

Year R Autumn 1

Milestone LO:

Listen attentively and respond to what they hear with comments and actions when being read to (Listening, Attention and Understanding ELG)
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words (Comprehension ELG)

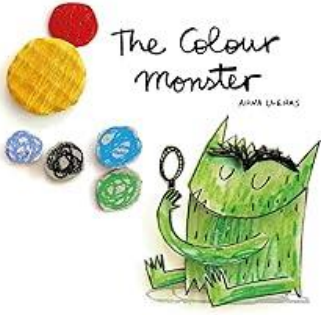
Development Matters:

Engage in story times

Understand how to listen and why listening is important

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Reading is when we look at text or print on a page and 'decode' it to make meaning and understand what it says. Books are filled with pages of paper, often containing pictures and text (words, numbers etc.) Stories are narratives about people, places and events (things that happen). They are mostly fictional, but can be based on real events. They are written for people to read (or listen to) and enjoy. Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). The front cover is the first page, on the front of a book. It often contains pictures that might give you clues about what the book is about. The front cover also contains a title. The title is what the story is called. It is often the first impression of the story, and similarly to the front cover, it gives clues about what the story might be about. Characters are the people/creatures/animals that the story is about. A main character is the character who is involved in most of the story. The setting is where and when the story takes place. The plot is the events that take place in the story. The blurb is a short piece of writing on the back cover of a book that briefly explains what the story is about. Sometimes, people read the blurb to decide whether or not they would like to read the whole story. An author is the person who writes the story. An illustrator is the person who creates the pictures for the story. Storytime is a special time when we can sit and listen to a story being read out loud for us to enjoy. Listening is not only when we hear the sounds or words being spoken, but when we process and try to understand what is being said or read. Listening is important because it helps us understand things we need to know. We can listen by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. Responding means saying, doing or acting on what we listen to or something that happens. Actions are when we make physical movements (in this case, in response to something being read to us.) Comments are things we say or write (in this case, in response to something being read to us). Retelling means telling the story or parts of the story we have listened to, again afterwards. We can retell a story to show that we understand it. Sometimes we retell stories so that others who have not heard or read them, can enjoy them. We sometimes retell stories to recommend them to others, so that they might choose to read them too. We can retell by repeating what we have heard, or by using our own words that have similar meanings to tell the same story in our own words. 	<p>Know how...</p> <ul style="list-style-type: none"> To listen to stories by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. To respond to stories they listen to by: joining in with words or phrases, joining in with actions, making comments or faces (e.g. freeze frame). To develop their understanding of stories they listen to by: joining in with words or actions, making comments about characters, settings and key events or by retelling. To retell familiar stories by repeating them, using exact repetition. To retell familiar stories in their own words. To retell familiar stories through the use of role play. 	<div style="text-align: right;">  <p><i>The Colour Monster</i> ANNA LLENAS</p> </div> <p><u>Lead Text:</u></p> <p>The Colour Monster – Anna Llenas</p> <p>An appropriate text for EYFS, The Colour Monster has been chosen as a lead text for this half term because it supports children's transition from pre-school/previous settings.</p> <p>For linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Harvest role play – retelling stories – spoken language link	

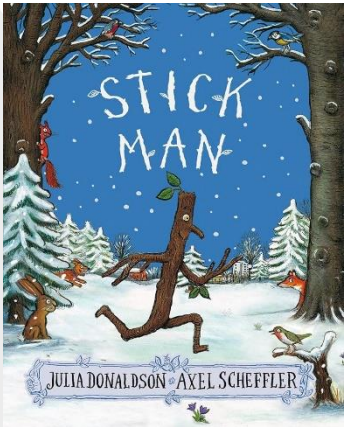
Year R Autumn 2

Milestone LO:

Listen attentively and respond to what they hear with comments and actions when being read to (Listening, Attention and Understanding ELG)
Make comments about what they have heard (Listening, Attention and Understanding ELG)

Development Matters:

Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Rhymes are created using rhyming words. Rhyming words are words that sound the same at the end e.g. at, mat, cat, bat, rat. Rhymes are used in some stories, many poems and many songs. Not all poems rhyme. Stories are narratives about people, places and events (things that happen). They are mostly fictional, but can be based on real events. They are written for people to read (or listen to) and enjoy. (Revisiting from Autumn 1) Poems are pieces of writing in which the poet (person who writes it) expresses their thoughts, feelings and ideas in a creative way. Some poems tell stories, but not always. Some poems are nonsense. Poems often use rhythm, rhyme and imagery. Rhythm means the beat and pace of a poem. Imagery is when the writer uses description to deepen the reader's understanding, often using their senses e.g. s, hearing, smell, sight etc. Poems sometimes use repetition (repeated words or phrases) for effect. Sometimes rhymes are turned into songs, which is why many songs rhyme. Storytime is a special time when we can sit and listen to a story being read out loud for us to enjoy. (Revisiting from Autumn 1) We can also listen to poems and rhymes during story time. Listening is not only when we hear the sounds or words being spoken, but when we process and try to understand what is being said or read. (Revisiting from Autumn 1) Listening is important because it helps us understand things we need to know. (Revisiting from Autumn 1) We can listen by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. (Revisiting from Autumn 1) Responding means saying, doing or acting on what we listen to or something that happens. (Revisiting from Autumn 1) Actions are when we make physical movements (in this case, in response to something being read to us.) (Revisiting from Autumn 1) Comments are things we say or write (in this case, in response to something being read to us). (Revisiting from Autumn 1) Recite means to learn how to say something off by heart (without reading it). Perform means to show or present something to others in a formal way (different to practising it). 	<p>Know how...</p> <ul style="list-style-type: none"> To listen to stories, rhymes, poems and songs by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. (Revisiting from Autumn 1) To respond to stories, rhymes, poems and songs they listen to by: joining in with words or phrases, joining in with actions, making comments or faces (e.g. freeze frame). To develop their understanding of stories, rhymes, poems and songs they listen to by: joining in with words or actions and making comments about what they notice (including the way rhymes sound, rhyming words and rhythm.) To respond to rhymes and songs by making comments about their likes, dislikes and preferences. To recite some simple rhymes and poems that they are very familiar with. To perform simple rhymes and poems in front of others. 	<div style="text-align: center;">  </div> <p><u>Lead Text:</u></p> <p>Stick Man – Julia Donaldson</p> <p>Written by an author our children love, Stick Man by Julia Donaldson has been chosen to support children's acquisition of crucial knowledge related to rhyme.</p> <p><u>Linked Texts:</u></p> <p>Linked texts that further support children with understanding rhyme include:</p> <ul style="list-style-type: none"> Room on the Broom – Julia Donaldson Fox's Socks – Julia Donaldson Oi Frog! – Kes Gray The Wonky Donkey – Craig Smith <p>During this half term, the children also have their first exposure to an archaic text (Percy the Park Keeper – Nick Butterworth) and a symbolic text (Where the Wild Things Are – Maurice Sendak). These texts have been chosen for the purpose of aiding children's knowledge acquisition in other subjects.</p> <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Theatre trip – listening attentively, making comments and building an understanding of performance	

Year R Spring 1

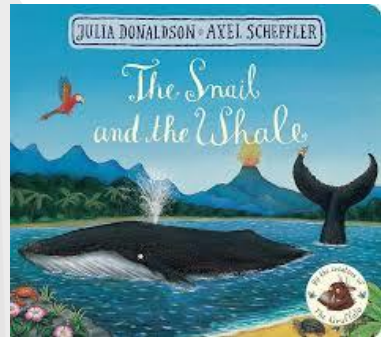
Milestone LO:

Listen attentively and respond to what they hear with comments and actions when being read to (Listening, Attention and Understanding ELG)
Make comments about what they have heard (Listening, Attention and Understanding ELG)

Development Matters:

Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Books are filled with pages of paper, often containing pictures and text (words, numbers etc.) (Revisiting from Autumn 1) The front cover is the first page, on the front of a book. It often contains pictures that might give you clues about what the book is about. The front cover also contains a title. (Revisiting from Autumn 1) The title is what the story (or non-fiction text) is called. It is often the first impression of the book, and similarly to the front cover, it gives clues about what the text might be about. (Revisiting from Autumn 1) The blurb is a short piece of writing on the back cover of a book that briefly explains what the book is about. Sometimes, people read the blurb to decide whether or not they would like to read the whole book. (Revisiting from Autumn 1) An author is the person who writes the story, or non-fiction text. (Revisiting from Autumn 1) An illustrator is the person who creates the pictures for the story, or non-fiction text. (Revisiting from Autumn 1) Stories are narratives about people, places and events (things that happen). They are mostly fictional, but can be based on real events. They are written for people to read (or listen to) and enjoy. (Revisiting from Autumn 1) Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Revisiting from Autumn 1) Non-fiction means pieces of writing that are factual, rather than fiction. Non-fiction books can be books filled with information about different topics. Non-fiction also includes text books (books to help someone learn about a specific subject) and reference books, such as atlases (books containing maps and information about places) and dictionaries (books that tell you the meanings of words) We read non-fiction to learn new things or find answers to specific questions. Non-fiction texts contain facts. Unlike fictional stories, we don't always need to read a non-fiction book in order. Non-fiction books often contain a contents page, which is a page that tells you what information will be included in different sections or pages of the book. Non-fiction books often contain photographs (taken of real things, with a camera) in addition to pictures, because they are about real people, places and events. The photographs are sometimes accompanied by captions (words that tell you what the photograph is about) and labels (words that tell you what each part of a photograph is). 	<p>Know how...</p> <ul style="list-style-type: none"> To listen to stories and non-fiction by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. (Revisiting from Autumn 1 and 2) To respond to non-fiction they listen to by making comments about what they have heard, their likes, dislikes and preferences. To develop their understanding of stories and non-fiction they listen to by making comments about what they notice (e.g. discussing new facts they have learned). 	 <p><u>Lead Text:</u></p> <p>The Snail and the Whale – Julia Donaldson</p> <p>Written by a now familiar author, the Snail and the Whale by Julia Donaldson has been chosen to enable children to begin making links and further discuss their likes and dislikes of stories.</p> <p><u>Non-Fiction Texts:</u></p> <p>A range of non-fiction texts about inspirational people, including: the monarchy and David Attenborough, have been chosen to introduce children to simple non-fiction books, whilst aiding knowledge acquisition in other subject areas. The children will also study books about winter and will be introduced to a basic atlas.</p> <p><u>Linked Texts:</u></p> <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Chinese New Year celebration – linked to non-fiction text exploration	

Year R Spring 2

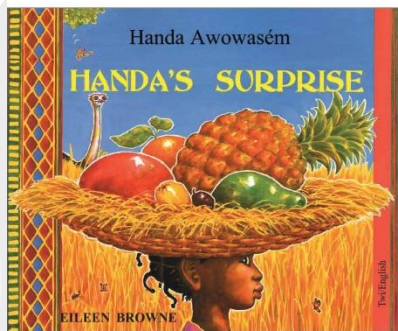
Milestone LO:

Respond to what they hear with relevant questions (Listening, Attention and Understanding ELG)

Ask questions to clarify their understanding (Listening, Attention and Understanding ELG)

Development Matters:

Ask questions to find out more and to check they understand

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> A question is a sentence that needs an answer. We ask questions when we want to find out information. Questions often begin with question words such as: who, what, where, when, why, how, did, does, is etc. We can ask questions to find out more about what we listen to. We can ask questions about fiction, non-fiction, rhymes and poems. Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Revisiting from Autumn 1 and Spring 1) Non-fiction means pieces of writing that are factual, rather than fiction. (Revisiting from Spring 1) Rhymes are created using rhyming words. (Revisiting from Autumn 2) Rhyming words are words that sound the same at the end e.g. at, mat, cat, bat, rat. (Revisiting from Autumn 2) Poems are pieces of writing in which the poet (person who writes it) expresses their thoughts, feelings and ideas in a creative way. (Revisiting from Autumn 2) 	<p>Know how...</p> <ul style="list-style-type: none"> To respond to stories, non-fiction, poetry and rhymes that they listen to by asking relevant questions (questions that are directly related to what they have heard). To ask questions to clarify their understanding of stories, non-fiction, poetry and rhymes that they listen to. To ask questions to find out more information about stories, non-fiction, poetry and rhymes that they listen to. To listen carefully to answers given in response to their questions (by their teacher or peer). To offer responses to questions asked by others (teacher or peers) to demonstrate their understanding of what they have listened to. 	<div style="text-align: center;">  </div> <p><u>Lead Text:</u></p> <p>Handa's Surprise – Eileen Browne</p> <p>This book has been chosen to facilitate children's disciplinary knowledge of asking and answering questions.</p> <p><u>Linked Texts:</u></p> <p>Linked texts that further support children with understanding asking and answering questions include:</p> <ul style="list-style-type: none"> The Hungry Caterpillar – Eric Carle The Tiny Seed – Eric Carle Each, Peach, Pear, Plum – Allan and Janet Ahlberg <p>The children will also read a range of texts about farming, Spring, new life and Easter.</p> <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	World Book Day – asking questions about other texts and characters	

Year R Summer 1

Milestone LO:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words **and recently introduced vocabulary**
(Comprehension ELG)

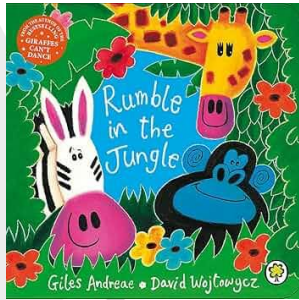
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Comprehension ELG)

Development Matters:

Learn new vocabulary

Use new vocabulary through the day

Use new vocabulary in different contexts.

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Vocabulary means words. The more words we understand, the more things we can learn and the better our language skills will become. When we learn new words they can be categorised in different ways. Tier 1 vocabulary refers to basic words that are often used in spoken language. Tier 2 vocabulary refers to words that occur frequently in different subject areas and across different topics, but are less common than tier 1 words. Tier 2 words are often used in writing. Tier 3 vocabulary refers to content or subject specific vocabulary that is not frequently occurring. Words also fall into word classes, depending on the job they do in a sentence. Nouns (orange) are people, places or things. They tell us who, what or where. Verbs (yellow) are action words. Verbs tell us what was done, is currently being done or is going to be done. Adjectives (blue) are words used to describe nouns. They tell us more information about the noun. Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Revisiting from Autumn 1, Spring 1 and Spring 2) Non-fiction means pieces of writing that are factual, rather than fiction. (Revisiting from Spring 1 and 2) Rhymes are created using rhyming words. (Revisiting from Autumn 2 and Spring 2) Rhyming words are words that sound the same at the end e.g. at, mat, cat, bat, rat. (Revisiting from Autumn 2 and Spring 2) Poems are pieces of writing in which the poet (person who writes it) expresses their thoughts, feelings and ideas in a creative way. (Revisiting from Autumn 2 and Spring 2) Retelling means telling the story or parts of the story we have listened to, again afterwards. (Revisiting from Autumn 1) We can retell a story to show that we understand it. (Revisiting from Autumn 1) Sometimes we retell stories so that others who have not heard or read them, can enjoy them. (Revisiting from Autumn 1) We sometimes retell stories to recommend them to others, so that they might choose to read them too. (Revisiting from Autumn 1) <p>We can retell by repeating what we have heard, or by using our own words that have similar meanings to tell the same story in our own words.</p> <p>Note to teachers: Children will also need to know definitions of a range of text specific vocabulary, focussing primarily on tier 2 vocabulary, unless there are gaps in children's tier 1 language use or comprehension. They will need to learn a range of new nouns, verbs and adjectives that they can use when retelling narratives (see disciplinary knowledge).</p>	<p>Know how...</p> <ul style="list-style-type: none"> To retell familiar stories by repeating them, using exact repetition. (Revisiting from Autumn 1) To retell familiar stories in their own words. (Revisiting from Autumn 1) To retell familiar stories through the use of role play, using newly learned vocabulary. (Revisiting from Autumn 1) To retell familiar stories, using recently introduced vocabulary. To use newly learned vocabulary when discussing stories, non-fiction, rhymes and poems. To use new vocabulary in their spoken language throughout the day. Use new vocabulary accurately in different contexts. 	 <p>Lead Text:</p> <p>Rumble in the Jungle – Giles Andreae</p> <p>This book has been chosen to support children's understanding of newly introduced vocabulary.</p> <p>Linked Texts:</p> <p>Linked texts that further support children's vocabulary development include:</p> <ul style="list-style-type: none"> The Rainbow Fish – Marcus Pfister We're Going on a Bear Hunt – Michael Rosen <p>The children will also read a range of texts about looking after the natural world, transport and changes.</p> <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Visit from real-life dinosaur – spoken language and vocabulary development	

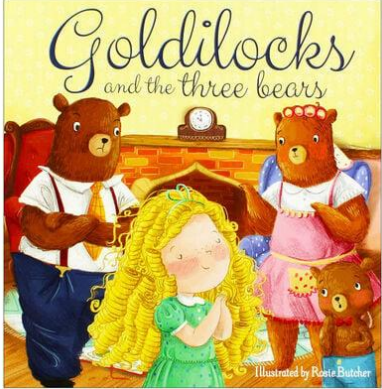
Year R Summer 2

Milestone LO:

