



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of everything
we think, say and do.*



Year 2

2024-2025

Curriculum Planning Booklet

Reading

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Story Time is a period of teacher modelled reading which is uninterrupted by questions and analysis. Its purpose is to allow children to engage with the story in its entirety and to develop a love of reading. Story time is scheduled 4x per week and happens outside of the reading lessons.

Notes and guidance (non-statutory): Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Notes and guidance (non-statutory): Comprehension

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading 'place' instead of 'palace'].

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In Y1, children working at the expected standard can:</p> <ul style="list-style-type: none"> • Read some frequently encountered phonetically regular words, fluently • Read words with contractions and understand that the apostrophe represents missing letters • Read all of the Y1 common exception words • Respond rapidly with the correct sound for all 44 GPCs • Read regular words ending in -ing, -ed, -er, -est • Use all 44 graphemes to blend to read regular words • When listening to an adult read key stories and traditional tales, can say what they like and dislike about it • Join in with the repetitive elements of traditional tales • In a familiar story read by an adult, can retell some of the story • When given a picture from a story, can demonstrate their understanding of the sequence by selecting the next event from a set of 3 pictures • Use basic adjectives to describe the characters saying what they might be like from what they say and do 	<p>In Y2, most children will be able to:</p> <ul style="list-style-type: none"> • Read aloud many words, quickly and accurately, without the need for overt sounding and blending • When reading, pause at full stops • Sound out many unfamiliar words • Read accurately by blending the sounds in words that contain the common graphemes for 40+ phonemes already taught • Read accurately some words of two or more syllables that contain the same GPCs • Read regular words ending in -tion • With the aid of prompt cards/picture cues, discuss a range of traditional tales and stories • In shared/guided reading, will discuss favourite words and phrases • Answer questions in discussion with the teacher, and make simple inferences in a familiar book that is read to them • When reading aloud, begin to self-correct using phonic and contextual cues • Make simple predictions of what might happen based on the story so far

Prior Knowledge	New Knowledge: Spring Term
<p>In Y1, children working at the expected standard can:</p> <ul style="list-style-type: none"> • Read aloud many words, quickly and accurately, without the need for overt sounding and blending • When reading, pause at full stops • Sound out many unfamiliar words • Read accurately by blending the sounds in words that contain the common graphemes for 40+ phonemes • Read accurately some words of two or more syllables that contain the same GPCs • Read regular words ending in -tion • With the aid of prompt cards/picture cure, can discuss a range of traditional tales and stories • In shared/guided reading, will discuss favourite words and phrases • Answer questions in discussion with the teacher, and make simple inferences in a familiar book that is read to them • When reading aloud, begin to self-correct using phonic and contextual cues • Make simple predictions of what might happen based on the story so far 	<p>In Y2, most children will be able to:</p> <ul style="list-style-type: none"> • Recognise question marks and exclamation marks and, when reading aloud, use them with appropriate intonation • Sound out most familiar words accurately, without undue hesitation • Discuss and compare an increasing range of traditional tales, poetry and stories • Discuss their favourite words and phrases • Discuss the sequence of events • Recognise simple recurring language in stories and poetry <p>In a book that they can read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Answer and ask questions • Predict what might happen next from the detail in the story • Explain what has happened so far in what they have read

Prior Knowledge	New Knowledge: Summer Term
<p>Most children working at the expected standard can:</p> <ul style="list-style-type: none"> • Recognise question marks and exclamation marks and, when reading aloud, use them with appropriate intonation • Sound out most familiar words accurately, without undue hesitation • Discuss and compare an increasing range of traditional tales and stories <p>In a book that they can read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Predict what might happen next from the detail in the story • Explain what has happened so far in what they have read 	<p>In Y2, most children will be able to:</p> <ul style="list-style-type: none"> • Read most common exception words • Read most words accurately without overt sounds and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding • Read accurately, most words of 2 or more syllables • Read most words containing common suffixes • Identify a favourite author • Sound out most unfamiliar words accurately, without undue hesitation • Understand the use of alphabetically ordered texts • Re-read books to build up their fluency and confidence in word reading • Explain and discuss their understanding • Continue to build up a repertoire of poems learnt by heart <p>In a book that they can read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Answer questions and make some inferences • Check that it makes sense to them, correcting any inaccurate reading • Explain what has happened so far in what they have read

How will we achieve our intent? (IMPLEMENTATION)

Y2: Autumn: 8 weeks + 7 weeks

Pupils who have not yet met PSC will be taught separately, using fully decodable texts, for the autumn term.

