




Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts			<i>Cold comprehensions and comprehension quizzes.</i>			
Objectives	<ul style="list-style-type: none"> • AF2. 1C: Discuss the sequence of events and characters in books. • AF3. 1E: Predict on what has been read so far: Predict how characters might behave from what they say and do and from their appearance. • AF3. 1D: Make inferences on the basis of what is being said and done: Talk about and infer what characters might be thinking or feeling using clues in the text. • AF3. 1D: Make inferences on the basis of what is being said and done: Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. • AF5 1A: Author's choice of words: Identify where language is used to create mood or build tension. • AF5. 1A: Author's choice of words: Comment on the choice of author's words to make a text funny, scary, exciting. 	<ul style="list-style-type: none"> • AF2. 1C: Discuss the sequence of events and characters in books. • AF2 1A: Understand books: Pick out and discuss favourite words and phrases. • AF2 1A: Understand books: Ask questions and find the answers to simple questions in a text. • AF3. 1E: Predict on what has been read so far: predict the events of a story based on the setting described in the opening. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features used to organise books • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Compare the layout of different texts/books and discuss why they are set out in different ways. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features that will help to locate information and explain them. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out and discuss how punctuation helps to organise text. • AF5. 1A: Author's choice of words: Pick out key words or phrases in a text, e.g. First/Next, Once upon a time. 	<ul style="list-style-type: none"> • AF2. 1C: Discuss the sequence of events and characters in books. • AF2. 1C: Discuss how information links in books • AF2 1A: Understand books: Ask questions and find the answers to simple questions in a text. • AF3. 1D: Make inferences on the basis of what is being said and done: Talk about and infer what characters might be thinking or feeling using clues in the text. • AF3. 1D: Make inferences on the basis of what is being said and done: Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. • AF3. 1D: Make inferences on the basis of what is being said and done: Discuss why certain words or phrases make a story funny, scary, exciting. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features that will help to locate information and explain them. 	<ul style="list-style-type: none"> • AF2 Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation by performing individually or together. Use actions and sound effects. • AF2 1C: Understand books: Retell a wider range of stories, fairy stories and traditional tales. • AF3. 1D: Make inferences on the basis of what is being said and done: Talk about and infer what characters might be thinking or feeling using clues in the text. • AF5. Discuss the use of present, past and progressive tenses in a text and why they have been used (Vocabulary, grammar and punctuation links in year 2). • AF7. 1B: Increasingly familiar with wider range of stories & tales: Give an opinion about a character's actions, e.g. He is not a very nice character. • AF7. 1B: Increasingly familiar with wider range of stories & tales: Express a preference for a story or text from a selection of those that have been read aloud or read independently. • AF7. 1B: Increasingly familiar with wider range of stories & tales: Discuss similarities between different fairy stories and traditional tales. 	<ul style="list-style-type: none"> • AF2 1A: Understand books: Recognise simple recurring literary language in stories and poems. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Use skimming to read the title, contents page and illustrations and predict what a book is about. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise and use the alphabet to help to locate information in some books. • AF7. 1B: Increasingly familiar with wider range of stories & tales: Discuss the purpose that the writer is intending, e.g. The writer is giving us information, the writer thinks this is not fair. 	<ul style="list-style-type: none"> • AF2 1A: Understand books: Ask questions and find the answers to simple questions in a text. • AF3. 1E: Predict on what has been read so far: Predict how characters might behave from what they say and do and from their appearance. • AF3. 1D: Make inferences on the basis of what is being said and done: Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out and discuss how punctuation helps to organise text. • AF4. 1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise the openings and closings of different stories. • AF5 1A: Author's choice of words: Identify where language is used to create mood or build tension.

Genres (covered through other task)	Recipe (instructions)	Letter	SATS genres: Poem Non-chronological report	Newspaper report	Diary
Ongoing	<ul style="list-style-type: none"> Apply phonic knowledge to decode words. Begin to decode automatically and read fluently. Blend the sounds in words that contain the graphemes taught so far. Recognise 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. Key reading skills: Read aloud books closely matched to improving phonic knowledge with greater fluency. Key reading skills: Re-read books to build up fluency and confidence in word reading (without overt sounding and blending). Key reading skills: During reading check that the text makes sense and correct inaccurate reading. Use punctuation to make the reading make sense. Understand the use of apostrophes for singular possession in nouns when reading. Use different voices/tone to make the reading fluent and interesting. 				