Anticipate - where appropriate - key events in stories (Comprehension ELG)

Development Matters:

Describe some events in detail

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Retelling means telling the story or parts of the story we have listened to, again afterwards. (Revisiting from Autumn 1 and Summer 1) We can retell a story to show that we understand it. (Revisiting from Autumn 1 and Summer 1) Sometimes we retell stories so that others who have not heard or read them, can enjoy them. (Revisiting from Autumn 1 and Summer 1) We sometimes retell stories to recommend them to others, so that they might choose to read them too. (Revisiting from Autumn 1 and Summer 1) To describe means to give more information or detail about something or to tell someone more about what it was/is like. We often use adjectives when describing things. Adjectives (blue) are words used to describe nouns. They tell us more information about the noun. (Revisiting from Summer 1) Nouns (orange) are people, places or things. They tell us who, what or where. (Revisiting from Summer 1) To anticipate means to imagine or expect something to happen next. An event is something that takes place, in this case, something that happens in a story. 	<p>Know how...</p> <ul style="list-style-type: none"> To retell familiar stories by repeating them, using exact repetition. (Revisiting from Autumn 1 and Summer 1) To retell familiar stories in their own words. (Revisiting from Autumn 1 and Summer 1) To retell familiar stories through the use of role play, using newly learned vocabulary. (Revisiting from Autumn 1 and Summer 1) To retell familiar stories, using recently introduced vocabulary. (Revisiting from Summer 1) To describe some key events from stories in detail. To anticipate – where appropriate – key events in stories by: using clues in the title, pictures, what they have heard and what has previously been said and done by a character. 	<div style="text-align: center;">  </div> <p><u>Texts:</u></p> <p>This half term, the children will contextualise their learning about anticipating key events in stories by reading a wide range of traditional tales and fairy stories.</p> <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Fairy tale day	

Year 1 Autumn 1

Milestone LO:


Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of stories at a level beyond that at which they can read independently
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them.

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Stories are narratives about people, places and events (things that happen). They are mostly fictional, but can be based on real events. They are written for people to read (or listen to) and enjoy. (Revisiting from Year R) • Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Revisiting from Year R) • The front cover is the first page, on the front of a book. It often contains pictures that might give you clues about what the book is about. The front cover also contains a title. (Revisiting from Year R) • The title is what the story is called. It is often the first impression of the story, and similarly to the front cover, it gives clues about what the story might be about. (Revisiting from Year R) • Characters are the people/creatures/animals that the story is about. A main character is the character who is involved in most of the story. (Revisiting from Year R) • The setting is where and when the story takes place. (Revisiting from Year R) • The plot is the events that take place in the story. (Revisiting from Year R) • The blurb is a short piece of writing on the back cover of a book that briefly explains what the story is about. Sometimes, people read the blurb to decide whether or not they would like to read the whole story. (Revisiting from Year R) • An author is the person who writes the story. (Revisiting from Year R) • An illustrator is the person who creates the pictures for the story. (Revisiting from Year R) • Listening is not only when we hear the sounds or words being spoken, but when we process and try to understand what is being said or read. (Revisiting from Year R) • Listening is important because it helps us understand things we need to know. (Revisiting from Year R) • We can listen by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. (Revisiting from Year R) • Fairy stories (also known as fairy tales) are children's tales about magical or imaginary beings and lands. • Characteristics of fairy stories often include: beginning with 'once upon a time', ending with telling the reader that the characters 'all lived happily ever after', set in the past (but not a specific period of history) and they usually have a happy ending where good triumphs over evil. • Traditional tales are stories that have been told and retold over many years and therefore almost everybody knows them. • Traditional tales often have: a moral (where a character learns a lesson: such as not being greedy, or not talking to strangers), talking animals, characters names sometimes tell you about their personality (e.g. the big, bad wolf), a woodland, countryside or forest setting, a repeated phrase throughout the story and a happy ending. • Having a discussion means talking about something, either to reach a conclusion (decide something), or to share ideas (often different to one another). • Taking turns in a discussion means having your turn and then listening to the ideas of others, before you speaking again. • Retelling means telling the story or parts of the story we have listened to, again afterwards. (Revisiting from Year R) • We can retell a story to show that we understand it. (Revisiting from Year R) • Sometimes we retell stories so that others who have not heard or read them, can enjoy them. (Revisiting from Year R) • We sometimes retell stories to recommend them to others, so that they might choose to read them too. (Revisiting from Year R) • We can retell by repeating what we have heard, or by using our own words that have similar meanings to tell the same story in our own words. (Revisiting from Year R) 	<p>Know how...</p> <ul style="list-style-type: none"> • To develop pleasure in reading and motivation to read by listening to stories and discussing likes, dislikes and preferences. • To listen to key stories, fairy stories and traditional tales. • To discuss key characteristics of a range of stories (see substantive knowledge). • To participate in discussions about stories with their teachers and peers, using language such as: I think... I know... I wonder... I agree with X because... I disagree with X because... I like... I dislike... I prefer.... • To listen to what others say (teachers and peers) and take turns appropriately. • To retell familiar key stories, fairy stories and traditional tales by repeating them, using exact repetition, their own words or newly introduced vocabulary. (Revisiting from Year R) • To describe some key events from stories in detail. (Revisiting from Year R) • To explain clearly (in their spoken or written language) their understanding of what has been read to them. • To develop their vocabulary and understanding by listening to a wide range of stories and asking questions to clarify their understanding. (Revisiting from Year R) 	<div style="text-align: center;">  <p>THE TALE OF PETER RABBIT</p> <p>BEATRIX POTTER <i>The original and authorized edition</i></p> </div> <p>Note to teachers: Stories must be at a level beyond that at which they can read independently.</p> <p><u>Lead Text:</u></p> <p>The Tale of Peter Rabbit – Beatrix Potter</p> <p>This book has been chosen to support children's understanding of archaic literature.</p> <p><u>Linked Texts:</u></p> <p>Linked texts that further support children's understanding of archaic literature include:</p> <ul style="list-style-type: none"> • Other Beatrix Potter texts • A range of Percy the Park Keeper texts <p>The children will also read a range of traditional tales and fairy tales.</p> <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Church visit – explaining their understanding of harvest and associated stories Visit from Year Three – retelling fairy tales	

Year 1 Autumn 2

Milestone LO:

