



## Reading Skills Progression/Long Term Plan Nursery - Y2

Children at Elmtree experience a rich Reading environment that enables them to learn to read, enjoy books for pleasure and information, preparing them for each stage of their education. This starts in the Early Years with techniques such as story time, rhymes and songs with the addition of more formal phonics sessions in the Reception class. Our Bug Club phonics scheme underpins learning to read with a selection of home readers that are carefully matched to the phonics they are currently learning. Phonics decoding sessions are also supported by daily guided reading as a whole class and in smaller adult led groups, adapted to the needs of the individual children; developing fluency and comprehension skills. The children are read to daily so that they enjoy stories and books from a range of genres, cultures and literacy styles.

<h1>Nursery</h1>				
	Autumn Term	Spring Term	Summer Term	End of Year expectations
<p><b>YEAR N</b>  <u>Range of texts to include:</u>                      (Through story time, role-play, puppets, story sacks, story maps, rhymes and songs)</p>	<p><b>My Feelings-</b> Sarah Jennings</p> <p><b>All about families</b> – Usborne</p> <p>Owl Babies – Martin Waddell</p> <p><b>My world, Your world</b> – Melanie Walsh</p> <p><b>The Family Book</b> - Todd Parr.</p> <p><b>The Nativity Story</b> – Ladybird</p> <p><b>Little Robin Red Vest</b> – Jan Fearnley</p> <p><b>Sssh Santa</b>– Julie Sykes</p> <p><b>What's a Xmas?</b> – Hayley Down</p> <p><b>First Festivals – Diwali</b> – Ladybird</p> <p><b>Light the Menorah</b> – Jannie Ho</p>	<p><b>The Three Little Pigs</b> – Ladybird</p> <p><b>Jack and the Beanstalk</b> – Ladybird</p> <p><b>The Gingerbread Man</b> – Ladybird</p> <p><b>The Ugly Duckling</b> – Ladybird</p> <p><b>Jaspers Beanstalk – Butterworth and Inkpen.</b></p> <p><b>Lifecycles – from Seed to Sunflower-</b> Camilla de la Bedoyere</p> <p><b>Lifecycles - Caterpillar to Butterfly</b> - Camilla de la Bedoyere</p> <p><b>The Hungry Caterpillar</b> – Eric Carle</p>	<p><b>Farmer Duck</b> –by Martin Waddell and Helen Oxenbury</p> <p><b>What the Ladybird Heard</b> – Julia Donaldson</p> <p><b>Rosie's Walk</b> – Pat Hutchins</p> <p><b>Mrs Wishey Washey</b> - Joy Cowley and Elizabeth Fuller</p> <p><b>Mr Gumpy's Outing.-</b> John Burningham</p> <p><b>A Squash and a Squeeze</b> - Julia Donaldson</p> <p><b>The Rainbow Fish</b> - Marcus Pfister</p> <p><b>Smiley Shark</b> - Ruth Galloway</p>	

	<p><b>Poems</b></p> <p><b>The Poetry Basket</b>  Things that I can do  Chop Chop  Falling Apples</p>	<p><b>Planting a rainbow</b> – Lois Ehlert.</p> <p><b>Olivers Vegetables</b> – Vivian French.</p> <p><b>Poems</b></p> <p><b>The Poetry Basket</b>  Pancakes  I can build a snowman  A little seed  Digging</p>	<p><b>Commotion in the Ocean</b> - Giles Andreae and David Wojtowycz</p> <p><b>Sharing a Shell</b> – Julia Donaldson</p> <p><b>Barry the Fish with Fingers</b> – Sue Hendra</p> <p><b>Winnie Under the Sea</b> - Valerie Thomas</p> <p><b>Tiddler</b>– Julia Donaldson</p> <p>Poems  The Poetry Basket  Snail  Dance</p>	
<p><b>YEAR N</b>  Throughout the Year pupil should:</p>	<ul style="list-style-type: none"> <li>- <b>Develop communication and language skills through high quality interactions with adults.</b></li> <li>- <b>Develop early reading and ability to hear and manipulate sounds using a range of different activities– like singing, storytelling and nursery rhymes.</b></li> <li>- <b>Develop phonological awareness and interest in sounds.</b></li> </ul>			
<p><b>YEAR N</b>  Book handling and Enjoyment</p>	<p>I can hold a book the right way round.  I can talk about pictures in books.</p> <p>I can listen to and join in with stories and songs.  I can listen to simple stories.  I know how to talk about a familiar book.  I can hold a book and turn one page at a time.</p> <p>I can handle books carefully.</p>	<p>I can hold a book and turn the pages from left to right.  I know that some books provide information and some books are stories.  I can use new topic-based vocabulary in context.  I can identify the front and back cover and the title of a book.  I can talk about the ways others celebrate using pictures and stories.</p>	<p>I can use new vocabulary in context.</p>	



