



Curdridge Primary School Year 1 and 2 Reading and Writing Overview Cycle A



Love to Read - Learn to Read Love to Write - Learn to Write

Overview based on Hampshire English Team: Progression Guidance – Reading, Writing and Spelling

READING

Love to Read - Learn to Read

Year 1 Reading				Year 2 Reading			
Themes & Conventions	Comprehension	Inference	Language for Effect	Themes & Conventions	Comprehension	Inference	Language for Effect
<p>Understand and use terms story, fairy story, rhyme, poem, cover, title, author</p> <p>Can seek out books around a simple theme or topic</p> <p>Understand the difference between fiction and non-fiction</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Become very familiar with key stories, fairy stories and traditional tales</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read accurately by using meaning, structure and visual sources of information in the text</p> <p>Read common exception words</p> <p>Read 'instructional texts' (those which they can read 90-94% accurately) in a phrased and fluent manner</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them as they read correcting inaccurate reading as they read 	<p>Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading</p> <p>Make predictions, talk about what characters are like, their motivations and what they might do</p>	<p>Use the language of a known story for re-telling. Particularly repetitive patterns, e.g. 'I'll huff and I'll puff.'</p> <p>Talk about rhyme and repetition in patterned texts</p> <p>Enjoy word-play in books and be able to identify words and phrases they like</p>	<p>Listen to, discuss and express 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</p> <p>Make comparisons between books, noting similarities, differences and preferences between:</p> <ul style="list-style-type: none"> Narrative sequences Characters Setting Layout Features <p>Identify how features are linked to purpose, e.g. why an information text has subheadings or why characters and settings in stories are described</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read suffixes by building on the root words that have already been learnt</p> <p>Read most words at an instructional level, i.e. 93-95 per cent of words read quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Use the grammar of a sentence to decipher new or unfamiliar words</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Make simple predictions, linking to own experience</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Identify key themes and discuss reasons for events in stories</p> <p>Make predictions about expectations of a text by skim reading, title, contents, illustrations</p> <p>Make predictions using experience of reading books in the same genre, by the same author or based on similar themes</p>	<p>Identify rhyming and alliterative words</p> <p>Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</p> <p>Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text/</p>
	<p>Clarify</p> <p>Monitor and Summarise</p> <p>Select and Retrieve</p> <p>Respond and Explain</p>				<p>Clarify</p> <p>Monitor and Summarise</p> <p>Select and Retrieve</p> <p>Respond and Explain</p>		

Word Reading – Y1 (ongoing, inschool provision and approaches)

- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Apply phonic knowledge and skills as the route to decode words
- Re-read books with taught GPCs and suffixes to build up their fluency and confidence in word reading

Word Reading – Y2 (ongoing, inschool provision and approaches)

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read aloud books closely matched to their improving phonic knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation
- Re-read books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Listen to, discuss and express 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
- Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear

WRITING

Love to Write - Learn to Write

Year 1 Writing			
Transcription	Handwriting	Composition	Grammar, Punctuation & Spelling
Pupils can usually correctly spell HFW at L&S phase 5 or equivalent	Pupils can write lower case letters, most of which are correctly formed	Pupil is usually able to decide on a topic for writing and say what they will write about	Write a simple sentence
Phonetically plausible attempts at common exception words	Pupils can write capital letters, most of which are correctly formed	Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions	Finish the sentence with a full stop
Can correctly spell all the days of the week	Pupils can form digits 0-9	Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary	Start sentences with a capital letter
Use spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs		A simple opening or closing phrase (often formulaic) may be used	Separate words with spaces
Can accurately use the suffixes -ing, -ed, -er and -est where no changes are needed to the root word		Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions	Use capital letters names
Link to HIAS Spelling Pathway document		Some ideas/events linked by connecting vocabulary	Use a capital letter for "I"
		Recognise sentence boundaries in spoken sentences	Use capital letters for the days of the week
		Uses simple words, phrases and clauses in sentence-like structures to communicate meaning	Regular plural noun suffixes -s or -es
		May include simple sentences working towards straight forward subject/verb agreement	Write a compound sentence using the coordinating conjunction 'and'
		Some awareness of where to place capital letters and full stops	Adding -ing, -ed and -er to verbs
		Pupils demonstrate simple and compound sentences reliably	Use question marks
		Pupils sometimes use question marks and exclamation marks as alternatives to full stop	Use the prefix un-

