



English Curriculum

Cycle 2

Year 1/2

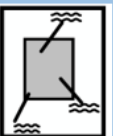




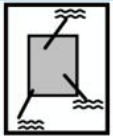




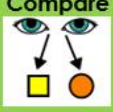
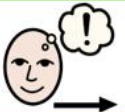
Year 1/2 English Curriculum Map

Literature breadth of study:




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.

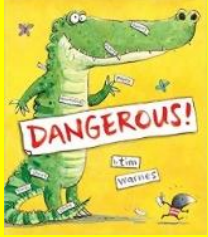
Reading Skills

Year 1					Year 2						
Let's Retrieve 	Let's Infer 	Let's discuss 	Let's look at words 	Let's Recite 	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 1 (7 weeks)

UNIT 2 4 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
<p style="text-align: center;">Theme: Traditional Tales</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>	<p style="text-align: center;">Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p style="text-align: center;">Apply simple spelling rules and guidance: ff, ll, ss, zz and ck</p>	<p style="text-align: center;">To understand key elements of a text.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Understand books by drawing on what they already know or on</p>	<div style="text-align: center; font-size: 2em; font-weight: bold; color: red;">Plan, Write</div> <p style="text-align: center;">Say out loud what they are going to write about.</p> <p style="text-align: center;">Compose a sentence orally before writing it.</p> <p style="text-align: center;">Sequence sentences to form short narratives.</p>	<p style="text-align: center;">Begin to punctuate sentences using a capital letter and a full stop.</p> <p style="text-align: center;">Leave spaces between words.</p>

<p>Purpose for writing: To sequence simple sentences about the text.</p>	<p>Spell common exception words: <i>be, he, me, she, we</i></p>	<p>background information and vocabulary provided by the teacher.</p>		
<p>Vocabulary</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</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</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>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>Plan, Write, Check</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>
<p>UNIT 1 3 weeks</p>	<p>Year 1 Spelling</p>	<p>Year 1 Reading</p>	<p>Year 1 Writing</p>	<p>Year 1 Punctuation and Grammar</p>
<p>Theme: Labels and Captions</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception</p>	<p>To understand key elements of a text.</p>	<p>Plan, Write</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Leave spaces between words.</p>

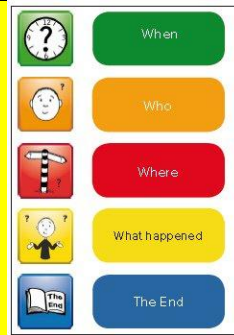


Purpose for writing: To write labels, captions and simple sentences.

words taught so far.

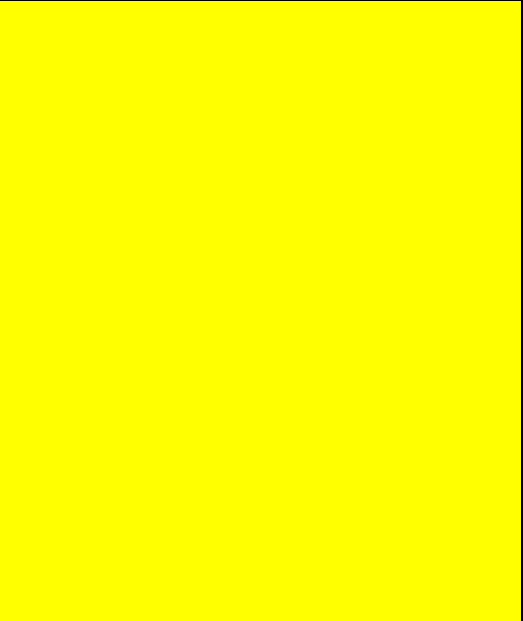
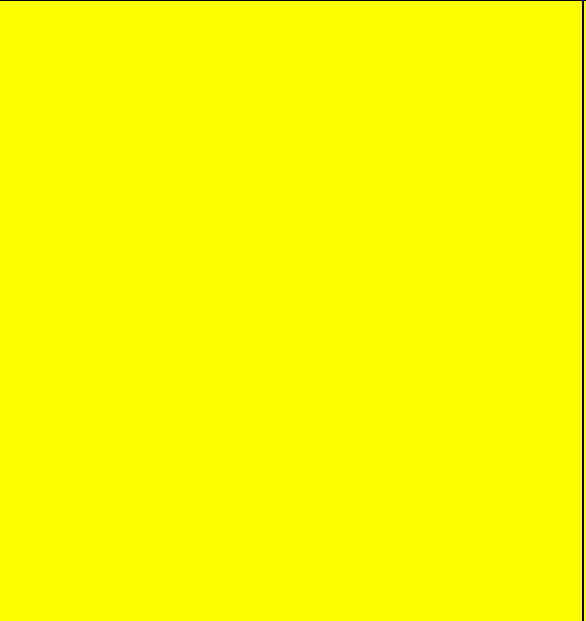
Spell common exception words: *a, the, I, you, and*

