



# English Curriculum

2023/24

Year 1/2

## Year 1/2 English Curriculum Map 2023/24






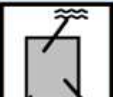




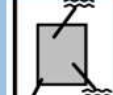




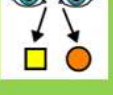

### Literature breadth of study:

**Early Years Framework:** Children should share and talk about stories and non-fiction with adults. They should enjoy and join in with rhymes, poems, songs and stories.

**Y1:** The children should listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They should become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. They should learn to appreciate rhymes and poems, and to recite some by heart.



**Y2:** The children should 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. They should become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales. They should be introduced to non-fiction books that are structured in different ways. They should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

### Reading Skills


Reception						Year 1												
Let's enjoy a story 	Let's find out 	Let's Blend 	Let's spot words <table border="1" data-bbox="616 901 772 997"> <tr><td>what</td><td>they</td></tr> <tr><td>do</td><td>said</td></tr> <tr><td>you</td><td>to</td></tr> <tr><td>the</td><td>what</td></tr> </table>	what	they	do	said	you	to	the	what	Let's look at words 	Let's Recite 	Let's Retrieve 	Let's Infer 	Let's discuss 	Let's look at words 	Let's Recite 
what	they																	
do	said																	
you	to																	
the	what																	
Year 2																		
Let's Retrieve 	Let's Infer 	Let's look at words 	Let's read fluently 	Let's Recite 	Let's Compare 	Let's Predict 												

## Autumn Term

UNIT 1 Autumn 1 3 weeks	Early Years Spelling	Early Years Reading	Early Years Writing	Early years Punctuation and Grammar
<p style="text-align: center;"><b>Traditional Tales</b></p>   <p style="text-align: center;"><b>Purpose for writing: To write simple sentences.</b></p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Spell common exception words: <i>I, the, and</i></p>	<p>Re-tell a story orally.</p>	<p><b>Write</b></p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p>With support write a sentence using a capital letter and a full stop.</p> <p>Leave spaces between words.</p>
	<b>Year 1 Spelling</b>	<b>Year 1 Reading</b>	<b>Year 1 Writing</b>	<b>Year 1 Punctuation and Grammar</b>
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Spell common exception words: <i>a, the, I, you, and</i></p> <p>Spell words containing each of the 40+ phonemes already taught.</p>	<p>To understand key elements of a text.</p>  <p>Recognise and join in with predictable phrases.</p> <p>Explain clearly what is read to them.</p>	<p><b>Plan, Write</b></p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p><b>Edit given sentences with punctuation errors.</b></p>	<p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Leave spaces between words.</p>	

Vocabulary	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing. Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Segment spoken words into phonemes and represent these by graphemes.</p> <p>Spell common exception words: <i>door, floor, poor</i></p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Explain and discuss their understanding of books, poems and other material, both those they listen to and those they read for themselves.</p>	<p><b>Plan, Write</b></p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Write sentences with different forms: statements.</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters.</p>
<p><b>UNIT 2</b> <b>Autumn 1 3 weeks</b></p>	<p><b>Year 1 Spelling</b></p>	<p><b>Year 1 Reading</b></p>	<p><b>Year 1 Writing</b></p>	<p><b>Year 1 Punctuation and Grammar</b></p>
<p><b>Rhyming Stories</b></p>  <p><b>Purpose for writing: To sequence simple</b></p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>To understand key elements of a text.</p> 	<p><b>Plan, Write</b></p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Leave spaces between words.</p>

<p><b>sentences about the text.</b></p>	<p>Apply simple spelling rules and guidance: ff, ll, ss, zz and ck</p> <p>Spell common exception words: <i>be, he, me, she, we</i></p>	<p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>		
<p><b>Vocabulary</b></p>	<p><b>Year 2 Spelling</b></p>	<p><b>Year 2 Reading</b></p>	<p><b>Year 2 Writing</b></p>	<p><b>Year 2 Punctuation and Grammar</b></p>
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Spell common exception words: <i>find, kind, mind, behind</i></p> <p>Learn 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.</p> <p>Spell words with 'y' eg. cry, fly, try, July</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Ask and answer questions.</p>	<p><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p> <p>Write narratives.</p>	<p>Write sentences with different forms: statements.</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters.</p>

