

Year 2/3 Reading and Writing Long Term Plan 2023-24

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Theme		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Key texts	Topic/Theme	Once upon a time...	Queen Victoria	Oceans	Great Fire of London	Plants
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey
	Text: Three Little Pigs Outcome: Character Description	(Fireworks/ Remembrance Day poetry) Text: Osborne House Visit Outcome: Real recount	Text: Lost and Found Outcome: Recount	Text: Great Fire of London Outcome: Diary entry	Text: <i>Oliver's Vegetables by Vivian French</i> Outcome: Recount	Text: Dragon Post Outcome: Instructions
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	Text: The Three Billy Goats Gruff Outcome: Narrative retelling	Text: <i>Queen Victoria</i> Outcome: Non Chronological Report	Text: Someone swallowed Stanley Outcome:	Text: Great Fire of London Outcome: Newspaper report	Text: Outcome: Poetry	Text: Dragon Post Outcome: letter writing

Spoken Language (Across All Ages)	• En2/1a listen and respond appropriately to adults and their peers • En2/1b ask relevant questions to extend their understanding and knowledge • En2/1c use relevant strategies to build their vocabulary • En2/1d articulate and justify answers, arguments and opinions • En2/1e give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings. • En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • En2/1h speak audibly and fluently with an increasing command of Standard English • En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates • En2/1j gain, maintain and monitor the interest of the listener(s) • En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others • En2/1l select and use appropriate registers for effective communication
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Black Text - National Curriculum Statements

Bold/Italic Text - National Curriculum Statements (KPIs)

Red Text - Hampshire additional guidance

Year 2/3 Reading and Writing Long Term Plan 2023-24

READING - PHASE 1		
	Year 2	Year 3
Ongoing, in school provision and approaches	- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read aloud books closely matched to their improving phonic knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation - Re-read books to build up their fluency and confidence in word reading - Develop pleasure in reading, motivation to read, vocabulary and understanding - Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	- Develop positive attitudes to reading and understanding of what they read: - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Word Reading	- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above - Read most words at an instructional level, i.e. 93-95 per cent of words, quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read words containing common suffixes - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation PHASE 5	- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i>
Themes and Conventions	- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Read non-fiction books that are structured in different ways	<i>Develop positive attitudes to reading and understanding of what they read</i> - Read books that are structured in different ways and show some awareness of the various purposes for reading, e.g. reference books for information and novels or poetry for entertainment

Year 2/3 Reading and Writing Long Term Plan 2023-24

	• Make comparisons between books, noting similarities, differences and preferences between: narrative sequences, characters & setting • Identify how features are linked to purpose, e.g. why characters and settings in stories are described •	• Identify themes and conventions in a wide range of books by making simple links to other known texts or personal experience • Recognise themes in age appropriate texts, such as the triumph of good over evil • Recognise conventions in age appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries • Identify presentational devices in non-fiction
Comprehension (Clarify)	• <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • Draw on what they already know or on background information and vocabulary provided by the teacher • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Use the grammar of a sentence to decipher new or unfamiliar words • <i>Check that the text makes sense to them as they read and correcting inaccurate reading</i>	• <i>Understand what they read, in books they can read independently</i> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Use known strategies appropriately to establish meaning, in books that can be read independently • Ask questions to improve their understanding of a text • Self-correct misread words when reading age appropriate texts and discuss the meaning of new words in context • <i>Use dictionaries to check the meaning of words that they have read</i>
Comprehension (Monitor and Summarise)	• Identify and discuss the main events or key points in a text • Retell a story clearly and with appropriate detail	• Show understanding of the main points drawn from more than one paragraph
Comprehension (Select and Retrieve)	• <i>Answer and ask questions</i> • Extract information from the text and discuss orally with reference to the text • Make simple inferences about characters' thoughts and feelings and reasons for actions • Understand how to use alphabetically ordered texts to retrieve information	• Retrieve and record information from nonfiction • Uses text features to locate information e.g. contents, indices, subheadings • Begin to recognise fact and opinion • Locate information using skimming, scanning and text marking

