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**‘Believe, Excite, Succeed, Together’**

**Reading Framework Y2 and 3 – Long Term Overview 2020/2021**

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| **Autumn** | | | |
| **Texts**  Anchor and Supplementary | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands** Language Comprehension  Background knowledge, Vocabulary, Language Structure, Verbal reasoning  Literacy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Writing Objectives/Cross Curricular links** |
| **Read Write Inc**  **Selection of texts** | Recovery of skills and completion of Read, Write, inc for all Y2/3 children.  Revision of basic Y1/2 skills.  Recovery Curriculum. | | |
| Non-fiction texts – Early Man  Stone Age (Beginners) (Beginners Series): Amazon.co.uk: Jerome Martin:  9781409586418: Books | **LITERACY KNOWLEDGE (Y2)**   * Listening to, discussing and expressing views about a wide range of stories and non-fiction at a level beyond that at which they can read independently. * Being introduced to non-fiction books that are structured in different ways.   **VOCABULARY (Y3)**   * Use dictionaries to check the meaning of words  |  | | --- | | **VERBAL REASONING**   * Basic recognition of simple themes across a range of texts * Deduce and infer single points from specific parts of text and explain opinions * Make reasonable predictions from details in the text |   **BACKGROUND KNOWLEDGE (Y2/3)**   * drawing on what they already know or on background information and vocabulary provided by the teacher | Echo reading – Phrasing and power in voice  Choral reading – ensure children use power | **Writing**   * Information booklet about the Stone Age * Fact file |

