

Curriculum Content

Unit 1 Secrets

Secrets (Fiction Skills)

Secret Codes (Non-Fiction Skills)

- ❖ **Reading Comprehension-Understand time and sequential relationships in stories. Identify and discuss reasons for events in stories. Discuss familiar story themes and link to own experiences. Read simple written instructions. Note key structural features.**
- ❖ **Phonics and Spellings- Use ‘ed’ and ‘ing’ word endings to support reading and spelling. Use ‘s’ word ending to support reading and spelling. Secure understanding of the terms ‘vowel’ and ‘consonant’.**
- ❖ **Grammar and Punctuation-Revise knowledge about uses of capitalization. Revise knowledge about other uses of capitalization and begin to use in own writing.**
- ❖ **Writing Composition-Use a language of time to structure a sequence of events. Write simple instructions. Use models from reading to organize instructions sequentially.**

Unit 2 Roads

The Hedgehog (Fiction Skills)

Crossing the Road and Road Safety (Non- Fiction Skills)

- ❖ **Reading Comprehension- Understand time and sequential relationships in stories. Identify and discuss reasons for events in stories, linked to plot. Discuss familiar story themes and link to own experiences. Read simple written instructions. Note key structural features e.g. sequential steps set out in a list, direct language.**
- ❖ **Phonics and Spelling- Secure identification, spelling and reading of long vowel digraphs in simple words from Y1 term 3. Learn the common spelling patterns for the vowel phoneme... ‘ow’ , ‘ar’ Investigate and classify words with the same sound but different spellings.**

- ❖ **Grammar and Punctuation-** Recognize and take account of commas and exclamation marks in reading aloud with appropriate expression.
- ❖ **Writing Composition-** Write about own experience in same/similar form. Write simple instructions. Use models from reading to organize instructions sequentially. Use appropriate register in writing instructions

Unit 3 Animals

‘If You Should Meet a Crocodile’ and ‘I Wouldn’t’ (Fiction Skills)

Making Honey and Make a Hovering Bee (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Learn and recite favorite poems. Comment on aspects such as word combinations, sound patterns and forms of presentation. Collect and categorize poems to build class anthologies. Read simple written instructions for constructing something. Note key structural features e.g sequential steps set out in a list , direct language.
- ❖ **Phonics and Spellings-** Secure identification of long vowel digraphs... ‘ai’ Revise the spelling of long vowel phonemes from Y1 Investigate words with the same sound but different spellings. Secure identification, spelling and reading of long vowel digraphs in simple words from Y1 term 3. Revise and extend the spelling of words containing different spelling of long vowel phonemes from Y1.
- ❖ **Grammar and Punctuation-** Revise knowledge about other uses of capitalization, and begin to use in own writing.
- ❖ **Writing Composition-** Use simple poetry structures and to substitute own ideas, write new lines. Write simple instructions. Use models from reading to organize instructions sequentially. Use appropriate register in writing instructions.

Unit 4 Woods

Little Red Riding Hood (Fiction Skills)

A Wood and A Woodland Dictionary (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Discuss story settings; compare differences locate key words and phrases in the text and consider how settings influences events and behavior. Use dictionaries and glossaries to locate words by using initial letter. Understand that dictionaries give definitions and explanations.
- ❖ **Phonic Spellings-** Spell words with common prefixes, e.g. ‘un’, ‘dis’ to indicate the negative. Understand the use of antonyms: collect, discuss differences of meaning and their spelling. Split familiar oral written compound words into their component parts.
- ❖ **Grammar and Punctuation-** Re-read own writing to check for grammatical sense and accuracy- identify errors and suggest alternative constructions. Be aware of the need for grammatical agreement, matching verbs to nouns/pronouns correctly. Use commas to separate items in a list.
- ❖ **Writing Composition-** Use story settings from reading e.g. re-describe, use in own writing, write a different story in the same settings. Make class dictionaries and glossaries of special interest words, giving explanations and definitions linked topics.

