Garry Parsons The Truth Pixie- Matt Haig</p>	
Non-fiction Texts:	<p>Non-Fiction Texts about Seaside Creatures Non-Fiction Texts about Rockpools What Can Live On the Beach? – John-Paul Wilkins Seaside – Angela Royston Seashore: 100 Facts – Steve Parker How Does a Lighthouse Work? – Roman Belyaev</p>	
Visual Literacy:	<p>Piper - https://www.youtube.com/watch?v=vPuRBiBCxyk Lighthouse Town - https://www.onceuponapicture.co.uk/portfolio_page/lighthouse-town/</p>	
Poetry:	<p>Hello Ocean – Pam Munoz Ryan The Beach At the Sea-Side – Robert Louis Stevenson</p> <div data-bbox="701 871 925 1220">  <p>The Beach Come to the beach Where the sea is blue And little white waves Come running at you. A wave comes splashing Over your toes. You just stand still And away it goes. We'll build a castle Down by the sea And look for shells If you'll come with me.</p> </div> <div data-bbox="936 871 1547 1220"> <p>At the Sea-Side</p> <p>When I was down beside the sea A wooden spade they gave to me To dig the sandy shore.</p> <p>My holes were empty like a cup. In every hole the sea came up, Till it could come no more.</p> <p><i>Robert Louis Stevenson</i></p> </div>	

Reading domains for *Whole Class Reading* (2 week cycles):

- **Retrieval**

Who/what/where/why qs, constant referring back to the text


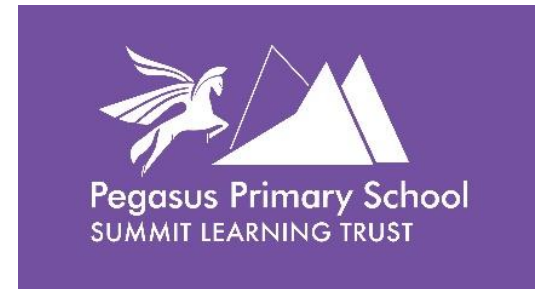
Sequencing

- **Word meaning (vocabulary)**


Reading around the context on a sentence to determine meaning of a word

- **Inference**

Reading between the lines, inferring a character's thoughts/feelings/motives, making predictions



Retrieval Toolkit




1. Read and understand the question. Underline key words.

Who? (person) *What?* (event/fact/topic) *When?* (event/time/date)


Where? (setting/location) *Why?* (reason for something) *How?* (cause and effect)

True/False

1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.
4. Check your answer against the question - have you actually answered it?



Retrieval Toolkit



- Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

- Look back at the text.
- Point to or underline the answer.
- Answer the question.

If you need to write an answer, check how many words you need to write and **copy** the spelling carefully.



Word Meaning Toolkit



What is the word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?



Word Meaning Toolkit

Not sure what a word means?



- Read the word again.
- Read around the word.

Think about the rest of the sentence.

- Look at the pictures.

Are there any clues?

- Do you know any words that sound similar?



Inference Toolkit



You can infer about...

- a **person/character**: *thoughts, motives, feelings, reactions to other characters or events*
- a **situation**: *cause and effect/impact of*

Look for clues: **Scan the text** for evidence - 'show not tells' that prove the inference.

Answer using point (inference) and justify (evidence from the text).

e.g. The main character feels anxious because he has butterflies in his stomach.

Type One: you are given the inference and have to find the evidence in the text.

Scan for actions, speech or events that 'show not tell' the inference from the question.

Type Two: make your own inference and prove it (justify) using evidence from the text.

Scan for the person/situation from the question - what can you infer? Evidence (show not tell)?



Inference Toolkit



- Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

- Look for clues in the text and pictures.
- What can you infer from the clues?
- Write your point, then say how you know.

I infer ___ because ___

Example Whole Class Reading cycle over a half term:

<u>Week 1</u>	Introduce author through a biography (non-fiction text)- mixed domain questions	Non-fiction text based on the fiction text for the half term. e.g Non-fiction text on the 12 labours of Hercules before reading Here comes Hercules	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a section of text DISCUSSION QUESTION
<u>Week 2</u>	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a poem Teaching focus: retrieval domain/mixed domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: retrieval domain
<u>Week 3</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a non-fiction text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 4</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 5</u>	Read a section of text Teaching focus: inference	Read a poem Teaching focus: inference/mixed domain	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference
<u>Week 6</u>	Read a non-fiction text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: inference

Non-fiction- drop these in where they most fit with the section you are currently reading in the fiction text to help children with their **background knowledge**. Think about what knowledge will support the children to best understand the text you're reading! e.g A non-fiction text on St. Pancras International when Harry Potter boards the train to Hogwarts.

Poetry- Introduce poetry that is related to the book you are reading when it is most appropriate in your cycle. Children could perform poem if it lends itself to this and respond to the poem relating to the domain you're focussing on or mixed domain if this fits better. e.g Children reading *The boy at the back of the class* (a text about a Syrian refugee starting school in the UK) could read a poem from *On the Move: Poems about Migration* by Michael Rosen.

Discussion question lessons- (previously referred to as an AIR question) An opportunity to spend more of the lesson reading the text. As a class, pose one inference discussion question for children to discuss together at the end of the lesson. Aim of this is to improve inference (whole-school weakness). You can choose to evidence this in books or on flip-chart paper.

VIPERS Question Stems Year 2:

Vocabulary	<p>What does the word _____ mean in the text?</p> <p>Which word in the text tells you how _____ was feeling?</p> <p>Find and copy one word which means _____</p> <p>Which word means the same as _____</p> <p>This means that _____ (multiple choice)</p>
Inference	<p>Which words make you think that a person is _____ ?</p> <p>How can you tell that _____ ?</p> <p>How do you think someone is feeling/felt at a point in the story?</p> <p>Why did he feel that way?</p> <p>Why did something happen?</p> <p>Why did someone do something?</p> <p>Why did someone think something?</p> <p>Why did someone describe something as _____ ?</p>

	The story shows that someone is _____ choice of adjective?
Prediction	From the cover/title, what do you think will happen in this story? What will happen next? What are the clues? What do you think a character is likely say at the end of the story?
Explanation	Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?
Retrieval	What, Who, Where, When, Why?, How much/many? Explain why someone did something? Which of the statements are true and false?
Sequence	What happens first in the story? Sequence these sentences from the story Number the sentences to show the order they happen in the story What happened before or after something?

Year 3
<p>NC Fluency Skills:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<p>NC Comprehension Skills:</p> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes

- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books English
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning.

- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

NC Non-Statutory Guidance:

- At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
- When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].
- The focus should continue to be on pupils' comprehension as a primary element in reading. 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 recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). 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.

- Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.
- Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.
- Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.