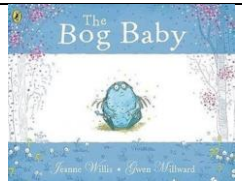
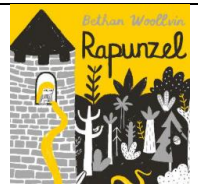
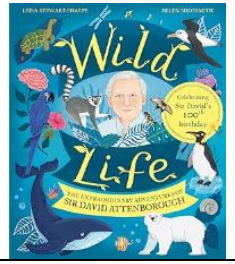
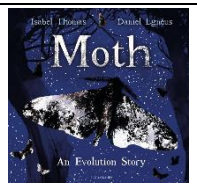
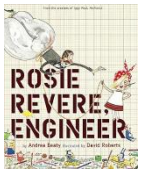
Waltham Gateway Academy Y1/2 Power of Reading Framework, Cycle B

Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and Curriculum links	**Science** – Living things and their habitats	**Music** – Sound patterns (fairy tales) **Design & Technology** - Structures	**Science**- Plants **Art**- Life in colour **Geography**- Cold Places/ Hot Places	**Science –** Evolution and inheritance	**Design & Technology** – Making a moving monster	**Design & Technology** – making things move **Science** – Materials
Type of text	**Classic text**	**Traditional tales and twists**	**Illustrated book**	**Non-fiction**	**Contemporary Fiction**	**Building stamina**
Power of Reading/Driver text:			 			
Links to additional texts to support reading and story time (end of the day).	The King of Tiny Things by Jeanne Willis Tadpole's Promise by Jeanne Willis: The Gruffalo by Julia Donaldson	Little Red Hansel & Gretel I Can Catch Monster Room on the Broom BFG by Roald Dahl	The wonder by Tom Percival Where to hide a star by Oliver Jeffers Don't think of Tigers by Alex Latimer Lost and found by Oliver Jeffers	Wild by Emily Hughes A First Book of Nature by Nicola Davies What Mr Darwin Saw, Mick Manning and Brita Granström The Little Gardener, Emily Hughes	George's marvellous medicine by Roald Dahl Stone soup by Marcia Brown I really want the cake by Simon Philips	Be a Maker by Katey Howes Awesome Dawson by Chris Gall Galimoto by Karen Lynn Williams

Foundational knowledge **Transition to Year one**	**An expected child at the end of EYFS can:** • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a • letter or letters; • Write simple phrases and sentences that can be read by others. **Foundational skills** are prioritised above the outcomes outlined from the Power of reading scheme if they are beyond the individual child's development stage. However, **sharing, modelling, talking and oral composition** of the outcomes and an **ambitious writing instruction** should be planned for all pupils. Outcomes should be **adapted** according to child's development stage and individual learning plans/ interventions should be focused on **securing foundational skills.**					
Extended writing outcomes	▪ Finding narrative ▪ Campaign to save the Bog Baby's habitat (letter)	▪ Escape narrative ▪ Spells ▪ Explanation	▪ Search narrative ▪ Autobiography	▪ Free Verse Poem ▪ Non-chronological report	▪ Surprise Narrative ▪ Instructions (Gruesome recipe)	▪ Invent narrative ▪ Explanation (My invention)
Shorter writing opportunities.	▪ Setting description ▪ Character description ▪ Description poem ▪ Debate ▪ Poster ▪ Speech/Thought ▪ Bubbles ▪ Caption Writing	▪ Performance spell ▪ Wanted poster ▪ How to defeat a witch ▪ Recount sentences ▪ Role on the wall ▪ Emotion mapping ▪ Story mapping	▪ Annotated drawings (plants) ▪ Maps ▪ Descriptive sentences ▪ Story mapping ▪ Diary	▪ Annotated drawing/descriptive sentences ▪ Research sentences ▪ Speech and thought bubbles ▪ Captions and sentences ▪ Mind map notes ▪ Persuasive text of choice: letter, poster, digital production, film script	▪ Character description – Monster ▪ Building a café in the woods ▪ Ingredients ▪ Recipes ▪ Shopping list ▪ Playscript	▪ Descriptive sentences ▪ Thought Bubble ▪ Inventor's Notebook ▪ Annotated drawing ▪ Explanation text ▪ Poster advertising your invention ▪ Advert ▪ Persuade someone to buy your invention – Pitch ▪ Emotion graphing Speech Bubbles

Reading

Year 1

Word Reading	Comprehension
▪ 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.	**<u>Comprehension</u>** **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known

