

Year 2/3	Autumn Term		Spring Term		Summer Term	
<p><b>Suggested Text</b></p>	<p><b>The Magic Finger – Roald Dahl</b></p> <p><b>The Hodgehog – Dick King Smith</b></p> <p><b>The Dragon Machine – Helen Ward</b></p>	<p><b>Paperbag Princess (Robert Munsch)</b></p> <p><b>Picturebooks – Lambton Worm (Jeanne Willis)</b></p> <p><b>The True Story of the Three Little Pigs (Jon Scieszka)</b></p> <p><b>Curriculum link text – County Durham Folk Tales (Adam Bushnell)</b></p>	<p><b>Ug: Boy Genius of the Stone Age (Raymond Briggs)</b></p> <p><b>Stone Age Boy (Satoshi Kitamura)</b></p> <p><b>Picturebook – On a Beam of Light (Jennifer Berne) – about Einstein</b></p>	<p><b>Littlenose the Hunter (John Grant)</b></p> <p><b>Picturebooks – Pebble in my Pocket (Meredith Hooper)</b></p> <p><b>How to Wash a Woolly Mammoth (Michelle Robinson)</b></p>	<p><b>Egyptian Cinderella (Shirley Climo)</b></p> <p><b>Picturebook - Marcy and the Riddle of the Sphinx (Joe Todd Stanton)</b></p>	<p><b>The Time Travelling Cat and the Egyptian Goddess (Julia Jarman)</b></p> <p><b>The Iron Man (Ted Hughes)</b></p> <p><b>Picturebook – Journey (Aaron Becker)</b></p>
<p><b>Writing</b></p>	<p>Poster to persuade – road safety. Letter to council. Character profile – Max. Eyewitness report. Setting description. Write a scene between characters using dialogue. Write a new animal narrative with a problem.</p> <p>Diary as George. Diary of parent about George’s behaviour.</p>	<p>Poetry based around bragging (I am so ___ that I could ___) Debate: Is the princess brave or foolish? Evidence using text. Setting description – dragon’s cave. Character contrast: princess and prince. News report: how the princess outwitted the dragon.</p> <p>Instructions: how to... Compare and contrast stories.</p> <p>Playscript. Own folk tale – why is Durham built on a hill?</p>	<p>Comparison of life. Letter – informative to Ug. Non-chronological report on Stone Age life. Debate – how accurate is the book?</p> <p>Biography.</p>	<p>Letter-based book review to the author – which is his/your favourite story and why? Setting description. Dialogue. Narrative - write a new adventure.</p> <p>First person story as the pebble at a particular point in the journey.</p>	<p>Comparison with Cinderella. Advert – persuasive language. Retell as comic. Playscript. Write a new traditional tale with an Egyptian twist – e.g., the Three Little Pharaohs building palaces.</p> <p>Setting description. Continue the narrative. Diary entry by Marcy.</p>	<p>Newspaper article. Compare book and film. Letter of apology. Debate in role: Should the town build the trap? Character profile – the Iron Man. First person narrative – from fish or the Iron Man’s perspective.</p> <p>Write captions/dialogue.</p>
<p><b>Reading</b> (Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).</p>	<p><b>Word Reading (Y2)</b></p> <ul style="list-style-type: none"> <li>reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation.</li> <li>reads all known graphemes.</li> <li>reads unfamiliar words containing known GPCs accurately and without needing to sound out.</li> <li>reads accurately words that have been encountered frequently.</li> </ul>	<p><b>Comprehension (Y2)</b></p> <ul style="list-style-type: none"> <li>listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction.</li> <li>retells a range of story in sequence.</li> <li>answers questions about books read and shared.</li> <li>finds and retrieves literal information.</li> <li>begins to ask simple questions about books read and shared.</li> </ul>	<p><b>Word Reading (Y2)</b></p> <ul style="list-style-type: none"> <li>reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting.</li> <li>reads familiar words without overt sounding and blending.</li> <li>reads words of 2 or more syllables.</li> <li>reads CEW fluently taking note of unusual correspondences between</li> </ul>	<p><b>Comprehension (Y2)</b></p> <ul style="list-style-type: none"> <li>asks and answers questions about books read and shared.</li> <li>makes simple inferences using evidence from the text.</li> <li>talks about new vocabulary and offers suggestions about the meaning based on the context.</li> <li>discusses favourite words and phrases.</li> </ul>	<p><b>Word Reading (Y2)</b></p> <ul style="list-style-type: none"> <li>applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation.</li> <li>sounds out unfamiliar words accurately, without undue hesitation.</li> <li>automatic decoding, using phonics, is embedded and reading is fluent.</li> </ul>	<p><b>Comprehension (Y2)</b></p> <ul style="list-style-type: none"> <li>regards reading as a pleasurable activity.</li> <li>identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.</li> <li>demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.</li> </ul>

- reads known CEW fluently.
- segments words into syllables to aid decoding.
- uses punctuation to aid reading with expression.
- notices when reading does not make sense and attempts to self-correct.

### Word Reading (Y3)

- uses a range of strategies when reading aloud when prompted.
- reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words.
- experiments with different pronunciations when reading unfamiliar, longer words.
- makes good approximations of a word's pronunciation.

- recognises simple recurring language in poems and stories.
- makes plausible predictions.
- distinguishes between fact and fiction.
- shows some awareness of text features.

### Comprehension (Y3)

- listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books.
- reads independently and can talk about what has been read.
- makes inferences from texts and can explain these.
- identifies the main points of a text.
- makes predictions based on evidence from the text and can explain these.
- recognises that books are structured in different ways for different audiences and purposes.

