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| **Ongoing Objectives in Reading** |
| **Phonics and Decoding** |
| To continue to phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. |
| To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. |
| To accurately read most words of two or more syllables. |
| To read most words containing common suffixes. |
| Common Exception Words |
| To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word |
| **Fluency** |
| To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation |
| To reread these books to build up fluency and confidence in word reading |
| To read words accurately and fluently without overt sounding and blending |
| **Understanding and Correcting Inaccuracies** |
| To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. |
| To check that the text makes sense to them as they read and to correct inaccurate reading. |

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| **Overview of Spelling and Handwriting Objectives** |
| **Letter Formation** |
| * To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. * To form lower case letters of the correct size, relative to one another. * To use spacing between words that reflects the size of the letters. |
| **Phonics and Spelling** |
| * To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. * To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). * To apply further Y2 spelling rules and guidance\*, which includes: * The /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust); * the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); * the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ’ll’ (e.g. ball, always); * the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); * the /i:/ sound spelt * –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); * the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) * the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); * the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); * the /ʒ/ sound spelt ‘s’ (e.g. television, usual). |

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| Year: Two |  | Term: Autumn One |  | |
| Text | Suggested Writing Focus | Suggested Immersion Activities | Suggested Reading Focus  Areas | Suggested Writing Focus Areas |
| [The Bear and the Piano](https://www.youtube.com/watch?v=ui8qayYnRWc) | Purpose :  To share his experiences    Audience:  The Bear and his friends    Text Type:  A recount – possibly in the form of the diary entry | Creating a scene from the story by setting up the classroom with fairy lights and playing beautiful music. The children could describe the setting.  Writing questions that they would like to ask the bear.  Interviewing the bear –particularly focussing on how he felt at different points in the story.  Retelling the story by working in groups to create a story map.  Annotating his feelings.  Write a recount of part of the story from the perspective of the bear. (They could recount two different parts of the story) | **Comparing**, **Contrasting and Commenting**  To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.  To discuss the sequence of events in books and how items of information are related  To ask and answer questions about a text.  **Words in Context and Authorial Choice**  To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases. | **Planning, Writing and Editing**  To write narratives about personal experiences and those of others (real and fictional).  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To write simple poems  Awareness of Purpose and Structure  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  Punctuation  To use capital letters and full tops correctly in their writing  Use of Phrases and Clauses  To using co-ordination (or/and/but).  To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). |
| [Amazing Grace](https://www.youtube.com/watch?v=AMHkU2Cdxl0) | Pupospe:  To persuade people that she can be Peter Pan    Audience:  Class mates  Text Type  A letter | Orally retelling the story to a friend – possibly with picture cues. Hot seat different characters in the story. Children will ask them questions about what they said.  Create thought bubbles for different characters in the story.  Role play a conversation between Grace and her Grandmother. Create a list of reason why she should be able to have any part in the school play.  Write a letter to the class explaining why she should be able to be Peter Pan. |
| If I Were by Eva L  Robinson    *‘For I can do anything’* | Purpose:  To entertain    Audience:  Classmates    Text Type  Poem | Reciting the poem in groups.  In pairs miming different roles/ jobs they could have and asking children guess what they are thinking of.  Creating images of a job they would like to do and explaining why they would like to do it.  Identifying the rhymes in the text and creating their own strings of rhyming words.  Writing their own additional verse -imagining what they would like to be. |  |  |

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| Year Two | | Autumn Two | | |
| Text | Suggested Writing Focus | Suggested Immersion Activities | Suggested Reading Focus Areas | Writing Focus Areas |
| [The Way Home for Wolf](https://www.youtube.com/watch?v=MsumJGXd82c) | Purpose  To ask for help and let other  animals know where he is      Audience  His pack and other animals in the Tundra.    Text Type  A letter | Orally retelling the first part of the story. Perhaps creating a story map.  Using pastels or painting to create a scene from the story to help them generate a bank of adjectives.  Imagining they are in a scene of from the story. Describing what they can see, feel, hear and feel. (The class room will be set up with images from the story, ice for children to feel and sounds that the wolf might have heard)  Hot seating Wilf and asking him questions about how he feels  Orally rehearsing a message Wilf could send to his pack. Creating a tool kit to help them write their message with key adjectives, sentence starters and punctuation that they could use. | **Comparing, Contrasting and Commenting**  To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To recognise simple recurring literary language in stories and poetry.  **Words in Context and Authorial Choice**  To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  **Inference and Prediction**  To make inferences on the basis of what is being said and done  . | **Planning, Writing and Editing**  To write narratives about experiences of others (real and fictional).  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To encapsulate what they want to say, sentence by sentence.  To reread to check that their writing makes sense  To proofread to check their use of capital letters and full stops.  Awareness of Purpose and Structure  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with  appropriate intonation to make the meaning clear  Punctuation  To use capital letters and full stops correctly.  To use exclamation marks in their writing.  Use of Phrases and Clauses  To using co-ordination (or/and/but).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). |
| [The Elves and the Shoe maker](https://www.youtube.com/watch?v=DndjElGRd6M) | Purpose  To help someone make a  Christmas gift for an elf (it could be a hat or a pair of  shoes)    Audience:  Their friends    Text Type:  Instructions | Sharing the Story of the Elves and the Shoe maker.  Discussion how grateful the elves would be  Reading through examples on instructions and discussing the features and language that have been used.  Articulating each step in the process as an adult makes a hat. Guiding a partner on how to make a hat for an elf. They will give verbal instructions to help them do this.  Creating a tool kit to help them write their instructions (with a list of imperative verbs |  |