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems at a level beyond that at which they can read independently
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Listening is not only when we hear the sounds or words being spoken, but when we process and try to understand what is being said or read. (Revisiting from Year R and Autumn 1) • Listening is important because it helps us understand things we need to know. (Revisiting from Year R and Autumn 1) • We can listen by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. (Revisiting from Year R and Autumn 1) • Rhymes are created using rhyming words. (Revisiting from Year R) • Rhyming words are words that sound the same at the end e.g. at, mat, cat, bat, rat. (Revisiting from Year R) • Rhymes are used in some stories, many poems and many songs. (Revisiting from Year R) • Not all poems rhyme. (Revisiting from Year R) • Poems are pieces of writing in which the poet (person who writes it) expresses their thoughts, feelings and ideas in a creative way. (Revisiting from Year R) • Some poems tell stories, but not always. (Revisiting from Year R) • Some poems are nonsense. (Revisiting from Year R) • Poems often use rhythm, rhyme and imagery. (Revisiting from Year R) • Rhythm means the beat and pace of a poem. (Revisiting from Year R) • Paragraphs in a poem are called stanzas. • Stanzas are made up of lines. • To ensure the rhythm, there is often a pattern with the number of syllables in each line. • Syllables are beats within a word. • Imagery is when the writer uses description to deepen the reader's understanding, often using their senses e.g. s, hearing, smell, sight etc. (Revisiting from Year R) • Poems sometimes use repetition (repeated words or phrases) for effect. (Revisiting from Year R) • Poems sometimes use alliteration. • Alliteration is when words begin with the same sound e.g. soft, small and sweet. • Poems sometimes use onomatopoeia. • Onomatopoeia is when words sound like their meaning e.g. crash, smash, pop. • There are lots of different types of poems e.g. acrostic poems, shape poems, limericks and haikus. • Recite means to learn how to say something off by heart (without reading it). (Revisiting from Year R) • Perform means to show or present something to others in a formal way (different to practising it). (Revisiting from Year R) • Vocabulary means words. (Revisiting from Year R) • The more words we understand, the more things we can learn and the better our language skills will become. (Revisiting from Year R) • When we learn new words they can be categorised in different ways. (Revisiting from Year R) • Tier 1 vocabulary refers to basic words that are often used in spoken language. (Revisiting from Year R) • Tier 2 vocabulary refers to words that occur frequently in different subject areas and across different topics, but are less common than tier 1 words. Tier 2 words are often used in writing. (Revisiting from Year R) • Tier 3 vocabulary refers to content or subject specific vocabulary that is not frequently occurring. (Revisiting from Year R) • Words also fall into word classes, depending on the job they do in a sentence. (Revisiting from Year R) • Nouns (orange) are people, places or things. They tell us who, what or where. (Revisiting from Year R) • Verbs (yellow) are action words. Verbs tell us what was done, is currently being done or is going to be done. (Revisiting from Year R) • Adjectives (blue) are words used to describe nouns. They tell us more information about the noun. (Revisiting from Year R) • A definition is what a word means. • Synonyms are words that have the same, or a very similar meaning. (e.g. big, large, huge). 	<p>Know how...</p> <ul style="list-style-type: none"> • To develop pleasure in reading and motivation to read by listening to a wide range of poems and discussing likes, dislikes and preferences. (Revisiting from Autumn 1) • To appreciate rhymes and poems. • To participate in discussions about a wide range of poems with their teachers and peers, using language such as: I think... I know... I wonder... I agree with X because... I disagree with X because... I like... I dislike... I prefer.... (Revisiting from Autumn 1) • To listen to what others say (teachers and peers) and take turns appropriately. (Revisiting from Autumn 1) • To develop their vocabulary and understanding by listening to a wide range of poems and asking questions to clarify their understanding. (Revisiting from Year R and Year 1, Autumn 1) • To recite some rhymes and poems by heart. • To perform rhymes and poems in front of others. (Revisiting from Year R) • To discuss and clarify the meanings of new words, by exploring the context of the sentence, picture clues and background information provided by the teacher and making links to those already known (synonyms). 	<div style="border: 2px solid blue; padding: 10px; margin-bottom: 10px;"> <h3 style="text-align: center;">Winter</h3> <p>Winter crept through the whispering wood, hushing fir and oak; crushed each leaf and froze each web – but never a word he spoke.</p> <p>Winter prowled by the shivering sea, lifting sand and stone; nipped each limpet silently – and then moved on.</p> <p>Winter raced down the frozen stream, catching at his breath; on his lips were icicles, at his back was death.</p> </div> <p>Note to teachers: Poems must be at a level beyond that at which they can read independently.</p> <p><u>Lead Text:</u></p> <ul style="list-style-type: none"> • Winter – Judith Nicolls <p>This poem has been chosen as one example of rhyming patterns within a poem. The children will explore a range of poems containing rhyme, repetition, alliteration and onomatopoeia.</p> <p><u>Linked Texts:</u></p> <ul style="list-style-type: none"> • Who has seen the wind? – Christina Rossetti (symbolic text) • Snowball - Shel Silverstein • The Sound Collector – Roger McGough (resistant poem) • The Ning, Nang, Nong – Spike Milligan (symbolic poem) <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Poetry webinar/ visit from poet	

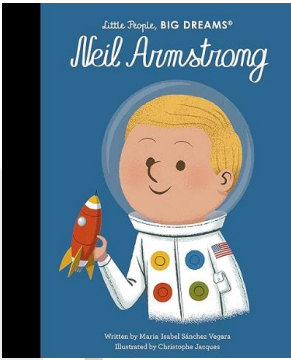
Year 1 Spring 1

Milestone LO:

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently
- Understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Non-fiction means pieces of writing that are factual, rather than fiction. (Revisiting from Year R, Spring 1) Non-fiction books can be books filled with information about different topics. Non-fiction also includes text books (books to help someone learn about a specific subject) and reference books, such as atlases (books containing maps and information about places) and dictionaries (books that tell you the meanings of words). (Revisiting from Year R, Spring 1) We read non-fiction to learn new things or find answers to specific questions. (Revisiting from Year R, Spring 1) Non-fiction texts contain facts. (Revisiting from Year R, Spring 1) Unlike fictional stories, we don't always need to read a non-fiction book in order. (Revisiting from Year R, Spring 1) Non-fiction books often contain a contents page, which is a page that tells you what information will be included in different sections or pages of the book. (Revisiting from Year R, Spring 1) Non-fiction books often contain photographs (taken of real things, with a camera), because they are about real people, places and events. The photographs are sometimes accompanied by captions (words that tell you what the photograph is about) and labels (words that tell you what each part of a photograph is). (Revisiting from Year R, Spring 1) Non-fiction books often contain a glossary. A glossary is a list of words and their meanings, in alphabetical order. It helps the reader understand unfamiliar vocabulary. Alphabetical order means to be organised by the letters of the alphabet. This helps the reader find the word they are looking for more easily. Non-fiction books often contain an index page. An index page is often found at the back of the book. Similarly to a glossary, important words are listed in alphabetical order. The index page is used to help the reader find all of the pages containing information relating to a particular word. 	<p>Know how...</p> <ul style="list-style-type: none"> To develop pleasure in reading and motivation to read by listening to a wide range of non-fiction and discussing what they have learned, their understanding and how items of information are related. (Revisiting from Autumn 1 and 2) To develop their vocabulary and understanding by listening to a wide range of non-fiction and asking questions to clarify their understanding. (Revisiting from Year R and Year 1, Autumn 1 and 2) To draw on what they already know in order to understand books they can read accurately and fluently. To draw on what they already know in order to understand books they listen to. To draw on background information provided by the teacher in order to understand books they can read accurately and fluently. To draw on background information provided by the teacher in order to understand books they listen to. To draw on their understanding of vocabulary provided by the teacher in order to understand books they can read accurately and fluently. To draw on vocabulary provided by the teacher in order to understand books they listen to. 	 <p>Lead Text:</p> <ul style="list-style-type: none"> Little People, Big Dreams – Neil Armstrong <p>This text has been chosen to inspire children's pleasure in reading and understanding of reading non-fiction. It also links to their history learning, and supports knowledge acquisition across in history.</p> <p>Linked Texts:</p> <p>Other supporting non-fiction includes:</p> <p>One Giant Leap – The Story of Neil Armstrong – Don Brown; in addition to a range of other texts.</p> <p>Linked fiction texts include: Toys in Space – Mini Grey and Wanda's Space Party – Sue Hendra. These have been chosen because they are narratively complex.</p> <p>For further linked texts and vocabulary, see full text mapping document.</p> <p>Note to teachers: Non-fiction read aloud to children, must be at a level beyond that at which they can read independently.</p> <p>Note to teachers: In relation to the milestone relating to: drawing on what they already know or on background information and vocabulary provided by the teacher, substantive knowledge needs to be text specific. Teachers will need to give children substantive knowledge to draw upon to ensure they are able to understand the text.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Oceanarium trip – reading non-fiction information and making links to non-fiction texts used in science	

Year 1 Spring 2

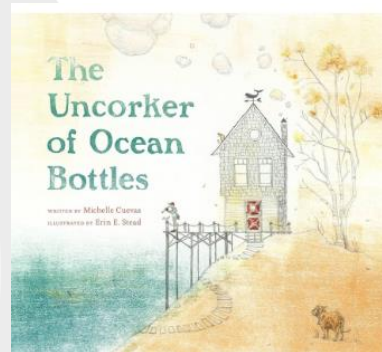
Milestone LO:

Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events

Children should also be taught to ask and answer literal questions about texts they listen to and those they read for themselves, requiring them to retrieve information from the text, (not explicitly stated in National Curriculum).