Y2 Overview: Selection of Short Stories

Story Time (10mins per day)

The Dragonsitter by Josh Lacey

Selection of short stories, including traditional tales and poetry Child chosen

Teaching Schedule: class set of Somebody Swallowed Stanley, Emily and the Thing, Once Upon a Raindrop – rotate these books around the year group in the first three weeks. Include reading week to assess individual readers. Year group set of Cinderboy – read this text in the last part of the half-term.

- 2 days INSET + 3 teaching days
 - Book Club: *outline expectations for home reading and reading diaries. Select books incl decodable texts if needed*
 - Book Club: *visit the Community Library. Discuss favourite genres /authors*
 - Book Club: *reading questionnaire (see resources)*
- Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will usually read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers.
 - Read accurately by blending graphemes already taught: *use Reading Fluency Rubric to give advice about next steps*
 - Book Club: Listen to an adult read aloud: *share your love of reading*
- Somebody Swallowed Stanley (Sarah Roberts)
 - Read accurately by blending known sounds: *use GPC mat for phonics support; review words and then read one double page at a time... Stanley (why does this word need a capital letter?), perhaps, jellyfish, stripes, straight, tentacles, ordinary* now read this page. *terrible, swallowed, could, tongue, rough, barnacle* now read this page. *creature, slimy, coughed, spluttered* now read this page. *rumble, whale.* now re-read the book up to this page. *Repeat this process for the encounter with the seagulls and the turtle.*
 - Read aloud many words quickly and accurately: *review words from yesterday that we struggled with. Reread the whole book. Explore punctuation and reread for fluency. Explore the meaning of inverted commas and reread to add expression.*
 - Answer questions after discussion with the teacher: *Reread the whole book. Resequence the story from given images and captions.*
 - Answer questions after discussion with the teacher: *Reread the whole book. Discuss the quote "Plastic bags don't belong in the ocean..." (penultimate page). RECORD in books: why do plastic bags NOT belong in the ocean? What could we do with them instead?*
 - Book Club: *use informal book talk to discuss my favourite book*
- Emily and the Thing (Cressida Cowell)
 - To sound out many unfamiliar words: *p1-8; use GPC mat for phonics support and dual coding to define unfamiliar words (grey, Stanley, they, awake, large, pyjama, cuddly, eventually, scary, because, can't, special, tangle, rumble, twistiest, thorniest, mention, promise). Read the book up to p7 (Rumble, rumble...) to find these words in context. If time allows, re-read the section of the book to build fluency and expression. ECHO reading.*
 - To read accurately by blending sounds already taught: *quick review of blending to read unfamiliar words from yesterday. Reread book up to p8 to build fluency. Explore expression and punctuation. ECHO reading. Now use CHORAL reading to re-read p6 (Thank you, said the Thing...), assigning ALL children to read together either the part of the narrator, Emily or the Thing. Reread p1-8 to build fluency and expression.*
 - To sound out many unfamiliar words: *p9-16; use GPC mat for phonics support to read word families and dual coding to define unfamiliar words; explore some common suffixes (snuggle, tickle, rumble, grumble, grumbled, rumbling, tickling, snuggler, twistiest, thorniest, fluffiest, whirling, whiny, blizzard, hurricane, belonged, mention, cough, coughed, cellar, special, medicine). Reread book from p1 – 16. ECHO reading to model how to take account of punctuation, one page at a time.*
 - To read accurately by blending sounds already taught: *quick review of blending to read unfamiliar words from this week. Reread book from p1-16. ECHO reading. Listen for children who are not reading accurately; target these to read given specific words on any page (xxx what is the fourth word on p3? / xxx read the 2nd sentence on p7). Now use CHORAL reading to reread the book up to p16; all children should read their assigned parts together. Review expression and use of punctuation and repeat CHORAL reading.*
 - Book Club: Listen to an adult read aloud. *p16-end*