Unit 5 Reptiles

‘Dragon Birth’ and ‘A Dragon in the Classroom’ (Fiction Skills)

Baby Reptiles (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Read own poem aloud. Identify and discuss patterns of sound in poems. Recognize when the reading aloud of a poem make sense and is affective. Read flow charts and cyclical diagrams that explain a process.

- ❖ **Phonics and Spelling-** Discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading. Extend to written forms and note syllable boundary in speech and writing. Learn the common spellings for the vowel phonemes 'er', identify the phonemes in speech and writing, segment the words into phonemes for spelling.
- ❖ **Grammar and Punctuation-** To investigate and recognize a range of presenting texts e.g. speech bubbles. Secure the use of simple sentences in own writing.
- ❖ **Writing Composition-** Use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to write own poems from initial jottings and words. Produce simple flow charts or diagrams that explain a process.

Unit 6 Bridges

The Three Billy oats Gruff (Fiction Skills)

Bridges (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Identify and describe characters, expressing own views and using words and phrases from the text. Prepare and re-tell stories individually and through role-play in groups. Use alphabetically ordered texts to discuss how they are used.
- ❖ **Phonics and Spelling-** Secure the reading and spelling of words containing different spellings of the long vowel phonemes from Y1. Secure the reading and spelling of words containing different spellings of the long vowel phonemes from Y1
- ❖ **Grammar and Punctuation-** Identify speech marks in reading, understand their purpose, and use the terms correctly. Use verbs tenses with increasing accuracy in speaking and writing.
- ❖ **Writing Composition-** Write character profiles e.g. simple descriptions, posters, using key words and phrases that describe or are spoken by characters in the text. Make class dictionaries, glossaries and indexes of special interest words linked to topics.

Unit7 Transport

A book Cover (Fiction Skills)

Types of Vehicles (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Read about authors from information on book covers. Investigate fiction book covers for information. Understand the distinction between fact and fiction. Pose questions and record these in writing.
- ❖ **Phonics and Spelling-** Investigate words that have the same spelling pattern but different sounds. Learn the common spelling patterns for the vowel phonemes... ‘or’
- ❖ **Grammar and Punctuation-** Use commas in lists. Use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went
- ❖ **Writing Composition-** Design own book covers from titles and for own stories. Write non-fiction texts, using texts read as models for own writing.

Unit 8 People

‘Betty Botter’, ‘Doctor Foster’, and ‘I Wonder Why Dad is so Thoroughly Mad’ (Fiction Skills)

Short and Tall (Non-Fiction Skills)

- ❖ **Reading Comprehension-**Discuss words and phrases that create humor and sound effects in poetry and classify poems into simple types, to make class anthologies. Scan the text to find specific sections e.g. key words or phrases and sub-headings.
- ❖ **Phonics and Spelling-** Spell words with common suffixes, e.g. –ful, –ly. Spell words with common suffixes, e.g. er, est.

- ❖ **Grammar and Punctuation-** Use simple gender forms, e.g. using his/her correctly. Write clear sentences using capital letters and full stops correctly.
- ❖ **Writing Composition-** Use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution. Make simple notes from non-fiction texts, using texts read as models or own writing.

Unit 9 Weather

‘Mr. Gumpy’s Motor Car’ and ‘One Snowy Night’ (Fiction Skills)

Weather Report (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Compare books by different authors on similar themes; to evaluate, giving reasons. Scan a text to find specific sections. Evaluate the usefulness of a text for its purpose.
- ❖ **Phonics and Spelling-** Spell common irregular words from Appendix List1... what, when, where, who, why, which. Use synonyms and other alternative words/phrases; to collect, discuss similarities and shades of meaning and use to extend and enhance writing.
- ❖ **Grammar and Punctuation-** Turn statements into questions. Compare a variety of forms of questions from texts. Understand the need for grammatical agreement, matching verbs to nouns/pronouns.
- ❖ **Writing Composition-** Write sustained stories, using their knowledge of story elements; narrative, settings, characterization. Write non-chronological reports based on structure of known text.

