

	Autumn		Spring		Summer	
Phonics	Recap phase 5	Recap phase 6	Spelling patterns stage 2	Spelling patterns stage 2	Spelling patterns	Spelling patterns
Curriculum links	History - Aviation and plane flight	History - Remembrance Day Geography - Oceans and continents	History - The Victorians Science - Materials	Geography - Australia Science - Animals incl. humans DT - Food and cookery	History - The Great Fire of London	Geography - Polar regions
Assessment	Phonics tracker	Phonics tracker Phonics screening check PIRA assessment	Phonics tracker VIPERS in exercise books	Phonics tracker PIRA assessment VIPERS in exercise books	Phonics tracker VIPERS in exercise books	Phonics tracker VIPERS in exercise books End of KS1 TMF
Fiction	The Colour Monster by Anna Llenas The 3 Little Wolves and the Big Bad Pig by Eugene Triviaz Violet the Pilot by Steve Breen	The Pirates Next Door by Johnny Duddle Around the World in 80 tales (selected small stories).	Hansel & Gretal by Anthony Browne Queen Victoria's Bathing Machine by Gloria Whelan	Stuck by Oliver Jeffers	Sammy the Street Dog	The Polar Bears Explorers club Alex Bell
Non-fiction	Fantastically Great Women Who Changed the World by Kate Pankhurst		Fantastically Great Women Who Changed the World by Kate Pankhurst	Various animal care information books.	Various information books on the Tudors and life in Tudor times.	Antarctica - Banded Reader

Year 2

	(Amelia Earheart) Little People, Big Dreams: Amelia Earheart by Isabel Sanchez Vegara		(Mary Seacole/ Florence Nightingale)		The Great Fire of London by Emma Adams	
Poetry	Michael Rosen's book of Nonsense - poetry	Where the poppies now grow by Hilary Robinson	The Lady With The Lamp - Author unknown		A Tiny Burning Flame - Author unknown	Bow tie pasta by Brian Cleary

Word reading		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - 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 - re-read these books to build up their fluency and confidence in word reading.
Understanding		<p><i>Pupils should be taught to:</i> <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p>
	Range of texts	<ul style="list-style-type: none"> - 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 - 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
	Sequencing/linking	<ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related
	Vocabulary	<ul style="list-style-type: none"> - 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 - drawing on what they already know or on vocabulary provided by the teacher (understanding)
	Learning and performing	<ul style="list-style-type: none"> - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
		<p><i>Pupils should be taught to:</i> <i>understand what they read, in books they can read independently, by:</i></p>
	Monitoring and developing understanding	<ul style="list-style-type: none"> - 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
	Questioning	<ul style="list-style-type: none"> - answering and asking questions
	Inferring	<ul style="list-style-type: none"> - making inferences on the basis of what is being said and done
	Predicting	<ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far
	<p><i>Pupils should be taught to:</i></p>	
Discussion, explanation, viewpoint	<ul style="list-style-type: none"> - 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. 	