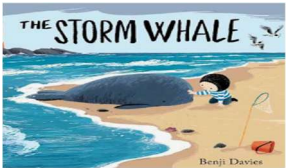
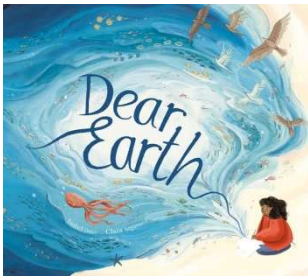
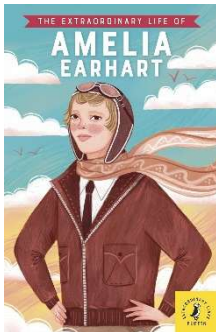
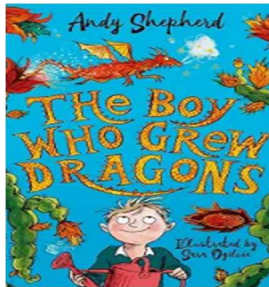
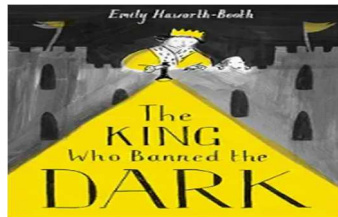
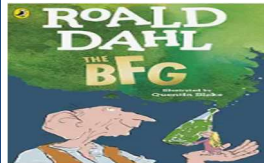
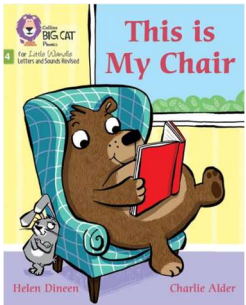
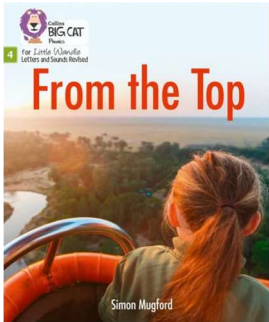
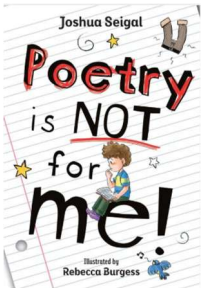
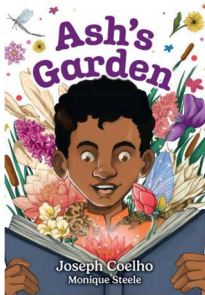
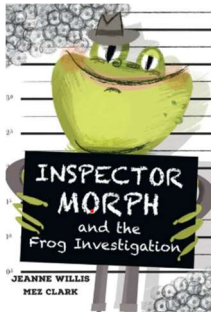
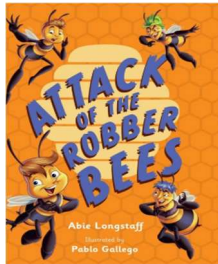
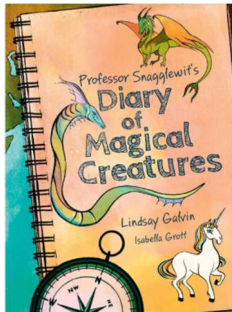
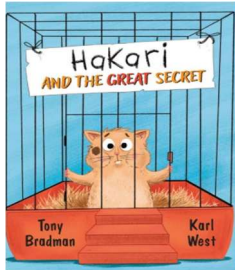




Old Leake's Mastery Curriculum for English—Year 2



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How was school different in the past	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	How did we learn to fly?	What is it like to live by the coast?	What is a monarch
WRITING					
Grammarsaurus Place value of punctuation and grammar unit	Writing to Inform Non chronological report  Write to Inform Recount 	Writing to Persuade Writing a letter  Write to Entertain Narrative 	Write to Inform Writing a letter  Write to Inform Diary entry 	Writing to Entertain Character description  Writing to Entertain Setting description 	Writing to Entertain Narrative – Alternate ending  Write to Inform Instructions - How to catch a dream 

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading					
Little Wandle Reading Practice Session  	Little Wandle Reading Practice Session  	Little Wandle Reading Fluency  	Little Wandle Reading Fluency  	Little Wandle Reading Fluency  	Little Wandle Reading Fluency  

Rationale for the Use of Little Wandle Fluency Books in Year 2 Reading

At our school, we are committed to developing confident, fluent and thoughtful readers who can access and enjoy a wide range of texts. Following the successful implementation of Little Wandle Letters and Sounds Revised phonics, we use Little Wandle Fluency Books to support children in Year 2 who have securely completed a systematic synthetic phonics (SSP) programme and can accurately read the final level of decodable texts.