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Comprehension is the ability to understand something. The purpose of writing is for it to be read and understood. • While word reading, it is important to check that the text makes sense to us and ensure we fully comprehend (understand) what it is about. • It is also important to correct (fix) any inaccurate reading (words we have misread), as this will affect the meaning. • The title is what the story is called. It is often the first impression of the story, and similarly to the front cover, it gives clues about what the story might be about. (Revisiting from Year R, Autumn 1) • An event is something that happens. • Retrieval, in this context, means to find information in a text (fiction, non-fiction or poetry) and use it to answer questions or summarise (to sum up). • A question is a sentence that needs an answer. (Revisiting from Year R, Spring 2) • We ask questions when we want to find out information. (Revisiting from Year R, Spring 2) • Questions often begin with question words such as: who, what, where, when, why, how, did, does, is etc. (Revisiting from Year R, Spring 2) • We can ask questions to find out more about what we listen to. (Revisiting from Year R, Spring 2) • We can ask questions about fiction, non-fiction, rhymes and poems. (Revisiting from Year R, Spring 2) 	<p>Know how...</p> <ul style="list-style-type: none"> • To check that the text makes sense to them as they read by: visualising what is happening in the story, asking questions, wondering aloud and re-reading. • To correct inaccurate reading by: noticing when sense cannot be made, re-reading and using decoding strategies (see RWI knowledge progression). • To discuss the significance of the title and events by: reading and understanding the title and making sense of the events within the text. • To respond to stories, non-fiction and poetry that they listen to by asking relevant questions (questions that are directly related to what they have heard). (Revisiting from Year R, Spring 2) • To ask questions to clarify their understanding of stories, non-fiction and poetry that they listen to. (Revisiting from Year R, Spring 2) • To ask questions to find out more information about stories, non-fiction, and poetry that they listen to. (Revisiting from Year R, Spring 2) • To offer responses to questions asked by others (teacher or peers) to demonstrate their understanding of what they have listened to. (Revisiting from Year R, Spring 2) • To ask questions (either verbal or written) about a text they can independently read. • To answer questions (either verbal or written) by retrieving information from a text they can read independently. 	 <p>Lead Text:</p> <ul style="list-style-type: none"> • The Uncorker of Ocean Bottles – Michelle Cuevas <p>This text has been chosen to support children's acquisition of this half term's comprehension knowledge.</p> <p>Linked Texts:</p> <ul style="list-style-type: none"> • Flotsam – David Wiesner (resistant text) • Shark Lady – Jess Keating • Manfish – Jennifer Berne • The Fantastic Undersea Life of Jacques Cousteau – Don Yaccarino <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Zoolab visit – links to spoken language – asking and answering questions to further understanding	

Year 1 Summer 1

Milestone LO:

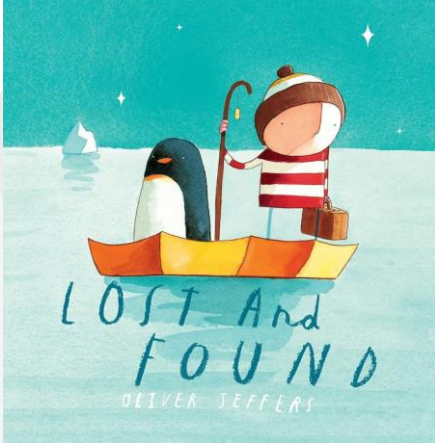
Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- being encouraged to link what they read or hear read to their own experiences

Understand both the books they can already read accurately and fluently and those they listen to by:

- making inferences on the basis of what is being said and done

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Links are connections that can be made between books and our own experiences (things that have happened to us or that we have seen happen to others.) • Comprehension is the ability to understand something. The purpose of writing is for it to be read and understood. (Revisiting from Spring 2) • Inference is when a reader 'reads between the lines', using clues and pieces of evidence to reason, in order to fully comprehend things that have been implied, but not explicitly stated. This means, the author may have hinted at things, but not said them as fact. 	<p>Know how...</p> <ul style="list-style-type: none"> • To develop pleasure in reading and motivation to read by linking what they read or hear read to their own experiences. (Revisiting from Autumn 1 and 2 and Spring 1) • To develop their vocabulary and understanding by linking what they read or hear read to their own experiences. (Revisiting from Year R and Year 1, Autumn 1 and 2 and Spring 1) • To begin making inferences by understanding 'why' questions. • To begin making inferences by looking for clues in pictures. • To make inferences on the basis of what is being said and done in stories they listen to read aloud. Children need to know how to look for clues in the text, connect pieces of information together and reason. • To make inferences on the basis of what is being said and done in stories they can already read accurately and fluently. Children need to know how to look for clues in the text, connect pieces of information together and reason. • To independently answer a range of inference questions, both about stories they listen to and those they can already read accurately and fluently, either verbally or in writing. • To 'prove it' by reasoning about their inferences (some children may do so verbally, others in writing or through the use of inference sums). 	 <p><u>Lead Text:</u></p> <ul style="list-style-type: none"> • Lost and Found – Oliver Jeffers <p>This text has been chosen to support children's acquisition of this half term's comprehension knowledge. This is also a resistant text, chosen to give children further exposure to this text type.</p> <p><u>Linked Texts – chosen to facilitate making links:</u></p> <ul style="list-style-type: none"> • The Day the Crayons Quit – Oliver Jeffers • The Day the Crayons Came Home – Oliver Jeffers <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Significant individual visit – links to history – making inferences in books about significant individuals and reasons for actions	

Year 1 Summer 2

Milestone LO:

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- recognising and joining in with predictable phrases

Understand both the books they can already read accurately and fluently and those they listen to by:

- predicting what might happen on the basis of what has been read so far

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> To anticipate means to imagine or expect something to happen next. (Revisiting from Year R, Summer 2). To predict means to state what you think might happen next, based on what has already happened. A prediction is not necessarily what you would like to happen next. Predictions need to be plausible (you need to have reasons why you think it is logical for that to happen next in the story). Sometimes we make predictions based on information that is stated in the text and other times we make predictions based on information that we have inferred. 	<p>Know how...</p> <ul style="list-style-type: none"> To develop pleasure in reading and motivation to read by recognising and joining in with predictable phrases, in texts that are read aloud to them. (Revisiting from Autumn 1 and 2 and Spring 1 and Summer 1) To develop their vocabulary and understanding by recognising and joining in with predictable phrases, in texts that are read aloud to them. (Revisiting from Year R and Year 1, Autumn 1 and 2 and Spring 1) To anticipate – where appropriate – key events in stories by: using clues in the title, pictures, what they have heard and what has previously been said and done by a character. (Revisiting from Year R, Summer 2) To predict what might happen next in a story they listen to by: considering what has been read so far (for example: what a character has just said or done). To predict what might happen next in a story they can read for themselves by: considering what has been read so far (for example: what a character has just said or done). 	<div data-bbox="1091 434 1497 779" data-label="Image"> </div> <p><u>Lead Text:</u></p> <ul style="list-style-type: none"> The Pirates Next Door – Jonny Duddle <p>This text has been chosen to support children's acquisition of this half term's comprehension knowledge, making predictions.</p> <p><u>Linked Texts (chosen to further support prediction knowledge) include:</u></p> <ul style="list-style-type: none"> Mungo and the Picture Book Pirates – Timothy Knapman (chosen as a first introduction to texts with a non-linear time sequence) Pirates in the Supermarket – Timothy Knapman The Night Pirates – Peter Harris Class Three All At Sea – Julia Jarman Henry's Pirate Surprise – Justin C H Birch The range of Captain Flinn and the Pirate Dinosaurs books – Giles Andreae <p>For further linked texts and vocabulary, see full text mapping document.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Author visit	

Year 2 Autumn 1

Milestone LO:

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of stories 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
- discussing the sequence of events in books and how items of information are related

Participate in discussion about books 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, both those that they listen to and those that they read for themselves.

