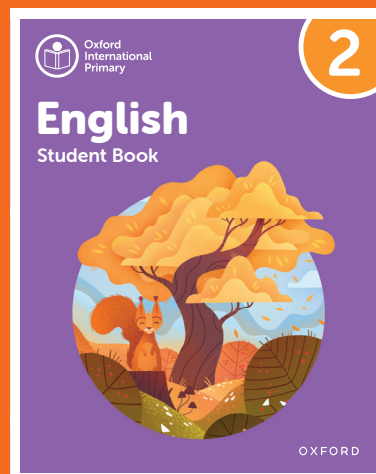


Oxford International Primary English

Stage 2



Unit 1 New friends	
Activity	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) speak audibly and fluently with an increasing command of Standard English participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
1A Speaking, listening and vocabulary	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) discussing their favourite words and phrases. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
1B Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far being introduced to non-fiction books that are structured in different ways answering and asking questions understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions
1C Comprehension	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4) understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far answering and asking questions making inferences on the basis of what is being said and done

1D Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far being introduced to non-fiction books that are structured in different ways understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions
1E Writing	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far answering and asking questions making inferences on the basis of what is being said and done
1F Grammar and vocabulary	<ul style="list-style-type: none"> use capital letters, full stops, question marks and exclamation marks to demarcate sentences develop their understanding of the concepts by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> (Years 3 and 4) read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent spell by: <ul style="list-style-type: none"> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
1G Phonics and spelling	<ul style="list-style-type: none"> use capital letters, full stops, question marks and exclamation marks to demarcate sentences develop their understanding of the concepts by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> (Years 3 and 4) read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
1H Vocabulary	<ul style="list-style-type: none"> draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
1I Writing	<ul style="list-style-type: none"> draft and write by: <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Years 5 and 6) composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about participate in discussions, presentations, performances, role play, improvisations and debates select and use appropriate registers for effective communication speak audibly and fluently with an increasing command of Standard English

Unit 2 Party time!

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) speak audibly and fluently with an increasing command of Standard English participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
2A Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) speak audibly and fluently with an increasing command of Standard English
2B Comprehension	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
2C Comprehension	<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
2D Comprehension	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related
2E Vocabulary	<ul style="list-style-type: none"> draft and write by: <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
2F Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately words of two or more syllables that contain the same graphemes as above develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related
2G Comprehension	<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related

	<ul style="list-style-type: none"> ● draft and write by: <ul style="list-style-type: none"> ● using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) ● use capital letters, full stops, question marks and exclamation marks to demarcate sentences ● use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4) ● make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
2H Vocabulary and punctuation	<ul style="list-style-type: none"> ● draft and write by: <ul style="list-style-type: none"> ● using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) ● use capital letters, full stops, question marks and exclamation marks to demarcate sentences ● use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4)
2I Writing	<ul style="list-style-type: none"> ● use sentences with different forms: statement, question, exclamation, command ● draft and write by: <ul style="list-style-type: none"> ● using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) ● make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Unit 3 Everyday poems

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ● being encouraged to link what they read or hear read to their own experiences (Year 1) ● being introduced to non-fiction books that are structured in different ways ● speak audibly and fluently with an increasing command of Standard English ● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● re-read these books to build up their fluency and confidence in word reading ● read accurately words of two or more syllables that contain the same graphemes as above ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
3A Reading	<ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ● being encouraged to link what they read or hear read to their own experiences (Year 1) ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● speak audibly and fluently with an increasing command of Standard English ● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● re-read these books to build up their fluency and confidence in word reading ● read accurately words of two or more syllables that contain the same graphemes as above ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

3B Comprehension	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently learning to appreciate rhymes and poems, and to recite some by heart continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
3C Spelling and vocabulary	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart read accurately words of two or more syllables that contain the same graphemes as above
3D Reading	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently learning to appreciate rhymes and poems, and to recite some by heart
3E Comprehension	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing their favourite words and phrases. learning to appreciate rhymes and poems, and to recite some by heart read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
3F Reading	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently learning to appreciate rhymes and poems, and to recite some by heart

3G Comprehension	<ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • answering and asking questions • making inferences on the basis of what is being said and done • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
3H Reading	<ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • learning to appreciate rhymes and poems, and to recite some by heart
3I Comprehension, grammar and punctuation	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • learning to appreciate rhymes and poems, and to recite some by heart • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading • develop their understanding of the concepts by: <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use commas to separate items in a list • speak audibly and fluently with an increasing command of Standard English
3J Writing	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing poetry • writing for different purposes • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Years 5 and 6) • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Unit 4 World stories

