|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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/ Advert  Poems on a theme – What is Pink? | Instructions    Non- Fiction – Letter  Poems 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 – Titanic    Non-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 | |
| **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 | | | | | |

|  |
| --- |
| **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 |