Spell words containing each of the 40+ phonemes already taught.



Recognise and join in with predictable phrases.

Explain clearly what is read to them.



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</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 style="text-align: center;">Plan, Write</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>

tense (past, present)
apostrophe, comma

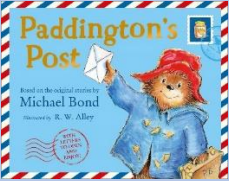




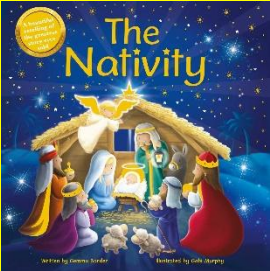

3rd October National Poetry Day: Countdown by Jack Prelutsky

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.

AUTUMN TERM 2 (7 weeks)

UNIT 3 4 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
<p>Theme: Non-fiction: Recount</p>  <p>Purpose for writing: To recount the events of the story in order using simple sentences.</p>	<p>Apply simple spelling rules and guidance: New 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>Discuss the significance of the title and events.</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>Plan, Write, Check</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>Begin to punctuate sentences using an exclamation mark.</p>
Vocabulary	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Y1: Use the grammatical terminology in English</p>	<p>Learn to spell more words with contracted forms.</p>	<p>Discuss their favourite words and phrases.</p>	<p>Plan, Write, Check</p>	<p>Write sentences with different forms: exclamations.</p>

<p>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>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>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Ask and answer questions.</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>Use apostrophes for contractions.</p>
<p>UNIT 4 3 weeks</p>	<p>Year 1 Spelling</p>	<p>Year 1 Reading</p>	<p>Year 1 Writing</p>	<p>Year 1 Punctuation and Grammar</p>
<p>Theme: Christmas</p>  <p>Purpose for writing: To write a story sequence using simple sentences.</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>Plan, Write, Check</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>




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>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> <div data-bbox="734 319 1019 981"> </div> <p>Making inferences on the basis of what is being said and done.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Plan, Write, Check</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> <div data-bbox="1052 805 1601 1093"> </div> <p>Write narratives.</p> <div data-bbox="1064 1189 1176 1284"> </div> <p>Learn new vocabulary and apply to their own writing.</p>	<p>Write expanded noun phrases to describe and specify.</p>




Reading Spine



Coming to England
My Magic Family


There's a Snake in my School
 Master Money the Millionaire
 Space
 The Baddies
 Ten Delicious Teachers
 Supertato
 The Great Fairytale Disaster
 Norman the Slug with the silly shell
 Night Monkey, Day Monkey
 Harry and the Dinosaurs go to School
 Jack and the Beanstalk
 There's a Superhero in your Book
 Kipper's Monster
 We're Going on a Bear Hunt
 My Friend Bear
 Diplodocus
 This is the Bear
 Under the Sea
 Rainforests
 Rumble in the Jungle - poetry

Spring Term 1 (6 weeks)