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
4A Reading	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
4B Comprehension	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves understand both the books that they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> answering and asking questions predicting what might happen on the basis of what has been read so far
4C Reading	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
4D Comprehension	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences
4E Phonics and spelling	<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent spell by: <ul style="list-style-type: none"> distinguishing between homophones and near-homophones segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined use sentences with different forms: statement, question, exclamation, command

4F Grammar	<ul style="list-style-type: none"> add the endings <i>-ing</i>, <i>-ed</i> and <i>-er</i> to verbs where no change is needed to the root word use capital letters, full stops, question marks and exclamation marks to demarcate sentences
4G Reading	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
4H Comprehension	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently develop their understanding of the concepts by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) select and use appropriate registers for effective communication participate in discussions, presentations, performances, role play, improvisations and debates understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions making inferences on the basis of what is being said and done
4I Reading	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
4J Comprehension	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently participate in discussions, presentations, performances, role play, improvisations and debates understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions making inferences on the basis of what is being said and done
4K Vocabulary	<ul style="list-style-type: none"> draft and write by: <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) develop their understanding of the concepts by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i> (Years 3 and 4)
4L Writing	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about form lower-case letters of the correct size relative to one another use spacing between words that reflects the size of the letters develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional)

	<ul style="list-style-type: none"> ● draft and write by: <ul style="list-style-type: none"> ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6) ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Years 5 and 6) ● indicate grammatical and other features by: <ul style="list-style-type: none"> ● using and punctuating direct speech ● make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ● understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ● checking that the text makes sense to them as they read and correcting inaccurate reading
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Unit 5 How things work

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● participate in discussions, presentations, performances, role play, improvisations and debates ● speak audibly and fluently with an increasing command of Standard English ● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ● listen and respond appropriately to adults and their peers
5A Reading	<ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ● being introduced to non-fiction books that are structured in different ways ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● read accurately words of two or more syllables that contain the same graphemes as above ● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
5B Comprehension	<ul style="list-style-type: none"> ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● read accurately words of two or more syllables that contain the same graphemes as above ● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● draft and write by: <ul style="list-style-type: none"> ● in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) ● consider what they are going to write before beginning by: <ul style="list-style-type: none"> ● writing down ideas and/or key words, including new vocabulary
5C Grammar	<ul style="list-style-type: none"> ● develop their understanding of the concepts by: <ul style="list-style-type: none"> ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> (Years 3 and 4) ● develop their understanding of the concepts by: <ul style="list-style-type: none"> ● using conjunctions, adverbs and prepositions to express time and cause ● understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ● answering and asking questions ● draft and write by: <ul style="list-style-type: none"> ● in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4)

5D Phonics and spelling	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • spell by: <ul style="list-style-type: none"> • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
5E Reading	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately words of two or more syllables that contain the same graphemes as above
5F Comprehension	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately words of two or more syllables that contain the same graphemes as above • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • draft and write by: <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary
5G Comprehension and vocabulary	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4) • draft and write by: <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) • participate in discussions, presentations, performances, role play, improvisations and debates • select and use appropriate registers for effective communication • speak audibly and fluently with an increasing command of Standard English
5H Writing and punctuation	<ul style="list-style-type: none"> • use sentences with different forms: statement, question, exclamation, command • ask relevant questions to extend their understanding and knowledge
5I Writing	<ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) • using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Unit 6 Poems from the Caribbean

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • re-read these books to build up their fluency and confidence in word reading

6A Reading	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • re-read these books to build up their fluency and confidence in word reading • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
6B Comprehension	<ul style="list-style-type: none"> • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • answering and asking questions • making inferences on the basis of what is being said and done • ask relevant questions to extend their understanding and knowledge • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • discussing their favourite words and phrases • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6C Vocabulary	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart • read accurately words of two or more syllables that contain the same graphemes as above • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
6D Reading	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences (Year 1) • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • answering and asking questions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6E Comprehension	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences (Year 1) • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • answering and asking questions
6F Grammar and vocabulary	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart • read accurately words of two or more syllables that contain the same graphemes as above