<p><b>YEAR N</b> Phonological Awareness and Word Reading</p> 	<p>I know how to use new vocabulary in context such as family, together, love, grandparents</p> <p>I can recite simple poems with actions</p>	<p>I can sing songs and nursery rhymes.</p>	<p>I can identify and suggest rhyming words. I can orally blend and segment vc/cvc words. I can identify sounds in words by orally blending.</p>	
<p><b>YEAR N</b> Comprehension</p> 	<p>I can join in with and fill in missing words in songs.</p> <p>I can learn and sing songs.</p> <p>I enjoy sharing and responding to stories.</p> <p>I can fill in missing words or phrases in a known rhyme.</p>	<p>I can listen to longer stories and remember much of what happens I can retell stories using masks, props, pictures. I can listen to and act out Helicopter Stories. I can understand 'Why' questions and begin to explain why I think something happens in a story. I can join in with and fill in missing words in songs.</p>	<p>I can recite and act out familiar poems (Poetry Basket). I can tell my own stories and act them out with my peers (Helicopter Stories). I can listen to stories and remember much of what happens. I can use props to tell a story which a clear beginning, middle and end. I can engage in longer stories and remember much of what happens. I can use puppets/masks to act out stories.</p>	

<h1>Year R</h1>				
	Autumn Term	Spring Term	Summer Term	End of Year expectations

<p><b>YEAR R</b>  <u>Range of texts to include:</u>  (Through story time, whole class shared reading, 1:1 reading with an adult and small group guided reading)  <i>Pupils will read in school (and will take home) books that closely match their phonic ability, including fully decodable texts from the Bug Club Phonics Scheme. Most pupils in Reception will start to read pink banded books once they have grasped their letter sounds and will then progress to red banded books and beyond, as their phonic knowledge expands.</i></p>	<p><b>The Family Book</b> by Todd Carr</p> <p><b>I Love Me</b>  Marvyn Harrison &amp; Diane Ewen</p> <p><b>Super Duper You</b>  Sophy Henn</p> <p><b>My Mum is a Lioness</b>  Swapna Haddow</p> <p><b>All Are Welcome</b>  Alexandra Penfold</p> <p><b>The Best Diwali Ever</b> Sonali Shah</p> <p><b>My Diwali Light</b>  Raakhee Mirchandani</p> <p><b>Lighting a Lamp</b>  Jonny Zucker</p> <p><b>Little Glow</b>  Katie Sahota</p> <p><b>The Most Exciting Eid</b> Sonali Shah</p> <p><b>The Scarecrow's Wedding</b></p> <p><b>Poems (The Poetry Basket)</b>  Down is the Earth  Bath Time  Many Things  Happy  Pointy Hat  Christmas poems  Sad</p>	<p><b>Clothesline Clues to Jobs People Do</b> by Kathryn Heling</p> <p>Non-fiction books –</p> <p><b>Here to help - Police Officer</b> – Rachel Blount</p> <p><b>Here to help – Firefighter-</b> Rachel Blount</p> <p><b>Here to help - Doctor, -</b> Rachel Blount</p> <p><b>Life cycles - Egg to chick</b> = Camilla de la Bedoyere</p> <p><b>Life cycles tadpole to frog</b> - Camilla de la Bedoyere</p> <p><b>How a seed grows -</b> Helene J. Jordan</p> <p><b>Mog and the V.E.T. –</b> Judith Kerr</p> <p><b>A Superhero Like You</b>  Dr. Ranj Singh</p> <p><b>You Can't Call and Elephant in an Emergency</b>  Patricia Cleveland-Peck</p> <p><b>Tadpole's Promise</b>  Jeanne Willis</p> <p>Non-fiction books –</p> <p><b>Life cycles - Egg to chick</b> = Camilla de la Bedoyere</p>	<p><b>Goldilocks and the Three Bears</b></p> <p><b>The Enormous Turnip</b></p> <p><b>The Princess and the Pea</b></p> <p><b>The Three Billy Goats Gruff</b></p> <p><b>Little Red Riding Hood</b></p> <p><b>We're Going on a Bear Hunt</b></p> <p><b>Naughty Bus</b>  Jan and Jerry Oak</p> <p><b>Last Stop on Market Street</b>  Matt de la Pena</p> <p><b>Lost and Found</b>  Oliver Jeffers</p> <p><b>Cars and Trucks and Things that Go</b>  Richard Scarry</p> <p><b>Poems (The Poetry Basket)</b>  Silly  The Enormous Turnip  Monkey Babies  Under a Stone  Scared  Holiday</p>	
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		<p><b>Life cycles tadpole to frog</b> - Camilla de la Bedoyere</p> <p><b>How a seed grows</b> - Helene J. Jordan</p> <p><b>Tad</b> Benji Davis</p> <p><b>Pip and Egg</b> Alex Latimer</p> <p><b>Poems (The Poetry Basket)</b> Angry Popcorn Let's put on our Mittens Hungry Birdies Furry, Furry Squirrel Flowers I Have a Little Frog</p> <p><b>Baby Chick by Aileen Fisher (Living Eggs)</b></p>	<p>Going to the Seaside Ice Cream</p>	
<p><b>YEAR R</b> Throughout the Year pupil should:</p>	<ul style="list-style-type: none"> <li>- <b>Develop interest/pleasure in books and reading.</b></li> <li>- <b>Develop interest in wide range of reading materials for example books, poems etc either read to or read themselves</b></li> <li>- <b>Listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions</b></li> </ul>			