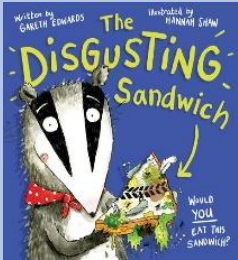

UNIT 5 3 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
<p>Theme: Animal Stories</p>  	<p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Spell common exception words: <i>is, his, has, was</i></p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Explain clearly what is read to them.</p>	<p>Plan, Write, Check</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>Join clauses using <i>and</i>.</p>


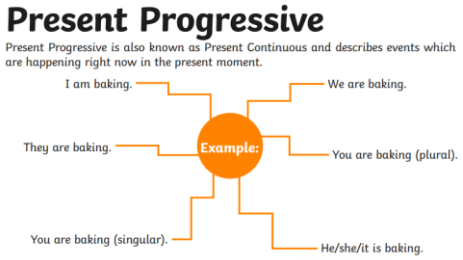
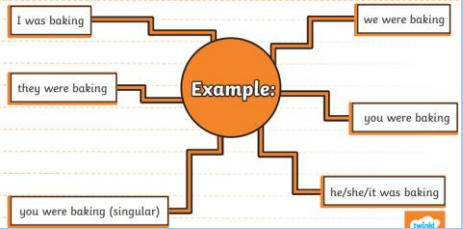
Purpose for writing: To write a story sequence using simple sentences.				
Vocabulary	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Y1: Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1: letter, capital letter word, singular, 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>class, grass, pass, people, Christmas</i></p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it eg. happier/happiest</p> <p>Adding the endings –ing, –ed, –er, –est 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>To understand key elements of a text.</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>Plan, Write, Check</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> <div data-bbox="1099 853 1556 1141"> <p>FANBOYS sentences FANBOYS sentences contain co-ordinating conjunctions.</p> <p>The princess was intelligent, but she was ugly.</p> <p>The princess could kiss the frog, or she could leave him for others.</p> <p>The frog was grotesque, yet he was rich.</p> <p>The princess kissed the frog, so he turned into a prince.</p> <p>comma conjunction</p>  </div>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use co-ordination (using or, and, or but)</p> <p>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>
UNIT 6 3 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar

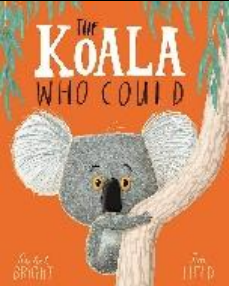


<p>Information Texts</p>  <p>Purpose for writing: To write factual sentences.</p>	<p>Use the prefix un–</p> <p>Apply simple spelling rules and guidance: Division of words into syllables</p> <p>Spell common exception words: <i>here, no, go, so</i></p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Plan, Write, Check 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>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>
<p>Vocabulary</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</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,</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>Plan, Write, Check</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>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>

<p>exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>			<p>Proof-read</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> Learn new vocabulary and apply to their own writing.</p>	
--	--	--	--	--

Spring Term 2 (7 weeks)

<p>UNIT 7 3 weeks</p>	<p>Year 1 Spelling</p>	<p>Year 1 Reading</p>	<p>Year 1 Writing</p>	<p>Year 1 Punctuation and Grammar</p>
<p>Instructions</p>  <p>Purpose for writing: To write instruction sentences.</p>	<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Spell common exception words: <i>come, some, one, once</i></p>		<p>Plan, Write, Check 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>Write sentences with different forms: commands.</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>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Add -es to nouns and verbs ending in ‘y’. eg. flies, tries, babies.</p> <p>Spell common exception words: <i>any, many, who, even, busy</i></p>	<p>Read words containing common suffixes.</p>	<p>Plan, Write, Check</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>Proof-read</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 past and present tense correctly and consistently including the progressive form.</p> <p>Present Progressive</p> <p>Present Progressive is also known as Present Continuous and describes events which are happening right now in the present moment.</p> <p></p> <p>Past Continuous</p> <p>Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.</p> <p></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.</p>
<p>UNIT 8 4 weeks</p>	<p>Year 1 Spelling</p>	<p>Year 1 Reading</p>	<p>Year 1 Writing</p>	<p>Year 1 Punctuation and Grammar</p>
	<p>Apply simple spelling rules and guidance: Compound words</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Plan, Write, Check</p> <p>Say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it.</p>	<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>Purpose for writing:</p>	<p>Spell words ending in 'nk' eg. bank, think, honk</p> <p>Spell common exception words: <i>where, there, house, our</i></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>Write sentences with different forms: questions.</p>
<p>Vocabulary</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</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</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>Spell common exception words: <i>move, prove, beautiful, father</i></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 spell words which start with 'kn' and 'gn' eg. know, gnaw.</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>Plan, Write, Check</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>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Learn the possessive apostrophe (singular) eg. the girl's book.</p>