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5. Once Upon a Raindrop (James Carter)
 - a. To sound out many unfamiliar words: use GPC mat for phonics support and dual coding to define unfamiliar words (raindrop, ocean, stream, steam, shore, appeared, meteorites, ablaze, waterfall, cycles, endlessly, anew, restless, vapour, vital, rehydrate) Read the 5 facts at the end of the book. Discuss which of these facts children already know, and which are new knowledge.
 - b. To read accurately by blending: read the poem (In the shower, sink and loo...) as a sliver of text. ECHO reading to model rhythm and tempo. Q: which natural phenomenon is this poem referring to? (SUPPORT – explore how water is used in each of the scenarios listed. STRETCH – why does the author state that water is VITAL?)
 - c. To read accurately by blending: read from the start of the book – stop at the poem (in the shower, sink and loo...) MODEL reading each page Bit-by-Bit to check understanding. ECHO reading.
 - d. To read aloud many words quickly and accurately: read from the start of the book – stop at the poem. Match-my-Time. Encourage self-correction. Discussion should be based around accuracy of reading rather than content of the text.
 - e. Book Club
6. Cinderboy (Laurence Anholt) – p1-21
 - a. To sound out unfamiliar words: use GPC mat for phonics support and dual coding to define unfamiliar vocabulary (Cinderboy, whole family, favourite, brilliantly, celebrate, stepfather, earlier, sandwiches, laughed, straight, sparkled, terraces, caught, advertisements)
 - b. To pause at punctuation: read p1-21 smoothly, using punctuation to read each phrase. Echo Reading.
 - c. To read aloud many words quickly and accurately: read p1-21 at a conversational pace. Match-my-Time.
 - d. To make a simple prediction: read p1-21. Q: which traditional tale has the author used as inspiration? (SUPPORT – how is Cinderboy like Cinderella? – how is he different? STRETCH – consider what happens at the end of Cinderella... what might happen at the end of this story?) Use a table to compare Cinderboy and Cinderella.
 - e. Book Club
7. Cinderboy (Laurence Anholt) – p22-39
 - a. To read accurately words of two or more syllables: RECAP p1-21...use GPC mat for phonics support and dual coding to define unfamiliar vocabulary (stuttered, stammered, Godmother, disappeared, gleaming, limousine, uniformed, chauffeur, recognise, stadium, mysterious, amazement, applause)
 - b. To pause at punctuation: read p22-39, using punctuation to read each phrase Bit-by-Bit with ongoing summary to support understanding. (notice the use of ellipsis on p24 & p30-31, use of dash on p25 & p33 & p35 & p37, use of hyphen on p32 & p34 & p35 & p38) Echo Reading.
 - c. To read aloud many words quickly and accurately: read p22-39 at a conversational pace, using expression and dynamics. Match-my-Time.
 - d. Answer questions in discussion with the teacher: use talk tokens to ensure all members contribute; Q: Why has Cinderboy ignored TV Godmother's warning? (SUPPORT – what were TV Godmother's instructions? – why is the referee putting the whistle to his lips (p38)? STRETCH – do you think that Cinderboy is being deliberately defiant?) Use further fact retrieval and inference questions as required
 - e. Book Club
8. Cinderboy (Laurence Anholt) – p40-64
 - a. To sound out most unfamiliar words accurately: RECAP p1-39... use GPC mat for phonics support and dual coding to define unfamiliar vocabulary (rival, effortlessly, ballistic, celebrations, smirked, mysterious, forgave)
 - b. To pause at punctuation: read p40-64, using punctuation to read each phrase, Bit-by-Bit with ongoing summary to support understanding. (notice the use of hyphen on p40 & p63, use of dash on p52 & p57 & p58, use of ellipsis on p57 & p58 & p59 & p60)
 - c. To read aloud many words quickly and accurately: read p40-64 at a conversational pace, using expression and dynamics. Match-my-Time.
 - d. Answer questions in discussion with the teacher: Q: How does the author use contrasting ideas to tell the story? (SUPPORT – (p48) why is Cinderboy crying, and how is this the opposite of what he felt previously? – (p57) why might Cinderboy have a reason to be disappointed – and what does he do about this? STRETCH – (p63) how does Cinderboy behave in a way that seems opposite to how he has been treated?) Use further fact retrieval and inference questions as required
 - e. Book Club