Little Wandle Fluency is specifically designed for children who are reading at approximately 60-90 words per minute with at least 90% accuracy. The programme bridges the gap between phonics instruction and independent reading by enabling children to apply their decoding skills fluently and confidently within engaging chapter books. These books are written by contemporary authors and illustrators and provide children with access to vibrant, diverse and age-appropriate texts that promote a love of reading while further developing reading proficiency.

The programme recognises that successful reading requires more than accurate word reading. Fluency, including accuracy, automaticity and prosody, is essential because it allows children to focus their cognitive energy on understanding and responding to a text rather than simply decoding individual words. The carefully sequenced Fluency Books are fully decodable, following the teaching of additional grapheme-phoneme correspondences through the 'Complete the Code' progression, ensuring that children can read with success and increasing independence.

Lessons are delivered in small groups of up to six children, allowing teachers to provide targeted support, monitor progress closely and ensure high levels of participation and engagement. The collaborative nature of these sessions encourages discussion, develops confidence and enables staff to respond effectively to individual learning needs.

Alongside fluency development, we place a strong emphasis on reading comprehension through teacher-led questioning using the VIPERS framework. VIPERS provides a structured approach to teaching and assessing the key reading domains:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence/Summarise

The VIPERS approach ensures children are exposed to a wide range of comprehension questions and strategies, enabling them to engage deeply with texts and develop critical reading skills. It is important to recognise that VIPERS focuses specifically on the comprehension aspects of reading rather than the mechanics of reading, such as decoding, fluency and prosody. Through carefully planned questioning, teachers gain valuable insight into pupils' strengths and areas for development, allowing them to provide targeted support and challenge where needed.

The combination of Little Wandle Fluency Books and VIPERS-based comprehension teaching ensures a balanced reading curriculum that develops both fluent decoding and strong understanding. This approach supports children in becoming accurate, expressive and reflective readers who can access the wider curriculum and develop a lifelong enjoyment of reading. By providing structured opportunities to practise fluency alongside rich comprehension discussions, we ensure that all pupils are given the best possible foundation for future literacy success.

Key Vocabulary – Features <i>Entertain</i>	
Coordinating conjunctions	Using <i>and</i> to link two main ideas together. <i>They pulled <u>and</u> pulled at the turnip to get it out.</i>
Exclamation marks	Especially in relation to speech to show emotion: <i>what big eyes you have, grandma!</i>
Finger spaces between words	Appropriate spacing, depending on size of writing.
Capital letters and full stops	To mark the beginning and end of sentences. Capital letters for the personal pronoun <i>I</i> and for names, places and days of the week.

Key Vocabulary – Features <i>Inform</i>	
Coordinating conjunctions	Using <i>and</i> to link two main ideas together. <i>Badgers sleep in the day <u>and</u> look for food at night.</i>
Question marks	<i>Did you know?</i>
Finger spaces between words	Appropriate spacing, depending on size of writing.
Capital letters and full stops	To mark the beginning and end of sentences. Capital letters for the personal pronoun <i>I</i> and for names, places and days of the week.

Key Knowledge

Text Types

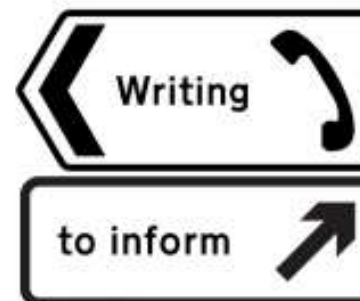
Story
Description
Poetry

Text Features

Time sequenced

Other Style Ideas

Focus on oral work first.
Opportunities to read own work aloud.



Key Knowledge

Text Types

Recount
Letter
Instructions

Other Style Ideas

Writing frame to structure ideas in order.
May include images.