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| Year: Two | | Term : Spring One | | |
| Text | Suggested Writing Tasks | Suggested Immersion Activities | Suggested Reading Focus Areas | Writing Focus Areas |
| [The Magic Box](https://www.youtube.com/watch?v=ReP3gVrOfpI) | Purpose  To entertain    Audience  To be shared with another class.    Text Type  Poetry | Perform the poem as a class or in small groups.  Use the descriptions in the poem to create pictures of the items in the box.  Create their own box and decide what they would like to put in it. They could describe each of the items to friends. Create their own Magic Box Poems using the repetitive structure. | **Comparing, Contrasting and Commenting**  To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To ask and answer questions about a text.  To recognise simple recurring literary language in stories and poetry.  To ask and answer questions about a text.  Poetry and Performance  To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear  Words in Context and Authorial Choice  To discuss their favourite words and phrases.  Inference and Prediction.  To predict what might happen on the basis of what has been read so far in a text. | **Planning, Writing and Editing**  To write narratives about personal experiences and those of others (real and fictional).  To write simple poetry  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.  To reread to check that their writing makes sense.  To proofread to check for errors in spelling in full stops and capital letters.  Awareness of Purpose and Structure  To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  Punctuation  To use the full stops , capital letters and questions marks.  Commas to separate lists;  apostrophes to mark singular possession and contractions.  Use of Phrases and Clauses  To using co-ordination (or/and/but).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). |
| [Hear We Are](https://www.youtube.com/watch?v=kkcjKbbF9JA) | Purpose  To advise a baby about living on planet earth.    Audience  A new baby as they  grow up    Text Type  A little booklet listing guidelines for living on | Read the book in pairs.  Draw and label pictures of the wonderful things that a baby could see or do as they grow up. (They could also make models) Talk through their pictures with a partner.  In pairs think of important advice that they would give a baby about how they should behave and treat our world and others. Discuss which things are the most important. They might ask teachers around the  Create their booklets with advice for a new baby. |

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| Year Two | | Spring Two | | |
| Text | Suggested Writing Focus | Suggested Immersion Activities | Suggested Reading Focus Areas | Suggested Writing Focus Areas |
| [Something Fishy](https://www.youtube.com/watch?v=iiVkDMLh81w) | Purpose  To Entertain    Audience  Another Class in the  School    Text Type  Narrative | Thinking of questions to ask the main character in the text. In pairs role play interviewing the main character (one person will be the interviewer the other character)  Creating a story map or wall of the story Something Fishy- this maybe done in groups.  Annotating the story map to describe the different scenes and how the character would feel.  Writing the narrative to go with the visual text. | **Comparing, Contrasting and Commenting**  To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.  To discuss the sequence of events in books and how items of information are related.  **Words in Context and Authorial Choice**  To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  **Inference and Prediction**  To predict what might happen on the basis of what has been read so far in a text. | **Planning, Writing and Editing**  To write narratives about personal experiences and those of others (real and fictional).  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense.  To proofread to check for errors in spelling, **grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).**  Awareness of Purpose and Structure  To write for different purposes with an awareness of an increased amount of fiction structures.  To read aloud what they have written with appropriate intonation to make the meaning clear  Punctuation  To use Capital letters, full stops, question marks and exclamation marks;  Use of Phrases and Clauses  To using co-ordination (or/and/but).  To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). |
| [Lila and the Secret of](https://www.youtube.com/watch?v=EDsHU0CmtBs)  [Rain](https://www.youtube.com/watch?v=EDsHU0CmtBs) | Purpose  To entertain    Audience  Other children in a school    Text Type  Recount | Create a story map and take it in turns to use the map to retell the story with a partner.  Talk about the setting at the beginning of the story when everything is very dry.  Write questions to ask Lila. Hot seat Lila from the story using the questions they have written.  Mapping out the story and add words to describe Lila’s actions and feelings at different points.  Writing the story of Lila and the Rain from Lila’s perspective (This will be done in sections) |

