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| **READING AT BOWERHAM** |
| Author of the Half Term  |
| Autumn 1 – Gun Powder Plot | Autumn 2 – South Africa  | Spring 1 – Lovely Lancaster  | Spring 2 – Dinosaur Hunters  | Summer 1 – Survival  | Summer 2 – Journeys  |
| Hans Christian Anderson | Clement Clarke Moore  | Brilliant Book Award | Ian Whybrow  | Neil Griffiths  | Humphry Carpenter  |
| Class Novel  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| The Colour Monster by Anna Lienas  | The Night Before Christmas  |  | Dinosaur and all that Rubbish by Michael Foreman  | Come Away from the Water Shirley – John Burningham  | The Stinky Cheese – Jon Scieszka  |
| **Reading - word reading***Pupils should be taught to:** 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
 | **Reading – comprehension***Pupils should be taught to:**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
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| **WRITING AT BOWERHAM** |
| Units of Writing  |
| Autumn 1 – Gun Powder Plot  | Autumn 2 – South Africa  | Spring 1 – Lovely Lancaster  | Spring 2 – Dinosaur Hunters  | Summer 1 – Survival  | Summer 2 – Journeys  |
| Stories by the Same Author – Hans Christian Anderson Non – Fiction – Persuasive poster/ AdvertPoems on a theme – What is Pink?  | Instructions Non- Fiction – LetterPoems with a structure/Classic poetry – Twas the night before Christmas  | Stories set with a familiar setting – Stories set in Lancaster.   | Poems on a theme – Dinosaur shape poems Dinosaur adventure story. | Persuasive Advert and posters – TitanicNon-Chronological report  | Traditional tales with a Twist Recounts – Recount of trip  |
| **Writing – Transcription** **Spelling - see English appendix 1***Pupils should be taught to:**spell by:** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
* learning new ways of spelling phonemes for which 1 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
* 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
 | **Handwriting-** *Pupils should be taught to:** 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
 | **Writing – composition-** *Pupils should be taught to:**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

*consider what they are going to write before beginning by:** 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

*make simple additions, revisions and corrections to their own writing by:** evaluating their writing with the teacher and other pupils
* rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
* proofreading 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
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| **Writing - vocabulary, grammar and punctuation-** *Pupils should be taught to:**develop their understanding of the concepts set out in English appendix 2 by:** learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

*learn how to use:** sentences with different forms: statement, question, exclamation, command
* expanded noun phrases to describe and specify [for example, the blue butterfly]
* the present and past tenses correctly and consistently, including the progressive form
* subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
* the grammar for year 2 in English appendix 2
* some features of written Standard English
* use and understand the grammatical terminology in English appendix 2 in discussing their writing
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| **SPEAKING AND LISTENING AT BOWERHAM** |
| **Spoken language-** *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
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