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Stories are narratives about people, places and events (things that happen). They are mostly fictional, but can be based on real events. They are written for people to read (or listen to) and enjoy. (Revisiting from Year R and Year 1, Autumn 1) • Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Revisiting from Year R and Year 1, Autumn 1) • An author is the person who writes the story. (Revisiting from Year R and Year 1, Autumn 1) • An illustrator is the person who creates the pictures for the story. (Revisiting from Year R and Year 1, Autumn 1) • Listening is not only when we hear the sounds or words being spoken, but when we process and try to understand what is being said or read. (Revisiting from Year R and Year 1, Autumn 1) • Listening is important because it helps us understand things we need to know. (Revisiting from Year R and Year 1, Autumn 1) • We can listen by: sitting still, looking at the person speaking or reading (or the book) and thinking about what they are saying. (Revisiting from Year R and Year 1, Autumn 1) • Fairy stories (also known as fairy tales) are children's tales about magical or imaginary beings and lands. (Revisiting from Year 1, Autumn 1) • Characteristics of fairy stories often include: beginning with 'once upon a time', ending with telling the reader that the characters 'all lived happily ever after', set in the past (but not a specific period of history) and they usually have a happy ending where good triumphs over evil. (Revisiting from Year 1, Autumn 1) • Traditional tales are stories that have been told and retold over many years and therefore almost everybody knows them. (Revisiting from Year 1, Autumn 1) • Traditional tales often have: a moral (where a character learns a lesson: such as not being greedy, or not talking to strangers), talking animals, characters names sometimes tell you about their personality (e.g. the big, bad wolf), a woodland, countryside or forest setting, a repeated phrase throughout the story and a happy ending. (Revisiting from Year 1, Autumn 1) • Having a discussion means talking about something, either to reach a conclusion (decide something), or to share ideas (often different to one another). (Revisiting from Year 1, Autumn 1) • Taking turns in a discussion means having your turn and then listening to the ideas of others, before you speaking again. (Revisiting from Year 1, Autumn 1) • Retelling means telling the story or parts of the story we have listened to, again afterwards. (Revisiting from Year R and Year 1, Autumn 1) • We can retell a story to show that we understand it. (Revisiting from Year R and Year 1, Autumn 1) • Sometimes we retell stories so that others who have not heard or read them, can enjoy them. (Revisiting from Year R and Year 1, Autumn 1) • We sometimes retell stories to recommend them to others, so that they might choose to read them too. (Revisiting from Year R and Year 1, Autumn 1) • We can retell by repeating what we have heard, or by using our own words that have similar meanings to tell the same story in our own words. (Revisiting from Year R and Year 1, Autumn 1) • The sequence of events in books means the order in which events happen in a story. 	<p>Know how...</p> <ul style="list-style-type: none"> • To develop pleasure in reading and motivation to read by listening to stories and discussing likes, dislikes and preferences. (Revisiting from Year 1, Autumn 1) • To listen to key stories, fairy stories and traditional tales and read some themselves by using their word reading disciplinary knowledge (see RWI knowledge progression). (Revisiting from Year 1, Autumn 1) • To participate in discussions about stories (including stories they can read themselves) with their teachers and peers, using language such as: I think... I know... I wonder... I agree with X because... I disagree with X because... I like... I dislike... I prefer.... (Revisiting from Year 1, Autumn 1) • To express their personal views (using stem sentences such as above, in spoken or written language) about a wider range of stories that they listen to (at a level beyond that at which they can read independently). • To listen to what others say (teachers and peers) and take turns appropriately. (Revisiting from Year 1, Autumn 1) • To retell a wider range of stories, fairy stories and traditional tales that they have listened to (and those they have read themselves) by repeating them, using exact repetition, their own words or newly introduced vocabulary. (Revisiting from Year R and Year 1, Autumn 1) • To explain clearly and discuss (in their spoken or written language) their understanding of what has been read to them and those that they read for themselves. (Revisiting from Year 1, Autumn 1) • To develop their vocabulary and understanding by listening to a wider range of stories and asking questions to clarify their understanding. (Revisiting from Year R and Year 1, Autumn 1) • To discuss the sequence of events in books and how items of information are related by sequencing events that happen in stories that they listen to and those they read for themselves. 	<div data-bbox="1150 472 1506 819" data-label="Image"> </div> <p><u>Lead Text:</u></p> <ul style="list-style-type: none"> • A Bear Called Paddington – Michael Bond <p><u>Linked Texts:</u></p> <ul style="list-style-type: none"> • Paddington at the Palace – Michael Bond • Paddington at the Zoo – Michael Bond • Paddington in the Garden – Michael Bond • Paddington and the Marmalade Maze – Michael Bond • Paddington the Artist – Michael Bond • Paddington at the Tower – Michael Bond • Paddington and the Grand Tour – Michael Bond • Paddington at the Circus – Michael Bond • Paddington King of the Castle – Michael Bond • Paddington Goes to Hospital – Michael Bond • Paddington Turns Detective – Michael Bond • A Spot of Fishing (Paddington Abroad) – Michael Bond • An Unexpected Party (Paddington Marches On) – Michael Bond <p>These texts have all been chosen to enable the children to revisit archaic literature, in addition to being the vehicle through which they learn this half term's knowledge.</p> <p>The children will also read a range of traditional tales and fairy tales, focussing largely on Jack and the Beanstalk.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Visit from Year 3 – fairy tales	

Year 2 Autumn 2

Milestone LO:

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, and discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 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

Participate in discussion about poems 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 poems, both those that they listen to and those that they read for themselves.

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Rhymes are created using rhyming words. (Revisiting from Year R and Year 1, Autumn 2) • Rhyming words are words that sound the same at the end e.g. at, mat, cat, bat, rat. (Revisiting from Year R and Year 1, Autumn 2) • Rhymes are used in some stories, many poems and many songs. (Revisiting from Year R and Year 1, Autumn 2) • Not all poems rhyme. (Revisiting from Year R and Year 1, Autumn 2) • Poems are pieces of writing in which the poet (person who writes it) expresses their thoughts, feelings and ideas in a creative way. (Revisiting from Year R and Year 1, Autumn 2) • Classic poetry refers to more traditional poetry, typically following a more standard form. • Contemporary poetry refers to poems written more recently in a more modern style. • Contemporary poetry doesn't always follow a specific form. It is also categorised by more modern language choices. • Some poems tell stories, but not always. (Revisiting from Year R and Year 1, Autumn 2) • Some poems are nonsense. (Revisiting from Year R and Year 1, Autumn 2) • Poems often use rhythm, rhyme and imagery. (Revisiting from Year R and Year 1, Autumn 2) • Rhythm means the beat and pace of a poem. (Revisiting from Year R and Year 1, Autumn 2) • Paragraphs in a poem are called stanzas. (Revisiting from Year 1, Autumn 2) • Stanzas are made up of lines. (Revisiting from Year 1, Autumn 2) • To ensure the rhythm, there is often a pattern with the number of syllables in each line. (Revisiting from Year 1, Autumn 2) • Syllables are beats within a word. (Revisiting from Year 1, Autumn 2) • Imagery is when the writer uses description to deepen the reader's understanding, often using their senses e.g. s, hearing, smell, sight etc. (Revisiting from Year R and Year 1, Autumn 2) • Poems sometimes use repetition (repeated words or phrases) for effect. (Revisiting from Year R and Year 1, Autumn 2) • Poems sometimes use alliteration. (Revisiting from Year 1, Autumn 2) • Alliteration is when words begin with the same sound e.g. soft, small and sweet. (Revisiting from Year 1, Autumn 2) • Poems sometimes use onomatopoeia. (Revisiting from Year 1, Autumn 2) • Onomatopoeia is when words sound like their meaning e.g. crash, smash, pop. (Revisiting from Year 1, Autumn 2) • There are lots of different types of poems e.g. acrostic poems, shape poems, limericks and haikus. (Revisiting from Year 1, Autumn 2) • Recite means to learn how to say something off by heart (without reading it). (Revisiting from Year R and Year 1, Autumn 2) • Intonation means how you use your voice to affect the meaning, often by changing pitch (how high or low the sound is). • Perform means to show or present something to others in a formal way (different to practising it). (Revisiting from Year R and Year 1, Autumn 2) • Vocabulary means words. (Revisiting from Year R and Year 1, Autumn 2) • The more words we understand, the more things we can learn and the better our language skills will become. (Revisiting from Year R and Year 1, Autumn 2) • When we learn new words, they can be categorised in different ways. (Revisiting from Year R and Year 1, Autumn 2) • Tier 1 vocabulary refers to basic words that are often used in spoken language. (Revisiting from Year R and Year 1, Autumn 2) • Tier 2 vocabulary refers to words that occur frequently in different subject areas and across different topics, but are less common than tier 1 words. Tier 2 words are often used in writing. (Revisiting from Year R and Year 1, Autumn 2) • Tier 3 vocabulary refers to content or subject specific vocabulary that is not frequently occurring. (Revisiting from Year R and Year 1, Autumn 2) • Words also fall into word classes, depending on the job they do in a sentence. (Revisiting from Year R and Year 1, Autumn 2) 	<p>Know how...</p> <ul style="list-style-type: none"> • To listen to classic and contemporary poetry and read some poems themselves by using their word reading disciplinary knowledge (see RWI knowledge progression). • To develop pleasure in reading and motivation to read by listening to a wide range of classic and contemporary poetry and discussing likes, dislikes and preferences. (Revisiting from Year 1, Autumn 1 and 2) • To appreciate classic and contemporary poetry. • To participate in discussions about a wide range of classic and contemporary poetry that they listen to and those that they have read themselves with their teachers and peers, using language such as: I think... I know... I wonder... I agree with X because... I disagree with X because... I like... I dislike... I prefer.... (Revisiting from Year 1, Autumn 1 and 2) • To express their personal views (using stem sentences such as above, in spoken or written language) about a wide range of classic and contemporary poetry that they listen to (at a level beyond that at which they can read independently). (Revisiting from Autumn 1) • To listen to what others say (teachers and peers) and take turns appropriately, when discussing poetry they have listened to and those they have read themselves. (Revisiting from Autumn 1) • To develop their vocabulary and understanding by listening to a wide range of classic and contemporary poetry and asking questions to clarify their understanding. (Revisiting from Year R, Year 1, Autumn 2 and Year 2, Autumn 1) • To fully explain and discuss their understanding of classic and contemporary poetry that they listen to and read themselves. • To recite some rhymes and poems by heart. (Revisiting from Year 1, Autumn 2) • To use appropriate intonation in their voices to make the meaning clear, when reciting poetry. • To perform rhymes and poems in front of others. (Revisiting from Year R and Year 1, Autumn 2) • To discuss and clarify the meanings of new words, by exploring the context, picture clues and background information provided by the teacher and making links to those already known (synonyms). (Revisiting from Year 1, Autumn 2) • To recognise simple recurring literary language in both stories and in poetry. • To discuss their favourite words and phrases, giving reasons why they like them and considering author/poet choice and the effect on the reader. 	 <p>Lead Text:</p> <ul style="list-style-type: none"> • Twas the Night Before Christmas – Clement Clarke Moore (archaic text – classic poem) <p>Linked Texts:</p> <ul style="list-style-type: none"> • I do not mind you winter wind – contemporary poem • 26th December – Kenn Nesbitt – contemporary poem <p>Note to teachers: Poems read aloud to children must be at a level beyond that at which they can read independently. There must be a good mixture of contemporary and classic poetry and a range of types of poems.</p> <p>Other Linked Texts:</p> <ul style="list-style-type: none"> • Vlad and the Florence Nightingale Adventure – Kate Cunningham • Three Brave Women – C.L.G Martin (Narrative text with a non-linear time sequence) • Read aloud – Matilda – Roald Dahl <p>For further linked texts and vocabulary, see full text mapping document.</p>