Additional Note: Throughout Year Two we will follow the No Nonsense Spelling Scheme

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| Year Two | | Summer One | | |
| Text | Suggested Writing Focus | Suggested Immersion Activities | Suggested Reading Focus Areas | Suggested Writing Focus Areas |
| [The Owl who Was Afraid of the Dark](https://www.youtube.com/watch?v=hZOhIUu6POE) | Purpose  To entertain    Audience  Year One      Text Type  Narrative- writing their own story | In groups roleplaying the story Owl who was afraid of the dark. Each group may perform a different section.  Identifying example of direct speech in the text.  Planning their own version of the story in which they change key characters.  Planning this may involve creating a story map or role playing their new story with small world.  Writing their own version of the story. | **Comparing, Contrasting and Commenting**  To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.  To discuss the sequence of events in books and how items of information are related.  To recognise simple recurring literary language in stories and poetry.  To ask and answer questions about a text.  Specific Non Fiction Objective  To recognise that non- fiction books are often structured in different ways.  **Words in Context and Authorial Choice**  To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  **Inference and Prediction**  To predict what might happen on the basis of what has been read so far in a text. | **Planning, Writing and Editing**  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling,  grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).  Awareness of Purpose and Structure  To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with appropriate intonation to make the meaning clear  Punctuation  To use the full range of punctuation taught at key stage 1 mostly correctly including:  Capital letters, full stops, question marks and exclamation marks;  To use apostrophes to mark singular possession and contractions.  Use of Phrases and Clauses  To using co-ordination (or/and/but).  To use some subordination (when/if/ that/because). |
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Additional Note: Throughout Year Two we will follow the No Nonsense Spelling Scheme

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| Year Two | | Summer Two | | |
| Text | Suggested Writing Focus | Suggested Immersion Activities | Writing Focus Areas | Reading Focus Areas |
| Crazy about Cats      [The Journey Home](https://www.youtube.com/watch?v=_avcOTOECAw) | Purpose  To inform    Audience  Children and adult in our school    Text Type  Non- Chronological  Report | Discuss the layout of the texts.  Talk about the facts that they have found most interesting  Pick an animal or group of animals that they would like write about.  Draw a detailed picture of this animal (s)  Create group mind maps about each of these animals. Think of particularly amazing facts that they want to include in their report. Carry out further research into these animals. This may be done as part of home learning or by watching relevant clips.  Add some of this information to mind maps.  Write t Non Chronological about the animals they have chosen  We may particularly focus on animals that are endangered and look at the book ‘Journey Home’ to support with this. | **Comparing, Contrasting and Commenting**  To discuss the sequence of events in books and how items of information are related.  To recognise simple recurring literary language in stories and poetry.  To ask and answer questions about a text.  To make links between the text they are reading and other texts they have read  Poetry and Performance  To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear  **Words in Context and Authorial Choice**  To discuss their favourite words and phrases. | **Planning, Writing and Editing**  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).  Awareness of Purpose and Structure  To write for different purposes with an awareness of an increased of fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with  appropriate intonation to make the meaning clear  Punctuation  To use the full range of punctuation taught at key stage 1 mostly correctly including:  Capital letters, full stops, question marks and exclamation marks;  To use Commas to separate lists;  apostrophes to mark singular possession and contractions.  Use of Phrases and Clauses  To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).  Sentence construction and tense  To use the present tense and the past tense mostly correctly and consistently.  To form sentences with different forms: statement, question, exclamation, command. |
| [The Enormous Crocodile](https://www.youtube.com/watch?v=7j6vIjpkyUU) | Purpose:  To warn people about the  Enormous Crocodile    Audience:  The animal and children    Text Type  Description of the crocodile for the | Taking on the role of different characters in the story. They will need to answer questions from the other children about what the crocodile looks like and why he is dangerous.  Creating pictures of the Enormous Crocodile and describing what he  looks like Creating a tool kit of words, they will use in their report.  Writing their report.  Recording their report for the radio. |

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