- spelling and sounds and where these occur in words.
- uses punctuation to read with increased expression.
- notices when reading does not make sense and self-corrects.

### Word Reading (Y3)

- begins to use a range of strategies when reading independently.
- self-corrects using the appropriate strategies.
- discusses meaning of new words based on understanding of root words, prefixes and suffixes.
- begins to read ahead looking for clues to determine meaning.

- explains how items of information are related and discusses sequence of events.
- makes plausible predictions, using evidence from the text.
- begins to skim and scan.
- talks about how to choose a book to read.

### Comprehension (Y3)

- begins to read silently for short periods of time.
- reads books that are structured in different ways.
- begins to ask questions to improve understanding of the text.
- recognises the author makes choices regarding the vocabulary used.
- discusses words and phrases that capture the reader's interest and imagination.
- recognises that authors make choices regarding the layout of text / information.
- explains how the structure of a text has impact on the reader.
- begins to recognise different forms of poetry.
- selects books based on awareness of reading preferences.

- recognises and effortlessly decodes alternative sounds for graphemes.
- reads accurately words of two or more syllables, containing known graphemes.
- recognises and effortlessly decodes most CEW.
- reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently.
- reads words containing common suffixes.
- reads age-appropriate texts with fluency and confidence.
- notices when reading does not make sense and takes appropriate action.
- begins to use expression and intonation to engage a listener, when reading aloud.
- self-corrects and re-reads to make ensure fluency and meaning.

### Word Reading (Y3)

- reads a range of texts with fluency, understanding and expression.
- talks about different strategies that can be used to help make sense of reading.
- begins to select the most effective strategy.
- self-corrects without prompting when necessary.

- recognises and understands the different structures of non-fiction books that have been introduced.
- shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary.
- learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
- demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.
- constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.
- makes inferences on what has been read.
- asks and answers questions appropriately, including those based on inference of what is said and done.
- makes predictions on the basis of what has been read so far.
- participates in discussions, offering opinions and explanations for these about books, poems and other materials.
- exercises choice in selecting books.

### Comprehension (Y3)

- reads silently for longer periods of time.
- reads for a range of purposes.
- checks reading makes sense.

						<ul style="list-style-type: none"> <li>• talks about their understanding and tries to explain the meaning of words in context.</li> <li>• reads and discusses a variety of text types.</li> <li>• talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons.</li> <li>• asks questions to improve understanding of the text.</li> <li>• infers reasons for action and events.</li> <li>• identifies words and phrases used to create mood and tension.</li> <li>• offers reasons for authors' choice of vocabulary.</li> <li>• begins to summarise what has been read.</li> <li>• picks out key points when sequencing fiction.</li> <li>• offers explanation for layout or organisational features used within a text.</li> <li>• makes comparisons between stories and between non-fiction texts comparing like with like.</li> <li>• identifies some different forms of poetry.</li> <li>• prepares poetry to be read aloud.</li> </ul>
<p><b>G&amp;P</b></p> <p>Taken from James Clements and Carol Gater documents</p>	<p><b><u>Consolidation/non-negotiables: -</u></b>          Uses <b>and</b> to join words and clauses          Sequence sentences into a narrative          Uses CL. ? !          Adjectives          Compound words          Uses CL for people, places, days of week and I          First, next and then used correctly</p>		<p><b><u>New Learning: -</u></b>          Uses <i>when, if, that, because, and, but, or</i>          Capital letter for proper nouns          Commas in a list          Present and past tense consistent (including progressive)          Expanded noun phrases          Co-ordinating conjunctions          Adjectives          Apostrophe for contraction and possession</p>			

<p><b>Spelling</b></p> <p>Taken from Assessing Without Levels document</p>	<p>Words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words.</p> <p>Words with the /r/ sound spelt <i>wr</i> at the beginning of words.</p> <p>Words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i>.</p> <p>Words with the /s/ sound spelt <i>c</i> before <i>e i y</i>.</p> <p>Adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it.</p> <p>Begins to select correct GPCs in spelling.</p>	<p>Words with contractions.</p> <p>Words ending in <i>-le, -el, -al</i> and <i>-il</i>.</p> <p>Adding <i>-ies</i> to nouns and verbs ending in <i>y</i>.</p> <p>Adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it.</p> <p>Selects correct GPCs in spelling.</p> <p>Words with the <u>suffix</u> <i>-ly</i>.</p> <p>Uses <i>-ly</i> to turn adjectives into adverbs.</p>	<p>Uses phonic knowledge to spell simple monosyllabic and polysyllabic words.</p> <p>Y2 CEW / HFW.</p> <p>Spells frequently used homophones / near homophones.</p> <p>Words using the possessive apostrophe (singular nouns).</p> <p>Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel.</p> <p>Words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i>.</p> <p>Words ending in <i>-tion</i>.</p> <p>Recognises own spelling errors and makes some attempt to correct these.</p> <p>Compound nouns.</p>
<p><b>Handwriting</b></p>	<p>Letters are relatively the same size. Begins to use diagonal and horizontal strokes to join letters. Spaces between words.</p>		
<p><b>Dictations</b></p>	<p>Short dictations to reinforce GPS.</p>		
<p><b>Re-read and proof-read</b></p>	<p>Plans or says aloud before writing. Writes down ideas/key words. Thinks sentence by sentence.</p> <p>Proof reads to check errors in spelling and punctuation. Can reread to check it makes sense.</p>		
<p><b>Word list</b></p>	<p style="text-align: center;"><b>YEAR 1 COMMON EXCEPTION WORDS</b></p> <p>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</p>	<p style="text-align: center;"><b>YEAR 2 COMMON EXCEPTION WORDS</b></p> <p>door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas</p>	