<p><b>YEAR R</b> Book handling and Enjoyment</p>	<ul style="list-style-type: none"> <li>- Independently I show an interest in illustrations and print in books and the environment.</li> <li>- I know that information can be relayed in the form of print.</li> <li>- I can hold books the correct way up and turn</li> </ul>	<ul style="list-style-type: none"> <li>- I can look at books independently.</li> <li>- I can handle books carefully.</li> <li>- I know that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>- I enjoy an increasing range of books.</li> <li>- I can use vocabulary and forms of speech that are increasingly influenced by my experience of books.</li> <li>- I am secure with one to one matching</li> <li>- I am able to control all</li> </ul>	<ul style="list-style-type: none"> <li>- I enjoy listening to stories.</li> <li>- I enjoy looking at and reading books.</li> <li>- I enjoy reading/listening to a wide range of reading materials for example books, poems etc</li> <li>- I am able to control all</li> </ul>
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	<p>pages.</p> <p>-I can listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>-I know that in English we have a return sweep at the end of each line</p> <p>-I am developing one to one matching of words on the page with the word I speak</p> <p>-I can point to each word as I read</p>	<p>aspects of book handling and am consistent with the direction I look at print when reading</p>	<p><b>aspects of book handling and am consistent with the direction I look at print</b></p> <p><b>-I can respond to stories through a variety of means including role play.</b></p> <p><b>-I can recite familiar poems and rhymes</b></p>
<p><b>YEAR R</b> Phonological Awareness and Word Reading</p>  <p>Phonics</p>	<p>- I enjoy rhyming and rhythmic activities.</p> <p>- I show awareness of rhyme and alliteration.</p> <p>- I recognise rhythm in spoken language.</p> <p>- I can continue a rhyming string.</p> <p>-I can <b>hear</b> syllables and clap the number I can hear</p>	<p>-I can locate the initial letter in words and say the initial sound .</p> <p>-I can segment the sounds in simple words and blend them together.</p> <p>-I know which letters represent some of the sounds.</p>	<p>-I can link sounds to letters , naming and sounding the letters of the alphabet.</p> <p>-Begins to read words and simple sentences.</p> <p>-I am able to monitor if my reading is phonetically correct</p>	<p><b>- I can read and understand simple sentences.</b></p> <p><b>- I can use my phonic knowledge to decode regular words and read them aloud accurately.</b></p> <p><b>- I can read some common exception words.</b></p> <p><b>-I enjoy reading simple words/sentences to my friends</b></p>
<p><b>YEAR R</b> Comprehension</p> 	<p>- I can recognise familiar words and signs such as my own name and advertising logos.</p>	<p>-I am beginning to be aware of the way stories are structured.</p> <p>- I can suggest how the story might end.</p> <p>-I can adapt my prediction if the story ends in a different way.</p>	<p>-I can describe main story settings, events and principal characters.</p> <p>-I know that information can be retrieved from books and computers.</p> <p>-I am able to notice r if</p>	<p><b>-I can read and understand simple sentences</b></p> <p><b>- I can demonstrate my understanding when talking with others about what I have read.</b></p> <p><b>-I can ask 'how' and 'why' questions about stories I have read or listened to.</b></p>