Year 2 Writing			
Transcription	Handwriting	Composition	Grammar, Punctuation & Spelling
Segment spoken words into phonemes and represent these by graphemes, spelling many correctly	Form lower case letters of the correct size relative to one another	Pupils have some awareness of purpose through selecting of relevant content and an emerging awareness of their audience	Adding -ly to an adjective to make an adverb
Use new ways of spelling phonemes for which one or more spellings are already known	Develop a consistent size and orientation of lower case and capital letters using appropriate spacing between the words.	Pupils can write about real events sustaining sufficient features of the given form: e.g. correct choice of, and consistent use of, present/past tense including progressive forms of verbs	Ask a question and use a question mark
Spell common exception words		Pupils show increased stamina in writing by writing increasingly longer and more complex texts over the year	Coordinating conjunctions to create a compound sentence
Usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily		Pupils are beginning to develop and express a viewpoint through comments or actions	Command, using the imperative form of a verb: give... / take...
Use the possessive apostrophe		Pupils can use a brief opening and ending	Write a sentence that ends with an exclamation mark
Link to HIAS Spelling Pathway document		Some attempt to appropriately sequence ideas	Use first, second and third person with subject-verb agreement
		Related ideas are grouped and the pupil is developing an awareness of paragraphing	Write expanded noun phrases
		Linking related sentences by the use of pronouns, time connectives or adverbials where appropriate	Use simple present tense, showing subject-verb agreement
		Pupils write an appropriate mixture of both simple and compound sentences accurately	Write a statement that starts with a capital letter and finishes with a full stop
		Pupils can usually use expanded noun phrases to describe and specify	Use present continuous tense
		Pupils can use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list and apostrophes appropriate to purpose	Formation of adjectives by adding -ful and -less
		Pupils link causes by both subordinating and coordinating conjunctions	Using commas to separate items within lists
		Pupils can use a variety of sentence openers	Apostrophes in contracted forms
		Pupils can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. 'She is drumming, she drummed, she was drumming'	Subordinate conjunctions to create a complex sentence
			Adding -ness and -er to form a noun
			Use past continuous (progressive) tense

	Autumn Term		Spring Term		Summer Term	
Y1/2 Topic titles	All about me/where do I live?	Toys – past and present	Superheroes (Florence Nightingale)	Plant Doctor	Around the World	
Links with topic	<ul style="list-style-type: none"> The three little pigs 	<ul style="list-style-type: none"> Non-chronological reports – toys Rewriting of Dogger 	<ul style="list-style-type: none"> Biographies/life stories 	<ul style="list-style-type: none"> Traditional Tales – Jack and the Beanstalk 	<ul style="list-style-type: none"> Poetry/similies – Carnival of the Animals 	Let's go on safari <ul style="list-style-type: none"> Non-chronological reports - animals We're going on a Lion Hunt story
English journeys	<p>Text driver – 'Have you filled a bucket today?' by Carol McCloud <i>Writing a note.</i></p> <p>Text driver – 'Here we are' by Oliver Jeffers <i>Write a descriptive postcard.</i></p> <p>Text driver - 'How to wash a woolly mammoth' by Michelle Robinson. <i>Instructions for building a house for a different fairytale character</i></p>	<p>Text driver – 'Dogger' by Shirley Hughes. <i>Writing a story about a lost toy.</i></p>	<p>Text driver – 'Supertato' by Paul Linnet and Sue Hendra. <i>Character description.</i></p> <p>Text driver – 'Don't say no to Flo' by Stewart Ross <i>Report writing about Florence Nightingale.</i></p>	<p>Text driver – traditional version of Jack and the Beanstalk</p> <ul style="list-style-type: none"> Also consider using alternative fairytales e.g. 'The True Story of the 3 Little Pigs' by Jon Scieszka 	<p>Text driver – 'Lila and the secret of rain' by David Conway <i>Retell a story – character and setting</i></p> <p>Text driver – 'Bringing the rain to Kapiti Plain' by Verna Aardema <i>Non-chronological report on Kenya and the UK</i></p> <p><i>Instructions - how to save water</i></p> <p><i>Recount</i></p> <p>Text driver – 'The sun is laughing' by Sue Ellis <i>Poetry</i></p>	
Writing types to be covered <ul style="list-style-type: none"> Narrative Non-fiction writing Diary writing Report writing Non-chronological reports Instruction writing Persuasive writing Poetry 						