<ul style="list-style-type: none"> • Nouns (orange) are people, places or things. They tell us who, what or where. (Revisiting from Year R and Year 1, Autumn 2) • Verbs (yellow) are action words. Verbs tell us what was done, is currently being done or is going to be done. (Revisiting from Year R and Year 1, Autumn 2) • Adjectives (blue) are words used to describe nouns. They tell us more information about the noun. (Revisiting from Year R and Year 1, Autumn 2) • A definition is what a word means. (Revisiting from Year 1, Autumn 2) • Synonyms are words that have the same, or a very similar meaning. (e.g. big, large, huge). (Revisiting from Year 1, Autumn 2) • Recurring literary language refers to literary techniques (such as alliteration) being repeated. 		
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Visit from poet/ poetry webinar	



Year 2 Spring 1

Milestone LO:

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of 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

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher

Participate in discussion about books 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 and other material, both those that they listen to and those that they read for themselves.

Below can be done through both fiction and non-fiction:

Understand both the books they can already read accurately and fluently and those they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading
- answering and asking questions (including some simple inferences for children who are ready for it – they learned inference in Year One)

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • Non-fiction means pieces of writing that are factual, rather than fiction. (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • Non-fiction books can be books filled with information about different topics. Non-fiction also includes text books (books to help someone learn about a specific subject) and reference books, such as atlases (books containing maps and information about places) and dictionaries (books that tell you the meanings of words). (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • We read non-fiction to learn new things or find answers to specific questions. (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • Non-fiction texts contain facts. (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • Unlike fictional stories, we don't always need to read a non-fiction book in order. (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • Non-fiction books often contain a contents page, which is a page that tells you what information will be included in different sections or pages of the book. (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • Non-fiction books often contain photographs (taken of real things, with a camera), because they are about real people, places and events. The photographs are sometimes accompanied by captions (words that tell you what the photograph is about) and labels (words that tell you what each part of a photograph is). (Revisiting from Year R, Spring 1 and Year 1, Spring 1) • Non-fiction books often contain a glossary. (Revisiting from Year 1, Spring 1) • A glossary is a list of words and their meanings, in alphabetical order. It helps the reader understand unfamiliar vocabulary. (Revisiting from Year 1, Spring 1) • Alphabetical order means to be organised by the letters of the alphabet. This helps the reader find the word they are looking for more easily. (Revisiting from Year 1, Spring 1) • Non-fiction books often contain an index page. (Revisiting from Year 1, Spring 1) • An index page is often found at the back of the book. Similarly to a glossary, important words are listed in alphabetical order. (Revisiting from Year 1, Spring 1) • The index page is used to help the reader find all of the pages containing information relating to a particular word. (Revisiting from Year 1, Spring 1) • A heading is the main title of the text that tells you what the text is about. • A subheading is a mini title throughout a text that tells you what that specific section of information is about. • Headings and subheadings usually stand out on the page, because they are in larger print, underlined or in a bold font. • Font is what the letters look like and bold means they are darker and thicker. • Non-fiction books can be structured in different ways. • Structure is the way the text is organised. Organised means to arrange in a clear way. • Comprehension is the ability to understand something. The purpose of writing is for it to be read and understood. (Revisiting from Year 1, Spring 2) • While word reading, it is important to check that the text makes sense to us and ensure we fully comprehend (understand) what it is about. (Revisiting from Year 1, Spring 2) • It is also important to correct (fix) any inaccurate reading (words we have misread), as this will affect the meaning. (Revisiting from Year 1, Spring 2) 	<p>Know how...</p> <ul style="list-style-type: none"> • To develop pleasure in reading and motivation to read by listening to a wide range of non-fiction and discussing what they have learned, their understanding and how items of information are related. (Revisiting from Year 1 and Autumn 1 and 2) • To develop their vocabulary and understanding by listening to a wide range of non-fiction and asking questions to clarify their understanding. (Revisiting from Year R and Year 1, Autumn 1 and 2) • To draw on what they already know in order to understand books they can read accurately and fluently. (Revisiting from Year 1, Spring 1) • To draw on what they already know in order to understand books they listen to. (Revisiting from Year 1, Spring 1) • To draw on background information provided by the teacher in order to understand books they can read accurately and fluently. (Revisiting from Year 1, Spring 1) • To draw on background information provided by the teacher in order to understand books they listen to. (Revisiting from Year 1, Spring 1) • To draw on their understanding of vocabulary provided by the teacher in order to understand books they can read accurately and fluently. (Revisiting from Year 1, Spring 1) • To draw on vocabulary provided by the teacher in order to understand books they listen to. (Revisiting from Year 1, Spring 1) • To participate in discussion about books and other works that are read to them. (Revisiting from Year 1) • To participate in discussion about books and other works that they can read for themselves. • To take turns. • To listen to what others say and build upon their ideas appropriately. • To explain clearly and discuss (in their spoken or written language) their understanding of books and other material that has been read to them and those that they read for themselves. (Revisiting from Year 1, Autumn 1 and Year 2, Autumn 1) • To check that the text makes sense to them as they read by: visualising what is happening in the story, asking questions, wondering aloud and re-reading. (Revisiting from Year 1, Spring 2) • To correct inaccurate reading by: noticing when sense cannot be made, re-reading and using decoding strategies (see RWI knowledge progression). (Revisiting from Year 1, Spring 2) 	 <p>Lead Text:</p> <ul style="list-style-type: none"> • Samson's Titanic Journey – Lauren Graham <p>Linked Texts:</p> <ul style="list-style-type: none"> • Tonight on the Titanic – Magic Treehouse – Mary Pope Osborne • Kaspar King of Cats – Michael Morpurgo (challenge text) • The Bear and The Piano – David Litchfield <p>Children will also learn to range of non-fiction texts (see full text mapping document)</p> <p>Note to teachers: Non-fiction read aloud to children, must be at a level beyond that at which they can read independently.</p> <p>Note to teachers: In relation to the milestone relating to: drawing on what they already know or on background information and vocabulary provided by the teacher, substantive knowledge needs to be text specific. Teachers will need to give children substantive knowledge to draw upon to ensure they are able to understand the text.</p>