		<p>-I can listen to stories with increasing attention and recall.</p>	<p>my reading doesn't make sense</p> <p>-I self-correct sometimes if reading doesn't make sense.</p>	
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# Year 1

	Autumn Term	Spring Term	Summer Term	End of Year expectations
<p><b>YEAR 1</b> Range of texts to include: (Through story time, whole class shared reading, 1:1 reading with an adult and some small group guided reading)</p> <p><i>*Pupils will be supported in selecting independent reading books to take home from progressive colour banded books, including fully decodable texts from the Bug Club Phonics Scheme. These will closely match their phonic abilities. Most pupils in Y1 are reading books in the range of yellow to turquoise.</i></p>	<p><b>The Darkest Dark</b> Astronaut Chris Hadfield</p> <p><b>The Three Little Aliens</b> Margaret McNamara and Mark fearing</p> <p><b>Walking on Mars</b> Irene Latham.</p> <p><b>Beegu</b> Alexis Deacon</p> <p><b>Astro-girl</b> Ken Wilson-Max</p> <p><b>The vanishing Lake</b> Paddy Donnelly</p> <p><b>Rain</b> Sam Usher</p> <p><b>Hello Winter, Goodbye Autumn</b> Kenard Pak</p> <p><b>Cold</b> Shirley Hughes</p> <p><b>Iggy Peck Architect</b> Andrea Beaty</p> <p><b>My shadow is Pink</b> Scott Stuart</p> <p><b>Poems Out Loud</b> Ladybird</p>	<p><b>Cave Baby</b> Julia Donaldson</p> <p><b>Little people, big dreams</b> Maria Isabel Sanchez Vegara</p> <p><b>What did the tree see?</b> Charlotte Guillain</p> <p><b>Peepo</b> Janet and Allan Ahlberg</p> <p><b>Lunar New Year Around the World</b> Amanda Li</p> <p><b>Jack and Beanstalk</b> Ladybird</p> <p><b>Handa's Surprise</b> Eileen Brown</p> <p><b>Nut Tree</b> Julia Donaldson</p> <p><b>Handa's Surprise and Handa's Hen</b> Eileen Browne</p> <p><b>Dadaji's Paintbrush</b> Rashmi Sirdeshpande</p> <p><b>A First Poetry Book</b> Pie Corbett</p>	<p><b>The Dragon Machine</b> Helen Ward</p> <p><b>The Queen's Knickers</b> Nicholas Allan</p> <p><b>The Crown on your Head</b> Nancy Tillman</p> <p><b>The Story Orchestra: Four seasons in one day</b> Jessica Courtney-Tickle</p> <p><b>Wanda</b> Sihle Nontshokweni &amp; Mathabo Tlali</p> <p><b>The Highway Rat</b> Julia Donaldson</p> <p><b>The Sea Saw</b> Tom Percival. Video clips.</p> <p><b>Julian is a Mermaid</b> Jessica Love</p> <p><b>The Big Book of the UK</b> Imogen Russell Williams and Louise Lockhart</p> <p><b>Our Tower</b> Joseph Coelho</p>	

<b>YEAR 1</b>	<b>Re-read books to build up their fluency and confidence in word reading.</b>
Throughout the Year pupils should:	<p><b>Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading.</b></p> <ul style="list-style-type: none"><li><b>-- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</b></li><li><b>- Explore the meaning of words and develop vocabulary knowledge when decoding real words. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</b></li><li><b>- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li><li><b>- Develop pleasure in reading, motivation to read, vocabulary and understanding</b></li></ul>

Year 1  
Word Reading



[Termly planning KS1.docx](#)

CEW –

the, a, do, to, today,  
of, said, says, are,  
were, was, is, his,  
has, I, you, your,  
they, be, he, me, she,  
we, no, go, so, by,  
my, here, there,  
where, love, come,  
some, one, once,  
ask, friend, school,  
put, push, pull, full,  
house, our

-I can sound out most phonemes and I am able to identify common digraphs.