<b>UNIT 3</b> <b>Autumn 1 2 weeks</b>	<b>Year 1 Spelling</b>	<b>Year 1 Reading</b>	<b>Year 1 Writing</b>	<b>Year 1 Punctuation and Grammar</b>
<p><b>Stories by a Significant Author</b></p>  <p><b>Purpose for writing: To write a story sequence using simple sentences.</b></p>	<p>Spell common exception words: <i>do, to, by, my</i></p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Explain clearly what is read to them.</p>	<p><b>Plan, Write, Check</b></p> <p>Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Sequencing sentences to form short narratives.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use a capital letter for names of people and the personal pronoun 'I'</p> <p>Write sentences with different forms: statements.</p>
<b>Vocabulary</b>	<b>Year 2 Spelling</b>	<b>Year 2 Reading</b>	<b>Year 2 Writing</b>	<b>Year 2 Punctuation and Grammar</b>
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix</p>	<p>Spell common exception words: <i>old, cold, gold, hold, told</i></p> <p>Spell words with '-le' ending eg. table, apple, little.</p>	<p>To understand key elements of a text.</p>	<p><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>	<p>Write expanded noun phrases to describe and specify.</p>

adjective, adverb, verb  
tense (past, present)  
apostrophe, comma



Making inferences on the basis of what is being said and done.

Discuss and clarify the meanings of words, linking new meanings to known vocabulary.



Write narratives.



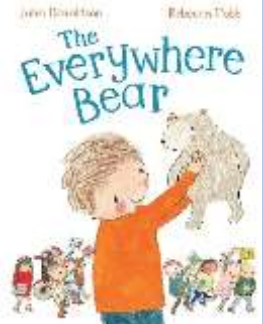


Learn new vocabulary and apply to their own writing.

## 6<sup>th</sup> October National Poetry Day – Poetry Festival: Open a Book by Jane Baskwill



Y1: They should learn to appreciate rhymes and poems, and to recite some by heart.

Y2: They should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

UNIT 4 Autumn 2 4 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
Recounts	Apply simple spelling rules and guidance: New	Discuss the significance of the title and events.	<p><b>Plan, Write, Check</b></p> <p>Say out loud what they are going to write about</p>	Begin to punctuate sentences using an exclamation mark.

 <p><b>Purpose for writing: To recount the events of the story in order using simple sentences.</b></p>	<p>consonant spellings ph and wh</p> <p>Name the letters of the alphabet</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell common exception words: <i>are, they, your, love</i></p>	<p>Link what they read or hear read to their own experiences.</p> <p>Read words with contractions and understand the apostrophe represents the missing letter.</p> <p>Explain clearly what is read to them.</p>	<p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p><b>Vocabulary</b></p>	<p><b>Year 2 Spelling</b></p>	<p><b>Year 2 Reading</b></p>	<p><b>Year 2 Writing</b></p>	<p><b>Year 2 Punctuation and Grammar</b></p>
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb</p>	<p>Learn to spell more words with contracted forms.</p> <p>Spell common exception words: <i>every, everybody, child, children</i></p> <p>Spell words with -ey at the end eg. donkey, monkey, chimney.</p>	<p>Discuss their favourite words and phrases.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Ask and answer questions.</p>	<p><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Write sentences with different forms: exclamations.</p> <p>Use apostrophes for contractions.</p>