Y2 Overview: Dragonsitter by Josh Lacey

Story Time (10mins per day)

Selection of short stories, including poems from 'Crazy Mayonnaisy Mum' by Julia Donaldson

Teaching Schedule: include assessment week which should be aligned to school calendar

1. Sunday 31 July – p1-7
 - a. To sound out many unfamiliar words: p1-3. Use GPC mat and widgits. **Pickle, urgent, Jemima, promised, whole, pleased, phone, fetch, burning, Eddie.** Read the email to find the words in context.
 - b. To read most words accurately without sounding and blending: Read p1-3 smoothly, one paragraph at a time. Model how to find the inner voice of the narrator. Echo Reading. Q: What has the dragon done? (SUPPORT – (p1) who is Jemima? (p1) who is Eddie and why does he have a dragon? (p1) who is Emily? STRETCH – (p3) what does the threat 'live behind bars' mean?)
 - c. To sound out many unfamiliar words: p4-7. Use GPC mat and widgits. **irritating, persuade, Mrs Kapelski, instructions, helpful, lying, instance, prefer, 'damsels in distress', spaghetti, usually, expression, snoring, favourite, saucepan).** Read the email to find the words in context.
 - d. To read most words accurately without sounding and blending: Read p4-7 smoothly, one paragraph at a time. Model how to find the inner voice of the narrator. Echo Reading. Q: Why has Eddie changed his mind about the dragon? (SUPPORT – (p4) find a sentence which tells us that Eddie has convinced Mum to keep the dragon. (p4) find a word which tells us that the dragon can be annoying. (p7) find something that Eddie likes about the dragon. STRETCH – what do you think the attachment is?)
 - e. Book Club
2. Monday 1st August – p8-10
 - a. To sound out many unfamiliar words: p8-9. Use GPC mat and widgits. **actually, worse, hole (compare whole to hole), yesterday, cauliflower, furious, supermarket, either.** Read the email to find the words in context.
 - b. To understand the purpose of apostrophes: p8-9. Notice the use of apostrophes for omission. **they're = they + are, he'd = he + had, don't = do + not, I've = I + have, he'll = he + will, it's = it + is, I'm = I + am, she'll = she + will.** Read the email to find the words in context.
 - c. When reading aloud, begin to use self-correcting: p8-9. MODEL how to self-correct and explain how this helps our understanding. Read in pairs, p 8-9, self-correcting as required. Q: Why does Uncle Morton owe the family money? (SUPPORT – (p9) find a word which tells us the mum is making list of money owed. (p9) find three things that the dragon has destroyed. STRETCH – find a sentence which tells us that Uncle Morton might not be aware of what he owes.)
 - d. To answer questions in discussion with the teacher: p10. Read the email with a partner. Q: How do you know that Eddie wants to keep the dragon? (SUPPORT – (p10) does Eddie want mum to ring the zoo? STRETCH – why is Eddie warning Uncle Morton BEFORE mum sees the mess?)
 - e. Book Club
3. Tuesday 2nd August – p11-14
 - a. To sound out many unfamiliar words: p11-14. Use GPC mat and widgits. **tether (tether a horse, tether your phone... present similes for tether and discuss what this means in terms of our patience and losing our temper), immediately, edge, breathed, dramatic, apology, embarrassed, replied, 'v much appreciated'.** Read the email to find the words in context.
 - b. To pause at punctuation: p11-14. Notice the use of commas to separate ideas in a sentence. Each comma separates a clause. We read a comma by taking a short pause. Read the email one paragraph at a time, pausing at the punctuation to enhance phrasing. Echo Reading. (use ongoing summary to understand each clause/phrase... notice and review the use of apostrophes)
 - c. To make simple inferences: (TWO DAYS) p11-14. Read the email with a partner. Draw a comic strip of 6 pictures to show what has happened in the story so far. Use a sentence from the book (p1-14) to add a caption to each image.
 - d. To make simple inferences: continue yesterday's task.
 - e. Book Club