6G Reading	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • speak audibly and fluently with an increasing command of Standard English • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
6H Comprehension, speaking and listening	<ul style="list-style-type: none"> • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • discussing their favourite words and phrases
6I Writing	<ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> • learning to spell common exception words • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • use capital letters, full stops, question marks and exclamation marks to demarcate sentences • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing about real events • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences (Year 1) • participate in discussions, presentations, performances, role play, improvisations and debates • select and use appropriate registers for effective communication

Unit 7 Mountain bear adventure

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far
7A Speaking, listening and vocabulary	<ul style="list-style-type: none"> • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences (Year 1) • use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4)
7B Speaking and listening	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • listen and respond appropriately to adults and their peers

7C Reading	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • spell by: <ul style="list-style-type: none"> • distinguishing between homophones and near-homophones • learning to spell common exception words
7D Comprehension	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • answering and asking questions • draft and write by: <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6)
7E Reading	<ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • spell by: <ul style="list-style-type: none"> • distinguishing between homophones and near-homophones • learning to spell common exception words
7F Comprehension	<ul style="list-style-type: none"> • understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • answering and asking questions • predicting what might happen on the basis of what has been read so far • draft and write by: <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6)
7G Comprehension	<ul style="list-style-type: none"> • add suffixes to spell longer words, including <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>. • Add <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word • draft and write by: <ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) • spell by: <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
7H Vocabulary	<ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Years 5 and 6) • select and use appropriate registers for effective communication
7I Writing	<ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about

Unit 8 Animal world	
Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4)
8A Speaking and listening	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4)
8B Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) being introduced to non-fiction books that are structured in different ways listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4)
8C Comprehension	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions draft and write by: <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences use sentences with different forms: statement, question, exclamation, command give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings participate in discussions, presentations, performances, role play, improvisations and debates
8D Spelling and vocabulary	<ul style="list-style-type: none"> read accurately words of two or more syllables that contain the same graphemes as above consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary Adding the endings <i>-ing</i>, <i>-ed</i> and <i>-er</i> to verbs where no change is needed to the root word understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading
8E Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) being introduced to non-fiction books that are structured in different ways listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

8F Comprehension	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions draft and write by: <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4)
8G Grammar and vocabulary	<ul style="list-style-type: none"> learn how to use: <ul style="list-style-type: none"> subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) develop their understanding of the concepts by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> (Years 3 and 4) draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences read words containing common suffixes
8H Writing	<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent spell by: <ul style="list-style-type: none"> distinguishing between homophones and near-homophones read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered develop their understanding of the concepts by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> answering and asking questions ask relevant questions to extend their understanding and knowledge

Unit 9 Sound and shape poems

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
9A Comprehension	<ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English

	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say use capital letters, full stops, question marks and exclamation marks to demarcate sentences
9B Phonics and spelling	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes spell by: <ul style="list-style-type: none"> distinguishing between homophones and near-homophones learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary
9C Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
9D Comprehension	<ul style="list-style-type: none"> understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
9E Spelling and vocabulary	<ul style="list-style-type: none"> learn how to use: <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, <i>the blue butterfly</i>] read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
9F Reading	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently listen and respond appropriately to adults and their peers
9G Comprehension	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences (Year 1) listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently speak audibly and fluently with an increasing command of Standard English participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

9H Vocabulary, phonics and spelling	<ul style="list-style-type: none"> ● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● spell by: <ul style="list-style-type: none"> ● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ● use the first two or three letters of a word to check its spelling in a dictionary (Years 3 and 4) ● use capital letters, full stops, question marks and exclamation marks to demarcate sentences ● make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ● re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
9I Writing	<ul style="list-style-type: none"> ● consider what they are going to write before beginning by: <ul style="list-style-type: none"> ● planning or saying out loud what they are going to write about ● draft and write by: <ul style="list-style-type: none"> ● in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Years 3 and 4) ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6) ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Years 5 and 6) ● using a wide range of devices to build cohesion within and across paragraphs (Years 5 and 6) ● spell by: <ul style="list-style-type: none"> ● learning to spell common exception words ● develop their understanding of the concepts by: <ul style="list-style-type: none"> ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> (Years 3 and 4) ● indicate grammatical and other features by: <ul style="list-style-type: none"> ● using and punctuating direct speech ● Use sentences with different forms: statement, question, exclamation, command