Year 2/3 Reading and Writing Long Term Plan 2023-24

Comprehension (Respond and Explain)	• <i>Participate in discussions 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 express views and ask questions</i> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• <i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others</i> • Able to discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry [for example, free verse, narrative poetry]
Inference	• Make simple predictions, linking to own experience • Make simple inferences about characters' thoughts and feelings and reasons for actions on the basis of what is being said and done • Identify key themes and discuss reasons for events in stories • Makes predictions about expectations of a text by skim reading, title, contents, illustrations	• <i>Predict what might happen from details stated and implied</i> • Make plausible predictions based on knowledge of the text • <i>Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence</i> • Discuss the actions of characters
Language for Effect	• <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</i> • Identify rhyming and alliterative words	• Identify how language, structure and presentation contribute to meaning • Identify specific language which contributes to the development of meaning • Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them
PHASE 2		
Word Reading	• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Re-read books to build up their fluency and confidence in word reading • Can apply School chosen Spring Term core spelling curriculum knowledge when reading	• This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately
Themes and Conventions	• <i>Read non-fiction books that are structured in different ways</i>	• Can explore and discuss underlying themes and ideas • Identify books set in different culture or historical setting

Year 2/3 Reading and Writing Long Term Plan 2023-24

	• Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting • <u>Identify</u> how features are linked to purpose, e.g. why an information text has subheadings	• Begin to relate texts to human themes present in the wider world
Comprehension (Clarify)	No new objective	No new objective
Comprehension (Monitor and Summarise)	• Discuss the sequence of events in books and how items of information are related • Identify or provide own synonyms for specific words within the text	• Identify main ideas drawn from more than one paragraph and summarise these
Comprehension (Select and Retrieve)	• Use bibliographic knowledge to help retrieve specific information	• Extract information from the text and make notes using reference to the text
Comprehension (Respond and Explain)	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • <u>Identify</u> cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included	• Begin to use vocabulary from the text to support responses and explanations • Use specific vocabulary and ideas expressed in the text to support own views
Inference	• Understand both the books they can already read accurately and fluently and those they listen to • <u>Predict</u> what might happen on the basis of what has been read so far	• Draw generally accurate inferences and predictions, sometimes, but not always, fully supported through reference to the text
Language for Effect	• Develop pleasure in reading, motivation to read, vocabulary and understanding • Discuss the sequence of events in books and how items of information are related • Discuss favourite words and phrases • Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere	• Discuss the effect specific language has on the reader
PHASE 3		
Word Reading	• Can apply School chosen Summer Term core spelling curriculum knowledge when reading	• This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately

Year 2/3 Reading and Writing Long Term Plan 2023-24

Themes and Conventions	No new objective	Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors
Comprehension (Clarify)	No new objective	No new objective
Comprehension (Monitor and Summarise)	No new objective	Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text
Comprehension (Select and Retrieve)	No new objective	No new objective
Comprehension (Respond and Explain)	No new objective	No new objective
Inference	Make predictions using experience of reading books in the same genre, by the same author or based on similar themes	No new objective
Language for Effect	Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text	Begin to discuss how language, structure and presentation help the reader to understand the text

WRITING - PHASE 1		
	Year 2	Year 3
Ongoing, in school provision and approaches	Transcription Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Composition - Develop positive attitudes towards and stamina for writing: - write narratives about personal experiences and those of others (real and fictional) - write about real events - write poetry or write for different purposes - Pupils develop an increased writing stamina by producing increasingly longer and more complex texts over the year - Read aloud what they have written with appropriate intonation to make the meaning clear Vocabulary, Punctuation and Grammar - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing	Transcription - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Composition - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading Vocabulary, Punctuation and Grammar - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Year 2/3 Reading and Writing Long Term Plan 2023-24

Transcription	• <i>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</i> • <i>Spell by 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</i> • Spell common exception words • Distinguish between homophones and near-homophones • <i>Add suffixes to spell longer words, including -ly and to exception words ending in _y e.g. happiness</i>	• Use further prefixes and suffixes and understand how to add them (English Appendix) • Spell further homophones and understand their meanings • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Explore and accurately use word families for meaning, word class and spelling
Handwriting	• For lower-case letters of the correct size relative to one another • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> • Use spacing between words that reflects the size of the letters.	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting
Composition (Composition and Effect)	• <i>Consider what they are going to write before beginning</i> by planning or saying out loud what they are going to write about • <i>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</i> • Write down ideas and/or key words, including new vocabulary • <i>Use adventurous vocabulary appropriate to task</i> • <i>Proof-read to check for errors in spelling, grammar and punctuation</i> • <i>Make simple additions, revisions and corrections</i> to their own writing by evaluating their writing with the teacher and other pupils	• <i>Writing is clear in purpose</i> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas e.g. <i>can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use</i> • <i>Draft and write by</i> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • <i>In narratives, creates settings, characters and plot</i> • <i>Events or ideas are developed using some appropriate vocabulary</i> • <i>Generally includes features of nonnarrative writing</i>