-I am beginning to blend simple CVC, CVCC words.

- I am learning new GPCs.

-I can read most Common Exception Words (CEW) from EYFS.

-I can use my phonic knowledge to sound out digraphs and split digraphs.

-I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.

-I can read GPCs within known words with increasing accuracy.

-I can recognise familiar words (CEW) in simple texts.

-I can use phonics knowledge to blend sounds together to read words, including long phonemes.

-I can read words without overt sounding and blending after a few encounters

-I can read the common exception words\*

-I can read accurately words containing GPCs that have been taught.

- I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est).

-I am beginning to spot errors in decoding and attempt to self-correct

-I am starting to notice contractions and am beginning to understand them.

-I am starting to be aware of, and use, alternative sounds for graphemes

**-Apply phonic knowledge and skills as the route to decode words.**

**-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.**

**-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**

**-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs.**

**-Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.**

**-Read other words of more than one syllable that contain taught CPCs**

				<p><b>-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</b></p>
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**YEAR 1**  
Comprehension



-I know a few familiar stories and I can recall some events.

-I can use pictures and texts to identify meaning.

-I can discuss some simple features of books; answering questions relating to, for example changes in font size, details in illustrations, identifying when someone is speaking.

-I understand some features of a book and use these to help me understand what it is about. E.g Title, cover picture..

-I can join in with group reading of familiar stories.

-I can ask what unfamiliar words mean and remember them the next time I come across them.

-I recognise what a poem is and understand some sounds rhyme.

-I am familiar with some traditional tales and I know some of the features.

-I I can say what I like about a story.

-I can use stories I have already read to support my predictions.

-I know a range of familiar stories and I can talk about main events, such as beginning, middle and end.

-I can use my knowledge of texts to answer questions. E.g what typically happens to good and bad characters?

-I can recognise the difference between fiction and non-fiction.

-I understand the familiar structure in certain stories and I can join in with repeated language.

-I can use my knowledge of texts to support reading of unfamiliar words.

-I can guess what new words mean using clues from my teacher.

-I understand rhyming words and how they can be used in poems.

-I know a few traditional tales very well and I know the key characteristics.

-I am beginning to understand how the characters have an impact on the main events in a story.

-I can identify the main events or key points in a text.

-I can answer straight forward questions about a story.

-I can recognise obvious story language - 'Once upon a time...Big Bad Wolf..' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.

-I can explain clearly my understanding of what is being read to me.

-I can recognise repetition of language in my reading.

-I can discuss what new words mean, linking new meanings to those I already know.

-I can appreciate rhymes and poems and recite some by heart.

-I am very familiar with some traditional tales, retelling them and considering particular characteristics.

-I can participate in discussion about what is read to me, taking turns and listening to what others say.

**-Drawing on what they already know, or on background information to understand vocabulary provided by the teacher.**

**-Checking that the text makes sense to them as they read and correcting inaccurate reading.**

**-Discussing the significance of the title and events.**

**-Recognising and joining in with predictable phrases.**

**-Explain clearly their understanding of what is read to them.**

**-Learning to appreciate rhymes and poems and to recite some by heart.**

**-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**

**-Being encouraged to link what they read or hear read to their own experiences.**


**-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which**

	<p>-I can understand what the main Characters are doing.</p>	<p>-I know the general structure of texts I am reading and can make a prediction based on these.</p> <p>-I understand the feelings of the main characters within a story.</p>	<p>-I can express opinions about main events and characters in a story.</p> <p>-I can make simple predictions about the characters.</p> <p>-I can recognise why a character is feeling a certain way.</p> <p>-I can link what I read or hear to my own experience with support.</p>	<p><b>they can read independently.</b></p> <p><b>-Participate in discussion about what is read to them, taking turns and listening to what others say.</b></p> <p><b>-Making inferences on the basis of what is being said and done.</b></p> <p><b>-Predicting what might happen on the basis of what has been read so far.</b></p> <p><b>-Link what is read or listened to with own experiences.</b></p>
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# Year 2