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4. Thursday 4th August – p26-30

- a. To sound out many unfamiliar words: p26; use GPC mat and wiggits. **writing, answered, wrong, worst, frightened, breathed, alight.** Read p26 to find the words in context. Reread p26 using punctuation to improve phrasing. ECHO reading.
- b. To understand the purpose of apostrophes: p26. Notice the use of apostrophes for omission. **don't = do + not, I'm = I + am, haven't = have + not, I've = I + have, mum's = mum + has, what's = what + is, can't = can + not.** Read the email to find the words in context. Read p27 – wasn't, he's and he'll... suggest the word sums that these contractions come from.
- c. To read accurately some words of two or more syllables: p28-29; use GPC mat and wiggits. **explaining, engine, firemen, parked, outside, invited.** Read p28-29 to find the word in context. Now read p26-29, using punctuation to improve phrasing. ECHO reading.
- d. When reading aloud, begin to self-correct: p30; use GPC mat and wiggits. **sue, actually, ashamed, allowed.** Read p30 to find the words in context. Reread p26-30 using punctuation to improve phrasing. **Q: How do you know that mum did not approve of the things that the postman said? (SUPPORT – (p30) why did mum put her hands over Eddie's ears? (p30) why did the postman want to report the family to the police? STRETCH – (p30) find evidence to show how mum feels.)**
- e. Book Club

5. Saturday 6th August – p39-45 & Monday 8th August - p51-54

- a. To sound out unfamiliar words: Use GPC mat and wiggits. **chocolate, behaving, beast, actually, barbecue, tonight, sausages, bananas, supermarket, enough, shouldn't.** Read p39-41 to find the words in context. Reread p39-41 using punctuation to improve phrasing. Reread p39-41 with appropriate pace. Match-my-Time. **Q: Why is the dragon a 'changed beast'? (SUPPORT – (p39) in what way has the dragon changed? (p39) why is Eddie buying lots of chocolate? STRETCH – (p41) find evidence to show that the dragon is content.)**
- b. To read accurately some words of two or more syllables: p51-54 Use GPC mat and wiggits. **journey, petunias, awful, instructions, Mrs Kapelski, everything, difficult, island, official invitation.** Read p51-54 to find the words in context. Reread p51-54 one paragraph at a time, using punctuation to improve phrasing. Reread p51-54 as a whole text, using punctuation to improve phrasing and links between paragraphs.
- c. To make simple inferences in discussion with the teacher: read p51-54 using punctuation to improve phrasing. Self-correct as required. **Q: Does the author give us all of the information that we need to know? (SUPPORT – (p51-52) how do you know that the monkey is a toy? (p51) what do you think happened to mum's petunias? (p54) who is Ziggy? STRETCH – (p52) explain the sentiment, 'if only we'd found them before'.)**
- d. To discuss a range of stories: present pictures related to each of the stories we have read this term. (Cinderboy, Emily and the Thing, Gorilla, Dragonsitter, Once Upon a Raindrop, Amazing Animal Journeys) Children work in small groups to relate each picture to a story, briefly summarising each one. Rank these in order of enjoyment – which criteria will you use? Share and justify your opinions with the class.
- e. Book Club

6. Assessment Week using external assessments

Y2 Overview: Crazy Mayonnaisy Mum by Julia Donaldson

Story Time (10mins per day)