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| **Spring** | | | |
| **Texts**  Anchor and Supplementary | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands**  Language Comprehension  Background knowledge, Vocabulary, Language Structure, Verbal reasoning  Literacy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Writing Objectives/Cross Curricular links** |
| **Escape to Pompeii (Home Learning- Year 3 only)**  Escape from Pompeii: Amazon.co.uk: Balit, Christina: Books | **Reading Strategies – Using Prior Knowledge/Previewing, Questioning, Making Inferences, Summarising.**  Year 3  **Background knowledge**   * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence   **Vocabulary**   * discussing words and phrases that capture the reader’s interest and imagination   **Language Structure**   * showing understanding through intonation, tone, volume and action   **Verbal reasoning**   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these   **Literacy Knowledge**   * identifying themes and conventions in a wide range of books * identifying how language, structure, and presentation contribute to meaning | **Punctuation:** The adherence to and understanding of the marks an author has placed upon the page.  Power  Pause  Passion | **Diary entry**  Year 3   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * using commas after fronted adverbials * using and punctuating direct speech |
| **The Pebble in my Pocket**  The Pebble in My Pocket: A History of Our Earth  The street beneath my feet  Under earth, Under water  Pop up Volcano  Look inside volcano  Poem | **Reading Strategies – Using Prior Knowledge/Previewing, Questioning, Making Inferences, Summarising.**  Year 2  **VOCABULARY**   * 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.   **Vocab to teach: pebble, rock, molten rock, dinosaur, mammoth, glacier, earth, climate, mantle rock, melted, treacle, boiling, crust, rind, continents, oceans, falls, blows, heats, cools, nibbling, smoothed, eroded, broken down, powder, crumble, disintegrate, lava, erode, boulder, embedded, residents, conglomerate, particles, sedimentary rock, fossils, crevasses.**  **VERBAL REASONING**   * 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.   **LITERACY KNOWLEDGE**   * 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. * Being introduced to non-fiction books that are structured in different ways.   **LANGUAGE STRUCTURE**   * Read words containing common suffixes. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.   **BACKGROUND KNOWLEDGE**   * 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.   Year 3  **VOCABULARY**   * Use dictionaries to check the meaning of words   **VERBAL REASONING**   * Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. * Listen to and discuss a wide range of non-fiction and reference books or textbooks * Articulate and justify answers, arguments and opinions; * Use spoken language to develop understanding through imagining and exploring ideas in role play drama; * Select and use appropriate registers for effective communication   **LITERACY KNOWLEDGE**   * Developing knowledge and skills in reading non-fiction about a wide range of subjects. * Develop their understanding and enjoyment of stories and non-fiction. * Retrieve and record information from non-fiction.   **LANGUAGE STRUCTURE**  **BACKGROUND KNOWLEDGE** | Echo reading – Phrasing and power in voice  Choral reading – ensure children use power  **Pitch:** The musicality of the reading voice – including tone and intonation.  **Power:** The strength given to the reading voice – including volume and stress. | Year 2  -writing about real events  -writing for different purposes  -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  -evaluating their writing with the teacher and other pupils  -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  -proof-reading 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.  Year 3  -Consolidating their writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology.  -Enhance the effectiveness of what they write as well as increasing their competence.  -Build on what they have learnt, particularly in terms of the range of their writing and more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.  -Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  **Writing Outcomes**   * **Poetry** * **Story maps** * **Fact files** * **Instructions** * **Writing in role** * **Narrative descriptions** * **Book making** * **Diary entry**   History   * Know and understand significant aspects of the history of the wider world * Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts … frame historically-valid questions and create their own structured accounts, including written narratives and analyses.   Art and Design   * Produce creative work, exploring their ideas and recording experiences. * Become proficient in drawing, painting, sculpture and other art, craft and design techniques.   Design and Technology   * Select from and use a wide range of materials and components, including construction materials … according to their functional properties and aesthetic qualities   Science   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock * Recognise that soil are made from rocks and organic matter. |
| **Ongoing, independent reading – children have independent reading book linked to 95-98% accuracy**  **Class Book – selected age appropriate texts – linked to anchor text where appropriate- Horrible Geography Books.**  **Reading display – 6 p’s, vocabulary displayed with context and meaning**  **Fluency – MDFS – use for children who are just off RWI every 2 weeks and half termly** | | | |
| **Summer** | | | |
| **Texts**  Anchor and Supplementary | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands**  Language Comprehension  Background knowledge, Vocabulary, Language Structure, Verbal reasoning  Literacy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Writing Objectives/Cross Curricular links** |
| **Tilly and the Time Machine**  Tilly and the Time Machine by Adrian Edmondson, Danny Noble | Waterstones | **VOCABULARY**   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * discussing words and phrases that capture the reader’s interest and imagination   **VERBAL REASONING**   * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than 1 paragraph and summarising these   **LITERACY KNOWLEDGE**   * asking questions to improve their understanding of a text * Identifying themes and conventions in a wide range of books   **LANGUAGE STRUCTURE**   * identifying how language, structure and presentation contribute to meaning | **Pause:** The knowing of when not to read and for how long  **Pitch:** The musicality of the reading voice – including tone and intonation  **Pace:** The speed and rhythm of what we read. | **Narrative**  **Instructions for inventions** |
| **Marcy and The Riddle of The Sphinx**  https://images-na.ssl-images-amazon.com/images/I/61myirzts9L._SX370_BO1,204,203,200_.jpg  Arthur and the golden rope (same author)  The secret of black rock (link to prior learning)  The Egyptian Cinderella (traditional tale)  The great egyptian grave robbery | **Reading Strategies – Using Prior Knowledge/Previewing, Questioning, Making Inferences, Summarising.**  Year 2  **VOCABULARY**   * recognising simple recurring literary language in stories and poetry (**same author- different texts)** * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases   **VERBAL REASONING**   * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves * 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 * 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   **LITERACY KNOWLEDGE**   * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * 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   **LANGUAGE STRUCTURE**  **BACKGROUND KNOWLEDGE**   * drawing on what they already know or on background information and vocabulary provided by the teacher   Year 3  **VOCABULARY**   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word * using dictionaries to check the meaning of words that they have read * discussing words and phrases that capture the reader’s interest and imagination   **VERBAL REASONING**   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * asking questions to improve their understanding of a text * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say   **LITERACY KNOWLEDGE**   * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books * checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than 1 paragraph and summarising these   **LANGUAGE STRUCTURE**   * identifying how language, structure, and presentation contribute to meaning   **BACKGROUND KNOWLEDGE** | **Pause:** The knowing of when not to read and for how long.  **Pace:** The speed and rhythm at which we read.  **Punctuation:** The adherence to and understanding of the marks an author has placed upon the page. | **Poetry**  **Narrative – adventure story**  **Comparing books by the same author**  Year 2   * writing narratives about personal experiences and those of others (real and fictional) * 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 * 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   Year 3   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors * read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear * extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading   Geography/History-   * using maps/locational knowledge |
| **Ongoing, independent reading – children have independent reading book linked to 95-98% accuracy**  **Class Book – selected age appropriate texts – linked to anchor text where appropriate- Arthur and the golden rope (same author) The secret of black rock (link to prior learning and same author)**  **Reading display – 6 p’s, vocabulary displayed with context and meaning**  **Fluency – MDFS – use for children who are just off RWI every 2 weeks and half termly** | | | |