	Autumn Term	Spring Term	Summer Term	End of Year expectations
<p><b>YEAR 2</b> Range of texts to include:</p> <p>(Through story time, whole class shared reading, group guided reading and introduction to whole class guided reading*) <i>Pupils will select independent reading books from progressive colour banded books. Most pupils in Y2 are reading books in the range of Turquoise to lime. More able readers will progress on to short chapter books that are age appropriate free readers. Specifically matched phonic readers are used for those children who need them.</i></p>	<p>Secret Sky Garen Linda Sarah</p> <p><b>Jim and the Beanstalk</b> Raymond Briggs</p> <p><b>Prince Cinders</b> Babette Cole</p> <p><b>How to be a Dr</b> Dr Punam Krishan and Sol Linero</p> <p><b>Poems Aloud</b> Joseph Coelho</p> <p><b>If all the World Were...</b> Joseph Coelho and Alison Colpoys</p> <p><b>Traction Man</b> Mini Grey</p> <p><b>The Great Fire of London</b> Emma Adams and James Weston Lewis</p> <p><b>A poem for every Winter Day</b> Allie Esiri</p> <p><b>A Walk in London</b> Salvatore Rubbino</p> <p><b>The Lost Homework</b> Richard O'Neill and Kirsti Beautyman</p>	<p><b>Bog Baby</b> By Jeanne Willis</p> <p><b>Wolves</b> Emily Gravett</p> <p><b>Leaf</b> Sandra Dieckmann</p> <p><b>Poetry</b> Dr Suess</p> <p><b>The Minipins</b> Roald Dahl</p> <p><b>My Family, Your Family</b> Laura Henry-Allain MBE</p> <p><b>George Marvelous Medicine</b> Roald Dah</p> <p><b>Esio Trot</b> Roald Dahl</p> <p><b>Poems Aloud</b> Joseph Coelho</p> <p><b>Esio Trot and George's Marvelous medicine</b> Roald Dahl</p> <p><b>The Tree Book</b> Hannah Alice</p> <p><b>Women Artists A to Z</b> Melanie LaBarge</p>	<p><b>Ocean Meets Sky</b> Eric Fan &amp; Terry Fan</p> <p><b>Lighthouse Keepers Lunch</b> Ronda and David Armitage</p> <p><b>Ten-Word Tiny Tales</b> Joseph Coelho</p> <p><b>Ada Twist Scientist</b> Andrea Beaty</p> <p><b>Paddington</b> Micheal Bond</p> <p><b>Marie Curie: 6 (Little People, Big Dreams)</b></p> <p><b>Fantastically Great Women Who Changed The World: 1</b> Kate Pankhurst</p> <p><b>Poetry Prompts: All sorts of ways to start a poem</b> from Joseph Coelho</p>	

			<b>Hair Love</b> By Matthew Cherry	
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<p><b>YEAR 2</b> Throughout the Year pupils should:</p>	<p>- <b>Re-read books to build up fluency and confidence in word reading.</b></p> <p><i>Pupils should revise and consolidate the GPCs and common exception words taught in Yr1.( As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.)</i></p> <p>- <b>Be introduced to non-fiction books that are structured in different ways.</b></p> <p>- <b>Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</b></p> <p>- <b>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</b></p>			
<p><b>YEAR 2</b> Word Reading</p> <p><a href="#">Termly planning KS1.docx</a></p>  <p><b>Phonics</b></p> <p>CEW in addition to the Year 1 CEWs. 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</p>	<p>-I can read a range of words on sight and am able to use my phonic strategies to read more complex words.</p> <p>- I can read words with common suffixes.</p> <p>-I notice contractions, but need some support to read them accurately.</p> <p>-I know the function of full stops when reading and I show this when reading aloud.</p>	<p>-I can read fluently and have started to use my phonics skills to decode unfamiliar words quickly and easily.</p> <p>-I can predict alternative grapheme sounds in unfamiliar words.</p> <p>-I can read multi syllabic words I can read words containing common suffixes.</p> <p>-In contractions, I understand the apostrophe is replacing the missing letters.</p> <p>-I can read aloud taking into account of punctuation and author intention.</p>	<p>-I can read familiar words quickly, without needing to sound them out.</p> <p>- I can read common suffixes, understanding the impact on root words.</p> <p>-I can use a range of decoding strategies.</p> <p>-I can use syllable boundaries to read each syllable then combine them to read a word</p> <p>-I can self -correct when I read a sentence incorrectly.</p> <p>-I can accurately read words with contractions.</p>	<p><b>-Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for graphemes.</b></p> <p><b>-Read accurately words of two or more syllables containing these graphemes.</b></p> <p><b>-Read words containing common suffixes</b></p> <p><b>-Read further common exception words, noting unusual correspondences.</b></p> <p><b>Read most words quickly &amp; accurately without overt sounding and blending.</b></p> <p><b>Sound out unfamiliar words accurately and</b></p>