tense (past, present) apostrophe, comma				
<b>UNIT 5</b> <b>Autumn 2 3 weeks</b>	<b>Year 1 Spelling</b>	<b>Year 1 Reading</b>	<b>Year 1 Writing</b>	<b>Year 1 Punctuation and Grammar</b>
<b>Stories by a Significant Author</b>    <b>Purpose for writing: To write a story sequence using simple sentences.</b>	Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  Spell common exception words: <i>is, his, has, was</i>	Predict what might happen on the basis of what has been read so far.  Explain clearly what is read to them.	<p><b>Plan, Write, Check</b></p> Say out loud what they are going to write about  Composing a sentence orally before writing it.  Re-read what they have written to check that it makes sense.	Join clauses using <i>and</i> .
<b>Vocabulary</b>	<b>Year 2 Spelling</b>	<b>Year 2 Reading</b>	<b>Year 2 Writing</b>	<b>Year 2 Punctuation and Grammar</b>
Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing. Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark  Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Spell common exception words: <i>class, grass, pass, people, Christmas</i>  Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it eg. happier/happiest  Adding the endings -ing, -ed, -er, -est	To understand key elements of a text.  	<p><b>Plan, Write, Check</b></p> Plan or say out loud what they are going to write about  Write down ideas and/or key words, including new vocabulary  Encapsulate what they want to say, sentence by sentence.  Re-read to check that their writing makes sense and that verbs to indicate time are used	Use co-ordination (using <i>or, and, or but</i> )  Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks and apostrophes for contracted forms.

<p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>and –y to words ending in –e with a consonant before it eg. hiking, hiked, hiker</p> <p>Adding –ing, –ed, – er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter eg. patting, patted</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Ask and answer questions.</p>	<p>correctly, including verbs in the continuous form.</p> <div data-bbox="1097 199 1556 486" data-label="Complex-Block"> <p><b>FANBOYS sentences</b> FANBOYS sentences contain co-ordinating conjunctions: The princess was intelligent, <b>but</b> she was ugly. The princess could kiss the frog, <b>or</b> she could leave him for others. The frog was grotesque, <b>yet</b> he was rich. The princess kissed the frog, <b>so</b> he turned into a prince.</p> <p>Labels: comma, conjunction</p> </div> <div data-bbox="1064 518 1176 606" data-label="Image"> </div> <p>Learn new vocabulary and apply to their own writing.</p>	
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**Reading Spine**

Tiddler  
Where the Wild Things are  
Giraffes Can't Dance  
The Tiger who Came to Tea  
Rumble in the Jungle - poetry

**Spring Term**

<p><b>UNIT 6</b> <b>Spring 1 3 weeks</b></p>	<p><b>Year 1 Spelling</b></p>	<p><b>Year 1 Reading</b></p>	<p><b>Year 1 Writing</b></p>	<p><b>Year 1 Punctuation and Grammar</b></p>
<p><b>Information Texts</b></p> 	<p>Use the prefix un–</p> <p>Apply simple spelling rules and guidance: Division of words into syllables</p> <p>Spell common exception words: <i>here, no, go, so</i></p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b>Plan, Write, Check</b> Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Begin to punctuate sentences using a question mark.</p> <p>Write sentences with different forms: questions.</p>



**Purpose for writing: To write factual sentences.**



Learn new vocabulary and apply to their own writing.

Vocabulary	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Spell common exception words: <i>could, would, should, eye, sugar</i></p> <p>Spell words beginning with 'wr' eg. write, wrong, wrap.</p> <p>Spell words ending in -tion.</p>	<p>To learn how non-fiction books are structured in different ways.</p> <p>Discuss how items of information are related.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p> <p><b>Proof-read</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p>	<p>Use subordination (using when, if, that, or because)</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks, exclamation marks and apostrophes for contractions.</p> <p>Write sentences with different forms: questions.</p>



Learn new vocabulary and apply to their own writing.

**UNIT 7**  
**Spring 1 2 weeks**

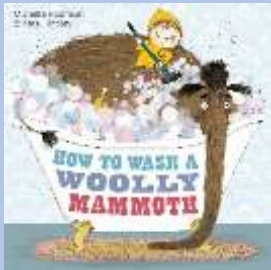
**Year 1 Spelling**

**Year 1 Reading**

**Year 1 Writing**

**Year 1 Punctuation and Grammar**

**Instructions**



**Purpose for writing: To write instruction sentences.**

Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Spell common exception words:  
*come, some, one, once*

**Plan, Write, Check**

Say out

loud what they are going to write about

Composing a sentence orally before writing it.