Year 2/3 Reading and Writing Long Term Plan 2023-24

	- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Write about real events sustains sufficient features of the given form e.g. Correct choice in use of present and past tense of verbs including verbs in progressive forms	- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements - Select appropriate tense for a task with verb forms adapted
Composition (Text Structure and Organisation)	- Encapsulate what they want to say, sentence by sentence - Use brief opening and ending - Appropriately sequences ideas	- Organise paragraphs around a theme - Organise writing into logical chunks and writes a coherent series of linked sentences for each - Use connectives and pronouns that link sentences, paragraphs or sections - Use heading and subheadings to aid presentation - Appropriate choice of nouns and pronouns create clarity, cohesion when writing
Composition (Sentence Structure)	Write an appropriate mixture of both simple and compound sentences accurately	Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound)
Vocabulary, Punctuation and Grammar	- Use coordinating conjunctions to create a compound sentence - Write expanded noun phrases to describe and specify - Write a statement that starts with a capital letter and finishes with a full stop - Write a sentence that ends with an exclamation mark - Ask a question and uses a question mark - Use first, second and third person with subject-verb agreement - Use the imperative form of a verb for commands	- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use conjunctions to express time place and cause e.g. when, before, after, while, so, because - Introduce inverted commas to punctuate direct speech - Full stops, capital letters, exclamation marks and question marks are mostly accurate - Use compound sentences with coordinating conjunctions - Use prepositions in writing - Know when to use 'a' and 'an'

Year 2/3 Reading and Writing Long Term Plan 2023-24

	• Use simple present tense, showing subject-verb agreement • Use present continuous tense • Add -ly to an adjective to make an adverb	• Proof-reads for spelling and punctuation errors • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 1
PHASE 2		
Transcription	• Use the possessive apostrophe (singular) • Add suffixes to spell longer words, including -ful, -less • Spell some words with contracted forms • Apply simple spelling rules and guidance, as listed in Yr 2 Hampshire Spelling Guidance Spring Term	• Explore and accurately use word families based on common words e.g. fear, feared, fearful, fears, fearfully • Apply simple spelling rules and guidance, as listed in Yr 3 Hampshire Spelling Guidance Spring Term
Handwriting	No new objective	No new objective
Composition (Composition and Effect)	• Develop and expresses a viewpoint through comments or actions • Make simple additions, revisions and corrections to their own writing - evaluate their writing with the teacher and other pupils	• Writing incorporates mostly relevant content to inform and interest the audience • A viewpoint is established but may not always be consistent or maintained • Expansion of detail / events may be supported through vocabulary (technical, vivid language)
Composition (Text Structure and Organisation)	• Group related ideas and developing an awareness of paragraphing • Link related sentences through the use of pronouns, time connectives or adverbials where appropriate	Adverbials may link sentences, paragraphs or sections
Composition (Sentence Structure)	• Use a variety of sentence openers • Know how to use sentences with different forms e.g. command	• An increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far
Vocabulary, Punctuation and Grammar	• Use subordination (using when, if, that, or because) • Use commas to separate items within lists • Formation of adjectives by adding - less	• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play' • Use adverbs and prepositions to express time, place and cause

Year 2/3 Reading and Writing Long Term Plan 2023-24

	• Use apostrophes in contracted forms • Formation of adjectives by adding - ful • Know how to use some features of written Standard English • Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 2	• Indicate possession by using the possessive apostrophe with plural nouns • Use past perfect verb form • Complex sentences using subordinate conjunctions e.g. when ,if, because, although • Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 2
PHASE 3		
Transcription	• Add suffixes to spell longer words - ment, -ness • Apply simple spelling rules and guidance, as listed in Yr 2 Hampshire Spelling Guidance Summer Term	• Form nouns using prefixes • Use prefixes to give the antonym, e.g. 'im-', 'in-', 'ir-', 'il-' • Apply simple spelling rules and guidance, as listed in Yr 3 Hampshire Spelling Guidance Summer Term
Handwriting	No new objective	No new objective
Composition (Composition and Effect)	No new objective	• Expansion of detail / events may be supported through explanation
Composition (Text Structure and Organisation)	No new objective	No new objective
Composition (Sentence Structure)	No new objective	• Some variation of modal verbs to express possibility • Confident and consistent use of inverted commas to punctuate direct speech
Vocabulary, Punctuation and Grammar	• Use the present and past tenses correctly and consistently including the progressive form • Add -ness and -er to form a noun • Use past continuous (progressive) tense • Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 3	• Use fronted adverbials • Uses commas after fronted adverbials • Correctly use inverted commas in writing • Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 3