WORLD BOOK DAY 6th March



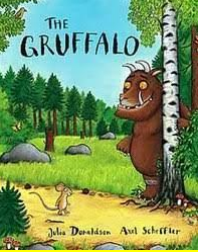

Poetry Festival: Hurt No Living Thing by Christina Rossetti


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

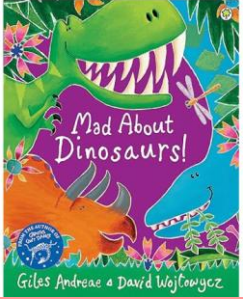


Summer Term 1 (4 weeks)

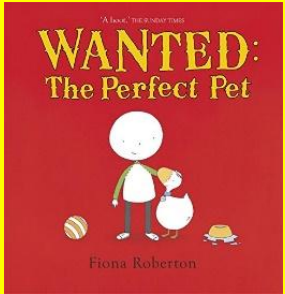

UNIT 9 4 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
<p>Theme: Modern Classics</p>  <p>Purpose for writing: To write a simple narrative.</p>	<p>Name the letters of the alphabet in order</p> <p>Spell the days of the week.</p> <p>Spell common exception words: <i>were, said, of, school</i></p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Plan, Write, Check 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</p>	<p>Distinguish between</p>	<p>To discuss the sequence of events in books.</p>	<p>Plan, Write, Check</p>	<p>Learn how to use both familiar and new punctuation correctly (see English</p>

<p>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>homophones and near homophones.</p> <p>Spell common exception words: <i>water, again, pretty, whole</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>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>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>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <div data-bbox="1066 772 1592 1102" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">List Sentence</p> <p>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> <p> Learn new vocabulary and apply to their own writing.</p>	<p>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>
---	--	--	--	---

Summer Term 2 (7 weeks)

UNIT 10 3 weeks	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar
----------------------------	------------------------	-----------------------	-----------------------	---------------------------------------

<p style="text-align: center;">Poetry</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;">Plan, Write, Check 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>	
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>clothes, fast, last, past</i></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 style="text-align: center;">Plan, Write, Check</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>	
UNIT 11	Year 1 Spelling	Year 1 Reading	Year 1 Writing	Year 1 Punctuation and Grammar

<p>Summer 2 3 weeks</p>  <p>Purpose for writing:</p>	<p>Spell words with 'tch' eg. catch, fetch, kitchen</p> <p>Spell words which have at 'v' sound at end of words followed by an 'e' eg. live, have, give</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>Plan, Write, Check 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>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>
<p>Vocabulary</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</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</p> <p>Y2: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Spell common exception words: <i>great, break, steak, money, 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>Discuss word meanings, linking new meanings to those already known.</p> <p>Making inferences on the basis of what is being said and done.</p>	<p>Plan, Write, Check</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>Use some features of standard written English.</p> <p>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


Proof-read

Proofread to check for errors in spelling,
grammar and punctuation.

Evaluate their writing with the teacher and
other pupils.



Learn new vocabulary and apply to
their own writing.


 **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



Reading Spine



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

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.



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

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:

- | | |
|--|--|
| | <ul style="list-style-type: none">• 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. |
|--|--|