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| **0** | **Reading: decoding** | **Reading: comprehension** | **Writing: transcription** | **Writing: grammar, vocabulary and punctuation** | **Writing: composition** |
| Term 1  Topic:  Marvellous Me | ***Reading: Word Reading***  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. | ***Reading: Comprehension***  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. | ***Spell by:***  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learning to spell common exception words. | **GVP:**  Learning how to use both familiar punctuation correctly including full stops, capital letters.  Recap Word classes: introduce adjectives/verbs/adverbs/  nouns. | **Writing – Composition**  Pupils should be taught to:  \* develop positive attitudes towards and stamina for writing by:  \* writing narratives about personal experiences and those of others (real and fictional)  \* writing about real events  \* writing poetry  \* writing for different purposes |
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| Term 2  Topic:  Kangaroos and digeridoos | ***Reading: Word Reading:***  Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  Read words containing common suffixes.  Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. | ***Reading: Comprehension***  Becoming increasingly familiar with and retelling a wider range of stories, fairy stories , traditional tales  Being introduced to non-fiction books that are structured in different ways  Recognising simple recurring literary language in stories and poetry  Discussing their favourite words and phrases  Continuing to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear | ***Spell by:***  Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learning to spell common exception words.  Learning to spell more words with contracted forms. | **GVP:**  Exclamation marks, question marks, commas for lists and apostrophes for contracted forms  Learning how to use:  \* sentences with different forms: statement, question, exclamation, command  \* expanded noun phrases to describe and specify, e.g. the blue butterfly | **Writing – Composition**  Consider what they are going to write before beginning by:  \* planning or saying out loud what they are going to write about  \* writing down ideas and/or key words, including new vocabulary  \* encapsulating what they want to say, sentence by sentence  \* make simple additions, revisions and corrections to their own writing by:  \* evaluating their writing with the teacher and other pupils |
| Term 2  Topic:  Kangaroos and digeridoos | ***Reading: Word Reading:***  Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  Read words containing common suffixes.  Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. | ***Reading: Comprehension***  Becoming increasingly familiar with and retelling a wider range of stories, fairy stories, traditional tales.  Being introduced to non-fiction books that are structured in different ways  Recognising simple recurring literary language in stories and poetry  Discussing their favourite words and phrases  Continuing to build up a repertoire of poems learnt by heart, 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 info & vocab provided by the teacher | ***Spell by:***  Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learning to spell common exception words.  Learning to spell more words with contracted forms. | **GVP:**  Exclamation marks, question marks, commas for lists and apostrophes for contracted forms  Learning how to use:  \* sentences with different forms: statement, question, exclamation, command  \* expanded noun phrases to describe and specify, e.g. the blue butterfly | **Writing – Composition**  Consider what they are going to write before beginning by:  \* planning or saying out loud what they are going to write about  \* writing down ideas and/or key words, including new vocabulary  \* encapsulating what they want to say, sentence by sentence  \* make simple additions, revisions and corrections to their own writing by:  \* evaluating their writing with the teacher and other pupils |
| Term 3  Topic:  The Enchanted Woodland | ***Reading: Word Reading:***  Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending  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. | ***Reading: Comprehension***  Checking that the text makes sense to them as they read and correcting inaccurate reading  Making inferences on 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. | ***Spell by:***  Distinguishing between homophones and near-homophones  Add suffixes to spell longer words, e.g. –ment, –ness, –ful,  –less, –ly  Apply spelling rules and guidelines, as listed in Appendix 1  Compound words  Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. | **GVP:**  The present and past tenses correctly and consistently including the progressive form  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Learning the grammar in column 1 of year 2 in Appendix 2  Using some features of written Standard English  Use and understand the grammatical terminology in Appendix 2 in discussing their writing. | **Writing – Composition**  Make simple additions, revisions and corrections to their own writing by:  \* evaluating their writing with the teacher and other pupils  \* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  \* proof-reading to check for errors in spelling, grammar  and punctuation (e.g. ends of sentences punctuated correctly)  \* read aloud what they have written with appropriate intonation to make the meaning clear. |
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