The Hodgeheg by Dick King Smith

Selection of Poems from Crazy Mayonnaisy Mum by Julia Donaldson

Teaching Schedule includes reading week for individual assessment

1. Crazy Mayonnaisy Mum
 - a. To read unfamiliar words: *peculiar, jellied eels, sardines. Mousse, Sunday roast,*
 - b. To identify rhyming words
 - c. To find the rhythm of a poem
 - d. To perform a poem in a small group
 - e. Book Club
2. Riddles
 - a. To read and understand unfamiliar words: *passengers, partly*
 - b. To identify rhyming words
 - c. To read a poem fluently
 - d. To make inferences based on evidence from the text
 - e. Book Club
3. Beanstalk Blues
 - a. To read and understand unfamiliar words: *giantess, gloomy, glum, rascal*
 - b. To identify rhyming words
 - c. To recognise recurring language
 - d. To explain and discuss my understanding: use **talk tokens** to ensure all members contribute
 - e. Book Club
4. The Wind and the Sun
 - a. To read and understand unfamiliar words: *chimney, blustery, motion, hay, freckles, cloak, boughs, mopping his brow, boulders, shoulders*
 - b. To identify rhyming words
 - c. To read a poem fluently
 - d. To answer questions
 - e. Book Club
5. The Tortoise and the Hare
 - a. To read and understand unfamiliar words: *handsomest, leapfrogging, claimed, laughter, frisking, gambolling, ambling, forty winks, slumbering, lumbering, helter-skelter*
 - b. To identify rhythm and rhyme in a poem
 - c. To read a poem fluently
 - d. To answer questions about a poem
 - e. Book Club
6. Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will usually read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers.
 - a. Read accurately by blending graphemes already taught: use *Reading Fluency Rubric to give advice about next steps*
 - b. Book Club: Listen to an adult read aloud: *share your love of reading*

Y2 Overview: The Hodgeheg by Dick King-Smith

Story Time (10mins per day)

Fantastic Mr Fox by Roald Dahl

Teaching Schedule includes assessment week to be aligned to school calendar

1. Chapter 1 (p1-7)
 - a. To read and understand synonyms: *dwelt, trotted, sow, boar, his wits were as sharp as his spines*
 - b. To recognise and read punctuation when reading aloud
 - c. To discuss a story: use **talk detectives** to ensure all members contribute to a discussion to consider Max's personality
 - d. To explain what has happened so far: *sketch the park described on p2; annotate with words from the text*
 - e. Book Club
2. Chapter 5 (p35-45)
 - a. To read and understand unfamiliar words: *confronted, 'forest of legs', frantically, re-cross, experience, presently, scent, scuttled*
 - b. To recognise and read apostrophes
 - c. To predict what might happen next: use **talk tokens** in a trio discussion
 - d. To discuss my understanding: Use **prober** within a trio discussion to describe characters
 - e. Book Club
3. Chapter 8 (p68-78)
 - a. To read and understand unfamiliar words: *dawn, quest, unaccustomed, procession, scene, absolutely, ought, stoutly,*
 - b. To sound out most familiar words accurately, without undue hesitation
 - c. To explain what has happened so far: use **talk detectives** to ensure all members contribute to discussion
 - d. To answer comprehension questions accurately
 - e. Book Club
4. Whole Text
 - a. To understand how to use a dictionary: *confront, frantic, ought, procession, trot*
 - b. To understand how to use a dictionary: *experience, present, unaccustomed, dawn*
 - c. To understand how to use a dictionary: *choose own words from text...*
 - d. To discuss my understanding: use **talk tokens** within a group discussion to evaluate the story
 - e. Book Club
5. Hedgehogs report (see resources)
 - a. Use a dictionary to understand unfamiliar words: **mammal, unique, predator, meadow, climate**. Now read these words in context.
 - b. Sound out most familiar words accurately: *read one paragraph at a time, using punctuation to improve phrasing. ECHO reading. Notice the use of commas for a list in the 'habitat' paragraph. Reread... Match-my-Time.*
 - c. Answer questions about a topic: **Q: Why might a hedgehog curl up into a ball? (SUPPORT – (appearance) which creatures might 'threaten' a hedgehog? STRETCH – (nocturnal) how might the hedgehog benefit from being active at night?)** use **talk tokens** within small group to discuss and share ideas
 - d. Answer questions about a topic: **Q: Why did Dick King-Smith call his book Hodgeheg? (SUPPORT – what do you know about Max's character? – find an example of when Max gets confused. STRETCH – find an example of when Max does something unexpected – how does this relate to the title of the book?)** use **talk tokens** within small group to discuss and share ideas
 - e. Book Club
6. Assessment Week – KS1 SATs extracts. LO: Layout + Answer a variety of questions
 - a. 2019 Paper 1: My Big Brother JJ: *chn work in pairs to read text + answer questions*
 - b. 2019 Paper 1: My Big Brother JJ: *review answers and evaluate quality of answers*
 - c. 2023 Paper 1: Where Does Wool Come From? : *work independently; record answers in books*
 - d. 2023 Paper 1: Where Does Wool Come From? : *review and categorise answers – Qs I got right / Qs I got right because I guessed / Qs I got wrong but should have got right / Qs I got wrong because I didn't know the answer*
 - e. Book Club