<ul style="list-style-type: none"> • The title is what the story is called. It is often the first impression of the story, and similarly to the front cover, it gives clues about what the story might be about. (Revisiting from Year R, Autumn 1 and Year 1, Spring 2) • An event is something that happens. (Revisiting from Year 1, Spring 2) • Retrieval, in this context, means to find information in a text (fiction, non-fiction or poetry) and use it to answer questions or summarise (to sum up). (Revisiting from Year 1, Spring 2) • A question is a sentence that needs an answer. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • We ask questions when we want to find out information. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • Questions often begin with question words such as: who, what, where, when, why, how, did, does, is etc. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • We can ask questions to find out more about what we listen to. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • We can ask questions about fiction, non-fiction, rhymes and poems. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) <p>For some children:</p> <ul style="list-style-type: none"> • Inference is when a reader 'reads between the lines', using clues and pieces of evidence to reason, in order to fully comprehend things that have been implied, but not explicitly stated. This means, the author may have hinted at things, but not said them as fact. (Revisiting from Year 1, Summer 1) 	<ul style="list-style-type: none"> • To discuss the significance of the title and events by: reading and understanding the title and making sense of the events within the text. (Revisiting from Year 1, Spring 2) • To respond to stories, non-fiction and poetry that they listen to by asking relevant questions (questions that are directly related to what they have heard). (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • To ask questions to clarify their understanding of stories, non-fiction and poetry that they listen to. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • To ask questions to find out more information about stories, non-fiction, and poetry that they listen to. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • To offer responses to questions asked by others (teacher or peers) to demonstrate their understanding of what they have listened to. (Revisiting from Year R, Spring 2 and Year 1, Spring 2) • To ask questions (either verbal or written) about a text they can independently read. (Revisiting from Year 1, Spring 2) • To answer questions (either verbal or written) by retrieving information from a text they can read independently. (Revisiting from Year 1, Spring 2) <p>For some children:</p> <ul style="list-style-type: none"> • To begin making inferences by understanding 'why' questions. (Revisiting from Year 1, Summer 1) • To begin making inferences by looking for clues in pictures. (Revisiting from Year 1, Summer 1) • To make inferences on the basis of what is being said and done in stories they listen to read aloud. Children need to know how to look for clues in the text, connect pieces of information together and reason. (Revisiting from Year 1, Summer 1) • To make inferences on the basis of what is being said and done in stories they can already read accurately and fluently. Children need to know how to look for clues in the text, connect pieces of information together and reason. (Revisiting from Year 1, Summer 1) • To independently answer a range of inference questions, both about stories they listen to and those they can already read accurately and fluently, either verbally or in writing. (Revisiting from Year 1, Summer 1) • To 'prove it' by reasoning about their inferences (some children may do so verbally, others in writing or through the use of inference sums). (Revisiting from Year 1, Summer 1) 	
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	World Book Day	

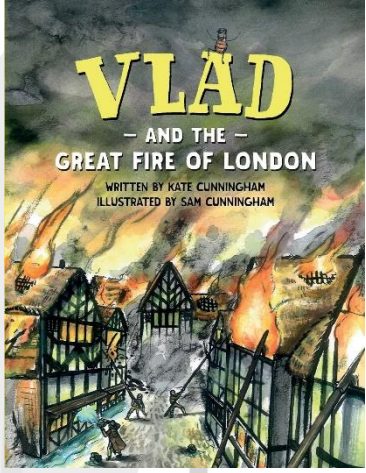
Year 2 Spring 2

Milestone LO:

Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

- making inferences on the basis of what is being said and done

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Inference is when a reader 'reads between the lines', using clues and pieces of evidence to reason, in order to fully comprehend things that have been implied, but not explicitly stated. This means, the author may have hinted at things, but not said them as fact. (Revisiting from Year 1, Summer 1) <p>Note to teachers: Although this milestone is the same as the milestone relating to inference in Year One, the children must revisit all knowledge with more complex texts (age appropriate) and a greater level of independence, than Year One. Progression will also come through task design (e.g. more opportunities to reason about a range of pieces of evidence, in a more sophisticated way).</p>	<p>Know how...</p> <ul style="list-style-type: none"> To begin making inferences by understanding 'why' questions. (Revisiting from Year 1, Summer 1) To begin making inferences by looking for clues in pictures. (Revisiting from Year 1, Summer 1) To make inferences on the basis of what is being said and done in stories they listen to read aloud. Children need to know how to look for clues in the text, connect pieces of information together and reason. (Revisiting from Year 1, Summer 1) To make inferences on the basis of what is being said and done in stories they can already read accurately and fluently. Children need to know how to look for clues in the text, connect pieces of information together and reason. (Revisiting from Year 1, Summer 1) To independently answer a range of inference questions, both about stories they listen to and those they can already read accurately and fluently, either verbally or in writing. (Revisiting from Year 1, Summer 1) To 'prove it' by reasoning about their inferences (some children may do so verbally, others in writing or through the use of inference sums). (Revisiting from Year 1, Summer 1) 	 <p>Lead Text:</p> <ul style="list-style-type: none"> Vlad and the Great Fire of London – Kate Cunningham <p>Linked Text:</p> <ul style="list-style-type: none"> Toby and the Great Fire of London – Margaret Nash and Jane Cope When the Rains Come – Tom Pow (chosen so children can revisit texts with a non-linear time sequence) Lila and the Secret of Rain (chosen so children can revisit texts with a non-linear time sequence and make links to When the Rains Come, through themes and conventions).
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Great Fire of London drama workshop – links to spoken language	

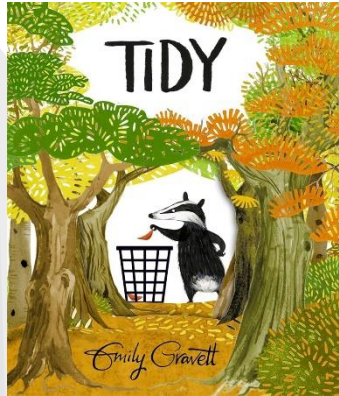
Year 2 Summer 1

Milestone LO:

Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

- predicting what might happen on the basis of what has been read so far

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> • To predict means to state what you think might happen next, based on what has already happened. (Revisiting from Year 1, Summer 2) • A prediction is not necessarily what you would like to happen next. (Revisiting from Year 1, Summer 2) • Predictions need to be plausible (you need to have reasons why you think it is logical for that to happen next in the story). (Revisiting from Year 1, Summer 2) • Sometimes we make predictions based on information that is stated in the text and other times we make predictions based on information that we have inferred. (Revisiting from Year 1, Summer 2) 	<p>Know how...</p> <ul style="list-style-type: none"> • To predict what might happen next in a story they listen to by: considering what has been read so far (for example: what a character has just said or done). (Revisiting from Year 1, Summer 2) • To predict what might happen next in a story they can read for themselves by: considering what has been read so far (for example: what a character has just said or done). (Revisiting from Year 1, Summer 2) <p>Note to teachers: Although this milestone is the same as the milestone relating to prediction in Year One, the children must revisit all knowledge with more complex texts (age appropriate) and a greater level of independence, than Year One. Progression will also come through task design (e.g. more opportunities to reason about plausible predictions, in a more sophisticated way).</p>	 <p>Lead Text:</p> <ul style="list-style-type: none"> • Tidy – Emily Gravett <p>This text has been chosen to facilitate children's understanding of the crucial knowledge relating to making plausible predictions.</p> <p>Linked Texts:</p> <ul style="list-style-type: none"> • Wolves Emily Gravett (chosen to enable children to revisit studying a resistant text) Picturebook • Meerkat Mail – Emily Gravett • Voices in the Park – Anthony Browne (chosen to enable to revisit a narratively complex narrative) • Into the Forest – Anthony Browne (chosen to facilitate making links between texts based on themes and conventions)
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Big Mouth Theatre Workshop – links to spoken language curriculum	

Year 2 Summer 2

Milestone LO:

Comprehension

End of KS1 assessment framework: Make links between the book they are reading, and other books they have read.

Substantive Knowledge	Disciplinary Knowledge	Texts
<p>Know that...</p> <ul style="list-style-type: none"> Links are connections that can be made between books and our own experiences (things that have happened to us or that we have seen happen to others.) (Revisiting from Year 1, Summer 1) Links can also be made between books. We can make links based on characters, settings, plot, themes and conventions. Characters are the people/creatures/animals that the story is about. A main character is the character who is involved in most of the story. (Revisiting from Year R and 1) The setting is where the story takes place. (Revisiting from Year R and 1) The plot is the events that happen in the story. (Revisiting from Year R and 1) Themes are key ideas or messages that run throughout the story e.g. love, family, friendship, money. Conventions are features of a type of writing that help define its genre e.g. 'They all lived happily ever after...' in traditional stories. 	<p>Know how...</p> <ul style="list-style-type: none"> To develop pleasure in reading and motivation to read by linking what they read or hear read to their own experiences. (Revisiting from Year 1, Summer 1) To develop their vocabulary and understanding by linking what they read or hear read to their own experiences. (Revisiting from Year 1, Summer 1) To independently make links between the book they are reading, and other books they have read by: understanding similarities and differences, with particular reference to themes and conventions. 	<div data-bbox="1101 374 1482 826" data-label="Image"> </div> <p>Lead Text:</p> <ul style="list-style-type: none"> The Three Little Wolves and the Big Bad Pig – Eugene Trivizas <p>The children will also study a range of other linked texts, to enable them to learn to make links between themes and conventions.</p>
Vocabulary	In addition to vocabulary listed in substantive knowledge above, see full text and vocabulary mapping document.	
Enrichment & wider development	Author visit	

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