Re-read what they have written to check that it makes sense.



Learn new vocabulary and apply to their own writing.

Write sentences with different forms: commands.

**Vocabulary**

**Year 2 Spelling**

**Year 2 Reading**

**Year 2 Writing**

**Year 2 Punctuation and Grammar**

Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.  
Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Add –es to nouns and verbs ending in ‘y’. eg. flies, tries, babies.

Spell common exception words:  
*any, many, who, even, busy*

Read words containing common suffixes.

**Plan, Write, Check**

Plan or say out loud what they are going to write about


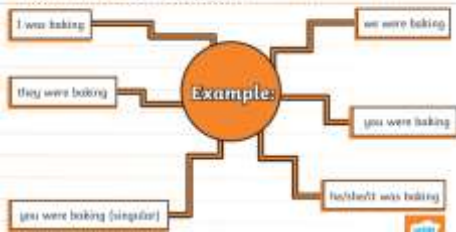
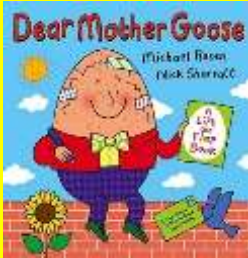

Write down ideas and/or key words, including new vocabulary


Encapsulate what they want to say, sentence by sentence.

Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.

Use past and present tense correctly and consistently including the progressive form.



<p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>			<p style="text-align: center;"><b>Proof-read</b></p> <p style="text-align: center;">Proofread to check for errors in spelling, grammar and punctuation.</p> <div style="text-align: center;">  <p>Learn new vocabulary and apply to their own writing.</p> </div>	<p style="text-align: center;"><b>Past Continuous</b></p> <p style="font-size: small;">Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.</p> <div style="text-align: center;">  </div> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks, exclamation marks.</p>
<p><b>UNIT 8</b> <b>Spring 2 5 weeks</b></p>	<p><b>Year 1 Spelling</b></p>	<p><b>Year 1 Reading</b></p>	<p><b>Year 1 Writing</b></p>	<p><b>Year 1 Punctuation and Grammar</b></p>
<p style="text-align: center;"><b>Letters</b></p> <div style="text-align: center;">  </div> <p><b>Purpose for writing: To write a simple letter.</b></p>	<p>Apply simple spelling rules and guidance: Compound words</p> <p>Spell common exception words: <i>where, there, house, our</i></p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p style="text-align: center;"><b>Plan, Write, Check</b></p> <p style="text-align: center;">Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p> <div style="text-align: center;">  <p>Learn new vocabulary and apply to their own writing.</p> </div>	<p>Use a capital letter for names of people, places and the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a question mark.</p> <p>Write sentences with different forms: questions.</p>
<p><b>Vocabulary</b></p>	<p><b>Year 2 Spelling</b></p>	<p><b>Year 2 Reading</b></p>	<p><b>Year 2 Writing</b></p>	<p><b>Year 2 Punctuation and Grammar</b></p>
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing. Y1: letter, capital letter word, singular, plural</p>	<p>Spell common exception words: <i>move, prove, beautiful, father</i></p>	<p>Discuss their favourite words and phrases.</p> <p>Read aloud what they have written with appropriate intonation</p>	<p style="text-align: center;"><b>Plan, Write, Check</b></p> <p style="text-align: center;">Plan or say out loud what they are going to write about</p>	<p>Learn the possessive apostrophe (singular) eg. the girl's book.</p>

<p>sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Spell words ending in '—tion' eg. station, fiction, section.</p> <p>Spell words that end in 'al' eg. metal, pedal.</p>	<p>to make the meaning clear.</p> <p>Ask and answer questions.</p>	<p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p> <p><b>Proof-read</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p> Learn new vocabulary and apply to their own writing.</p>	
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### Poetry Festival: Song of the Train by David McCord

Y1: They should learn to appreciate rhymes and poems, and to recite some by heart.