Y2 Overview: Extracts – focusing on layout and presentation of text / comp questions

Story Time (10mins per day)

Fantastic Mr Fox by Roald Dahl

Selection of poems / traditional tales child chosen

Teaching Schedule includes reading week for individual assessment

1. Reading week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will usually read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
 - a. Use punctuation when reading aloud: *present a Y2 text (2019 Paper 2: Liam the Park Keeper / Dora the Storer) and use Reading Fluency Rubric to give advice about next steps*
 - b. Book Club – Listen to an adult read aloud... *share your love of reading*
2. KS1 SATs extracts – LO: Layout and answer variety of questions
SCAFFOLD: teacher support, group discussion, oral questions; teacher model how to find answers and how to answer
 - a. 2019 Paper 1: What is a Cowboy?
Children work in pairs to read the text and answer questions
 - b. 2019 Paper 1: What is a Cowboy?
Review and categorise answers
 - c. 2022 Paper 1: The Vegetable Band
Children work in pairs to read the text and answer questions
 - d. 2022 Paper 1: The Vegetable Band
Review and categorise answers
 - e. Book Club – Compare Fiction to Non-Fiction
3. KS1 SATs
 - a. 2019 Paper 2: Liam the Park Keeper
Explore unfamiliar vocabulary; read text fluently; discuss possible answers to questions
 - b. 2019 Paper 2: Liam the Park Keeper
Work individually to re-read text and answer questions in books
 - c. 2022 Paper 2: Festivals
Explore unfamiliar vocabulary; read text fluently; discuss possible answers to questions
 - d. 2022 Paper 2: Festivals
RECORD IN BOOKS – work independently to re-read text and answer questions
 - e. Book Club – Compare Fiction to Non-Fiction
4. KS1 SATs
 - a. 2023 Paper 2: Houses Around the World
Children work in pairs to read the text and answer the questions
 - b. 2023 Paper 2: Just a Minute
Children work in pairs to read the text and answer questions
 - c. 2023 Paper 1: Sleepy Cat
RECORD IN BOOKS – Children work independently to read the text and answer questions
 - d. 2023 Paper 1: Sleepy Cat
Review and categorise answers
 - e. Book Club – Compare Fiction to Non-Fiction

Y2 Overview: Fantastic Mr Fox by Roald Dahl

Story Time (10mins per day)

Selection of short stories – children’s choice

My Father’s Dragon by Ruth Stiles (children will study this book in Y3 Autumn)