▪ 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 GPCs. ▪ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). ▪ Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. ▪ Reread these books to build up their fluency and confidence in word reading.	**Understand both the books they can already read accurately and fluently and those they listen to by:** ▪ 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 ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far **Participate in discussion about what is read to them, taking turns and listening to what others say.** **Explain clearly their understanding of what is read to them.**
Year 2	
▪ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ Read accurately words of two or more syllables that contain the same graphemes as above ▪ Read words containing common suffixes ▪ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ Reread these books to build up their fluency and confidence in word reading	▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ Discussing the sequence of events in books and how items of information are related ▪ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ Being introduced to non-fiction books that are structured in different ways ▪ Recognising simple recurring literary language in stories and poetry ▪ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ Discussing their favourite words and phrases ▪ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ Understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ 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 ▪ Making inferences on the basis of what is being said and done ▪ Answering and asking questions ▪ Predicting what might happen on the basis of what has been read so far ▪ 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 ▪ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing			
Year 1			
Transcription (Spelling)	**Composition**		
	Planning	**Draft and write**	**Revise and edit**

Spell ▪ words containing each of the 40+ phonemes already taught ▪ Common Exception Words ▪ the days of the week **Name the letters of the alphabet** ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound **Add prefixes and suffixes** ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un– ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] **Apply simple spelling rules and guidance, as listed in English appendix 1.** **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far**	▪ saying out loud what they are going to write about	▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives	▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read their writing aloud, clearly enough to be heard by their peers and the teacher
Year 2			
▪ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ▪ Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. ▪ Learning to spell common exception words. ▪ Learning to spell more words with contracted forms. ▪ Learning the possessive apostrophe (singular) [for example, the girl's book]. ▪ Distinguishing between homophones and near-homophones. ▪ Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.	▪ Planning or saying out loud what they are going to write about. ▪ Writing down ideas and/or key words, including new vocabulary. ▪ Encapsulating what they want to say, sentence by sentence.	**Develop positive attitudes towards and stamina for writing by:** ▪ Writing narratives about personal experiences and those of others (real and fictional) ▪ Writing about real events ▪ Writing poetry ▪ Writing for different purposes	**Make simple additions, revisions and corrections to their own writing by:** ▪ Evaluating their writing with the teacher and other pupils. ▪ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ▪ Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. **Read aloud what they have written with appropriate intonation to make the meaning clear.**

▪ Apply spelling rules and guidance, as listed in English Appendix 1. ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far					
Vocabulary, Grammar and Punctuation					
	Text	**Word**	**Sentence**	**Punctuation**	**Vocabulary**
Y1	▪ Sequencing sentences to form short narratives	▪ Regular plural noun suffix -s or -es. ▪ Adding the suffixes -ing, -ed and -er to verbs. where no change is needed in the spelling of root words (e.g. helping, helped, helper) ▪ How the prefix un- changes the meaning of verbs and adjectives. ▪ Adding the suffixes -er and -est to adjectives.	▪ How words can combine to make sentences ▪ Joining words and joining clauses using and	▪ Separation of words with spaces. ▪ Capital letters and full stops. ▪ Question mark. ▪ Exclamation mark. ▪ Capital letters for names and personal pronoun – I.	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Y2	▪ Consistent use of Present tense ▪ Consistent use of Past tense ▪ Progressive verb forms in the past/present tense to mark actions in progress. ▪ (She was shouting)	▪ Suffixes –er & –est in adjectives. ▪ Suffixes -ful and -less. ▪ Suffixes –er & –est in adjectives. ▪ Learn how to use -ly to turn adjectives into adverbs. ▪ Develop understanding of regular plural noun suffixes -s or -es. ▪ Compounding nouns.	▪ Co-ordination (and, but so, or) ▪ Command, question, statement, exclamation ▪ Expanded noun phrases for specification or description (for example: pink petals) ▪ Subordination (because, when, if, that).	▪ Capital letters ▪ Full stops ▪ Question marks ▪ Exclamation mark ▪ Use apostrophes for singular possession ▪ Apostrophes for contraction. ▪ Commas in a list	Noun, Noun phrase, adjective, verb, adverb, statement, question, exclamation, command, suffix, apostrophe, comma, Past tense, Present tense
Handwriting					
Y1	▪ Sit correctly at a table, holding a pencil comfortably and correctly. ▪ Begin to form lower case letters in the correct direction, starting and finishing in the right place. ▪ Form capital letters ▪ Form digits 0 – 9 ▪ Understand which letters belong to which handwriting 'families' and to practise these.				
Y2	▪ Form lower-case letters of the correct size relative to one another. ▪ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left ▪ Unjoined. ▪ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				

	▪ Use spacing between words that reflects the size of the letters.
Speaking and listening	
Y1/2	▪ 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