Y2: They should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### Reading Spine




Hairy Maclary  
 The Fish who Could Wish  
 Lost and Found  
 Cinderella  
 Farmer Duck  
 The Little Red Hen  
 Aliens Love Underpants – poetry




## Summer Term


UNIT 9 Summer 1 3 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
<p><b>Contemporary Fiction</b></p>  <p><b>Purpose for writing: To write a simple narrative.</b></p>	<p>Name the letters of the alphabet in order</p> <p>Spell the days of the week.</p> <p>Spell common exception words: <i>were, said, of, school</i></p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p style="text-align: center;"><b>Plan, Write, Check</b></p> <p>Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>
Vocabulary	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing. Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question,</p>	<p>Distinguish between homophones and near homophones.</p> <p>Spell common exception words: <i>water, again, pretty, whole</i></p> <p>To spell words which start with 'kn' and 'gn' eg. know, gnaw.</p>	<p>To discuss the sequence of events in books.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p style="text-align: center;"><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form</p> <p style="text-align: center;"><b>Proof-read</b></p>	<p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks, exclamation marks and commas for lists.</p> <p>Use commas to separate items in a list.</p>

<p>exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>			<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <div data-bbox="1066 209 1590 536" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>List Sentence</b></p> <p style="text-align: center;">Has 3 or 4 adjectives before the noun. Commas between adjectives, (and can be used between the last two). e.g. <i>It was a cold, wet, miserable and misty morning.</i></p> </div> <div data-bbox="1061 576 1173 660" style="text-align: center;">  </div> <p style="text-align: center;">Learn new vocabulary and apply to their own writing.</p>	
<p style="text-align: center;"><b>UNIT 10</b> <b>Summer 1 4 weeks</b></p>	<p style="text-align: center;"><b>Year 1 Spelling</b></p>	<p style="text-align: center;"><b>Year 1 Reading</b></p>	<p style="text-align: center;"><b>Year 1 Writing</b></p>	<p style="text-align: center;"><b>Year 1 Punctuation and Grammar</b></p>
<p style="text-align: center;"><b>Poetry</b></p> 	<p>Spell words ending in 'y' eg. very, happy, funny</p> <p>Spell common exception words: <i>put, push, pull, full</i></p>		<p style="text-align: center;"><b>Plan, Write, Check</b></p> <p>Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense</p> <div data-bbox="1061 1094 1173 1179" style="text-align: center;">  </div> <p style="text-align: center;">Learn new vocabulary and apply to their own writing.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p>	<p style="text-align: center;"><b>Year 2 Spelling</b></p>	<p style="text-align: center;"><b>Year 2 Reading</b></p>	<p style="text-align: center;"><b>Year 2 Writing</b></p>	<p style="text-align: center;"><b>Year 2 Punctuation and Grammar</b></p>
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Spell common exception words: <i>clothes, fast, last, past</i></p>		<p style="text-align: center;">Write poems</p> <div data-bbox="1052 1390 1603 1465" style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Plan, Write, Check</b></p> </div>	



<p>Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Spell words with ‘-el’ at the end eg. tunnel, camel, tinsel.</p> <p>Spell words with ‘-al’ at the end eg. metal, pedal, animal</p>		<p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p><b>UNIT 11</b> <b>Summer 2 3 weeks</b></p>	<p><b>Year 1 Spelling</b></p>	<p><b>Year 1 Reading</b></p>	<p><b>Year 1 Writing</b></p>	<p><b>Year 1 Punctuation and Grammar</b></p>
<p><b>Postcards</b></p>  <p><b>Purpose for writing:</b> <b>To write simple postcards.</b></p>	<p>Spell words ending in ‘nk’ eg. bank, think, honk</p> <p>Spell common exception words: <i>ask, says, friend</i></p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p><b>Plan, Write, Check</b> Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Begin to punctuate sentences using a question mark.</p> <p>Write sentences with different forms: questions.</p>