				<b>automatically.</b>
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**YEAR 2**

**Comprehension**



-I understand the key events or features of a text.

-I can simply comment on beginning, middle and end.

-I can work with a group to answer questions about texts.

-I know how non-fiction texts are structured and can name some of their features.

-I can recite some lines from simple poems, saying what I like.

-I can explain the meaning of words in context.

-I can recognise interesting words.

-I can recognise key themes within a text, linked to familiar stories.

-I can say what I think about books, poems and non-fiction.

-I can use the front

-I understand how the key events in a story result in the final outcome.

-I can discuss, in a group, the sequence of events in a story.

-I can answer questions about text I have read.

-I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose.

-I can recite poem appreciating these.

- I can discuss words and phrases.

-I can recognise key themes within a text, linked to familiar stories.

-I am able to take part in discussions about books, poems and non-fiction texts.

-I can use the front cover and book title as well as illustrations and the words inside to make reading choices.

-I can retell a story, referring to most of the key events and characters.

-I can summarise a story, giving the main points clearly in sequence.

-I can find the answers to questions in non-fiction, stories and poems.

-I can locate specific information e.g. key information/events, characters names etc.

-I can decide how useful a non-fiction text is for the purpose.

-I continue to build up a repertoire of poems learnt by heart, with appropriate intonation

-I can discuss my favourite words and phrases and how they affect meaning.

-I can recognise key themes and ideas within a text.

-I can participate in discussions about books, poems and other works and can compare

**-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.**

**- Answering and asking questions.**

**-Discussing the sequence of events in books and how items of information are related.**

**-Discussing their favourite words and phrases.**

**- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.**

**-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.**

	cover and book title, as well as illustrations to make reading choices.		similarities and differences between texts.  -I can make choices about which texts to read, based on prior reading experiences	<b>-Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.</b>
<b>YEAR 2</b> Language for effect	-I can recognise rhyming words - I can recognise tongue twisters	-I can identify how vocabulary choices affect	-I can understand some differences between spoken	- <b>Recognising simple recurring literary language in stories</b>

	/ alliteration.	<p>meaning – ‘Crept lets you know he’s trying to be quiet’.</p> <p>-I can recognise words that sound like their meaning</p>	<p>and written language</p> <p>-I can recognise simple similes</p>	<b>and poetry..</b>
<p><b>YEAR 2</b> Making Inferences</p>	<p>- I can comment on the character's actions.</p> <p>-I can provide simple explanations about events.</p> <p>-I can explore what I think is going to happen in a text.</p>	<p>-I am beginning to understand the reasons for a character's behaviour.</p> <p>-I can discuss possible reasons for events.</p> <p>-I can explore what I think is going to happen and suggest why I think this.</p>	<p>-I can make simple inferences about thoughts and feelings of characters and reasons for their actions.</p> <p>-I can discuss reasons for events, by using clues in the story.</p> <p>-I understand why a writer has written a text – ‘She wants you to know more about an influential woman’</p> <p>-I can make predictions based on reading other books by the author and my own experiences.</p> <p>-I understand how the author uses words to convey thoughts, feelings and actions, including ‘reading between the lines’.</p>	<p><b>Making inferences on the basis of what is being said and done.</b></p> <p><b>Predicting what might happen on the basis of what has been read so far.</b></p>