

TEXT

Fiction

Author focus – Roald Dahl
 Meerkat Mail by Emily Gravett
 Little Red Riding Hood
 Little Red by Bethan Woolvin
 The Papaya that Spoke
 Man on the Moon by Simon Bartram
 The Paper Bag Princess by Robert Munsch
 The Happy Lion by Louise Fatio
 Handa’s Surprise by Eileen Browne
 There Once is a Queen by Michael Morpurgo
 The Sandman and Two Turtles by Michael Morpurgo
 Fantastic Mr Fox, Esio Trot, The Twits, George’s Marvellous Medicine by Roald Dahl
 Fairy Stories and Traditional Tales – Cinderella, Anansi

Non-Fiction

African Animals
 Mary Seacole by Naida Redgrave
 Florence Nightingale by Lucy Lethbridge
 One Great Leap by Don Brown
 A planet full of plastic by Neal Layton
 The Life of a Little Plastic Bottle by Blue Planet
 The Royal Family

Poetry

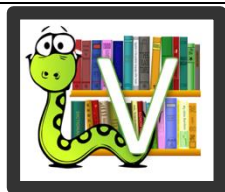


Christmas play – playscript

Heard it in the Playground
 By Allan Ahlberg

Crazy Mayonnaisy Mum
 By Julia Donaldson

A First Poetry Book
 By Pie Corbett and Gaby Morgan



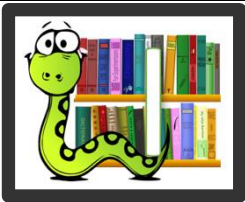
Vocabulary

Key Knowledge

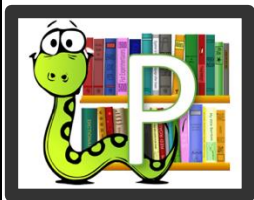
WORD READING

The pupil can:

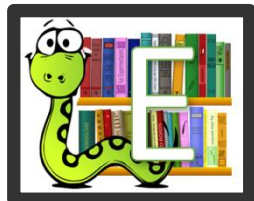
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- re-read an increasing amount of books to build up fluency and confidence
- read accurately most words of two or more syllables
- read most words containing common suffixes*



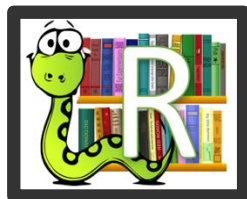
Infer



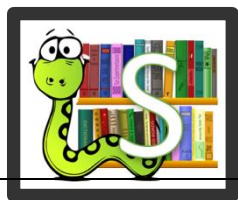
Predict



Explain



Retrieve



- read most common exception words*

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation

COMPREHENSION

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently
- discuss the sequence of events in books and how many items of information are related
- demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales
- understand many non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry and draw upon these for their writing
- discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YRI Greater Depth)
- discuss their favourite words and phrases, using some of them in their writing
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:

- show good understanding of books they have read and listened to, drawing on what they already know, with background information and vocabulary provided by the teacher
- discuss many books, poems and other works that are read to them and those that they can read for themselves
- check the text makes sense to them and correct inaccurate reading
- **The pupil can, in a book they are reading independently:**
 - make inferences
 - make a plausible prediction about what might happen on the basis of what has been read so far
 - make links between the book they are reading and other books they have read

What should be seen in the classroom?

- Daily phonics teaching using Little Wandle which is tracked to age related expectations
- Daily practise of target high frequency words

<h1>Sequence</h1>	<ul style="list-style-type: none"> - book - Individual reading where appropriate - Daily story time with class reader - Poem of the week or Rhyme of the Week – continuing to build up repertoire of poems learnt by heart (Poetry Spine Books) - Weekly whole class reading lesson – whole class reading - Non-fiction and poetry focus for whole class reading lesson at least once each half term. - Vipers to be used to implicitly teach reading skills - New vocabulary list – added to weekly
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POETRY OVERVIEW

Year	Reading Comprehension	Writing Composition	Poetry Genre
Two	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry</p> <p>Recognise simple recurring literary language in poetry</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>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</p>	<p>Develop positive attitudes towards and stamina for writing by: writing poetry</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Performing</p> <p>Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps</p> <p>Creating</p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Shape Poems (Writing Models Book Y3)</p> <p>List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. (Writing Models Book Y3)</p>

		<ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones) (Writing Models Book Y2)</p> <p>Alliterative sentences Innovated patterned structures</p> <p>Analysing</p> <p>Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation</p>
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