Vocabulary	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Spell common exception words: <i>great, break, steak, money</i></p> <p>Spell words with 'dge' at the end eg. badge, edge, bridge</p> <p>Spell words with 'ge' at the end eg. huge, change, charge</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p> <p><b>Proof-read</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Write about real events.</p> <p> Learn new vocabulary and apply to their own writing.</p>	<p>Use some features of standard written English.</p>
<p><b>UNIT 12</b> <b>Summer 2 3 weeks</b></p>	<p><b>Year 1 Spelling</b></p>	<p><b>Year 1 Reading</b></p>	<p><b>Year 1 Writing</b></p>	<p><b>Year 1 Punctuation and Grammar</b></p>
<p><b>Stories with Global Issues: Poverty</b></p> <p> </p>	<p>Spell words with 'tch' eg. catch, fetch, kitchen</p> <p>Spell words which have at 'v' sound at end of words</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p><b>Plan, Write, Check</b> Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p>	

<p><b>Purpose for writing: To write simple narrative sentences.</b></p>	<p>followed by an 'e' eg. live, have, give</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p><b>Vocabulary</b></p>	<p><b>Year 2 Spelling</b></p>	<p><b>Year 2 Reading</b></p>	<p><b>Year 2 Writing</b></p>	<p><b>Year 2 Punctuation and Grammar</b></p>
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing. Y1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark  Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Spell common exception words: <i>climb, most, wild, only, after</i></p> <p>Spell words with 'c' before 'e, i, y' eg. race, ice, cell, city</p> <p>Spell words with 'a' after 'w' and 'qu' eg. want, watch, squash, quantity.</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p><b>Plan, Write, Check</b></p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p> <p><b>Proof-read</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p>	<p>Use past and present tense correctly and consistently including the progressive form.</p>



### Double ly ending sentences

Double ly ending sentences end with two adverbs, after a verb:

He swam slowly and cautiously.

She searched frantically and determinedly.

Joyfully and purposefully, they hurried along.

2 adverbs

verb



Learn new vocabulary and apply to their own writing.

## Reading Spine


Somebody Crunched Colin by Sarah Roberts



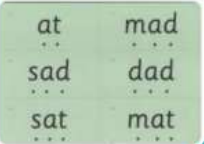
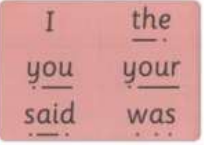

Phonics is taught daily using the Read, Write, Inc scheme.

**Read Write Inc. Phonics**

## Glossary



Terminology	Definition
Special friends	Two or three letters that together make one sound e.g. sh, ch, igh, air, a-e, i-e.
Fred talk	Sounding out a word, saying each of the sounds before blending the sounds together to read the word (E.g. ch-o-p)
Fred fingers	Segmenting a word by counting how many sounds are in the word. We pinch each sound before we write the word
Green words	Decodable words - words that can be sounded out using the sounds that children know
Red words	Irregular words that cannot be sounded out
Fred in your head	Sounding out a word in your head instead of out loud
Speedy words	decodable words in that children should be able to read without sounding them out.
Nonsense words/ Alien words	Made up words which are used to assess children's knowledge of sounds.



### Early Years pupils should be taught:

- That each letter or group of letters(grapheme) has a corresponding phonic sound.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading

### Year 1 pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

- check that the text makes sense to them as they read and correct inaccurate reading

**Year 2 pupils should be taught to:**

- 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
- read accurately words of two or more syllables that contain the same graphemes as above
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- 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.



E/Y:

Y1:

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Y2:

- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**Handwriting**

E/Y: Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Y1: Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Y2 Pupils should be taught to:

- form lower-case letters of the correct size relative to one another

- 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
- 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.

By the end of YR	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4/5
<ul style="list-style-type: none"> <li>• Letters should be formed correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters should be started in the right place.</li> <li>• Letters should be the right size in relation to each other.</li> <li>• Letters should sit on the line.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters should be the right size in relation to each other.</li> <li>• Handwriting should demonstrate all of the basic joins.</li> <li>• They should not join from break letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting should be joined fluently.</li> <li>• They should not join from break letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting should be joined fluently in all writing tasks.</li> </ul>