Teaching Schedule includes assessment week to be aligned to school calendar

Summarise the story before introducing the study chapter

1. Assessment KS1 SATs 2024
2. Ch6: The Race
 - a. Sound out most unfamiliar words accurately: *desperate, machine, clanking, actual, scrape, caught, prowling, frenzy, abandon, terrific, crater, volcano, extraordinary, surrounding, village, furious, obstinate, determined,*
 - b. Read most words accurately, without overt sounds and blending: *use cues in the layout to decide which words to read louder/quicker than the rest... what impact does this have?*
 - c. Explain and discuss my understanding: *use **talk detectives** to ensure all members contribute to role-play the story so far... what do we know about the various characters? Do you have a favourite character? Explain*
 - d. Answer questions and make some inferences: *teacher to create a bank of SATs-style comprehension questions*
 - e. Book Club
3. Ch11: A Surprise for Mrs Fox
 - a. Read most words containing common suffixes: *carrying, exploding, thinking, looked, dreaming, murmured, closed, saved, spluttered, standing, plucking, digging - categorise these according to **past/present tense***
 - b. Read most words accurately, without overt sounds and blending: *use punctuation to read smoothly; add expression*
 - c. Begin to make inferences: *Create an emotions graph to show how Mrs Fox feels in this chapter – reference pages in the book to show her changing mood... (GD) add changing emotions from previous chapters we’ve looked at*
 - d. Begin to make inferences: *use what you know about the farmers and Mr Fox to predict what might happen next in the story*
 - e. Book Club
4. Ch13: Bunce’s Giant Storehouse (p74-81)
 - a. Read accurately, most words of 2 or more syllables: *eg mighty, storehouse, ceiling, ravenous, luscious, saliva **read by spotting digraphs/trigraphs first then blending the word... review chunking***
 - b. Build reading fluency: *read one clause at a time; summarise one paragraph at a time*
 - c. Explain my understanding: *use **talk tokens** to ensure all members contribute to a group sketch of Bunce’s storehouse... add words/phrases from the text as labels*
 - d. Answer questions and make some inferences: *complete SATs-style comprehension questions*
 - e. Book Club

Y2 Overview: Knights and Castles - LEGO Adventure

Story Time (10mins per day)

My Father's Dragon by Ruth Stiles (children will study this book in Y3 Autumn)

Teaching Schedule includes reading week for individual assessment

Focus on layout and presentation of Non-Fiction text

As you read, create a class mind-map of facts that we learn and can refer back to.

1. Reading for Meaning

- a. Understand how layout contributes to meaning: *explore contents page – compare and contrast to list of chapters at the start of a fiction text; why do some of these titles have exclamation marks? P40 & P60 content words from the French language. Explore the glossary – notice that it is written in alphabetical order. Choose a section to read – pick out the different elements of the layout; what is the purpose of each?*
- b. Read most words accurately and fluently: *read p36. Explore the layout and consider the purpose of each section of writing. Find two different animals that were used to attack in battle. Provide a picture of castle... children add images/labels to convey the information from this page.*
- c. Read most words accurately and fluently: *compare p18-19 and p20-21. Describe the armour that you might find within a castle. [create a paper knight?]*
- d. Read most words accurately and fluently: *Read p40-41. Why does Richard I's flag have 3 lions on it? Where else have you seen this symbol? What does the symbol tell us about King Richard?*
- e. Book Club

2. Reading to Learn

- a. Read for Understanding: *read and understand p24-25; design your own coat of arms (review what we learnt about Richard I and his lion flag!*
- b. Read for Understanding: *read and understand p44-47. Match images of rooms/personnel to their definitions.*
- c. Read for Understanding: *read and understand p48-49. Create a timeline of events for a day at the castle. Would you go to school if you lived in the castle?*
- d. Read for Understanding: *read and understand p58-50. Why might the King need cheering up? What might happen to the jester if the King was not amused with him? **Role-play** being the King and the Jester (no farting!)*
- e. Book Club

3. Read to Explain

(incorporate Reading Week – listen to individual read against their Reading Fluency Rubric, to give advice about next steps)

- a. Read for Understanding: *you will work in groups and have 4 days to create a castle 'report'. You should include a large picture of a castle with multiple labels. It should be based on facts taken from anywhere in the text. Will you include an invading army? Will you include an interior for the castle? What rooms will you showcase? Will you include lift-the-flaps? Will you include speech bubbles? Remember that vocabulary copied from the text must be spelled accurately... you should try to put the information in your own words if you can.*
- b. Day 2
- c. Day 3
- d. Day 4 – present your finished work for evaluation by the class.
- e. Book Club