

<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Whole Class Texts and Writing Genres	Gregory Cool (2 weeks) Funnybones (2 weeks) How to Make... (Instructions)	Flat Stanley The Ghost Train Speech (Persuasion)	Emily Brown & The Thing Diary of the Killer Cat Information Leaflet (Report)	The Minpins Dr Xargle's Book of Earthlets Brochure (Persuasion)	The Enormous Crocodile Flat Stanley: The Egyptian Grave Robbery Newspaper Article (Discussion)	The Barnabus Project The Flower How To... Make (Instructions)
	Diary Entry (Recount)	Information Leaflet (Report)	Newspaper Article (Report/Discussion)	How To... Guide (Explanation)	Interview (Discussion)	Failed Projects Leaflet (Discussion)
	Newspaper Article (Report)	Balanced Argument (Discussion)	How To... Guide (Explanation)	Factfile (Report)	Postcard (Recount)	Letter/Speech (Persuasion)
	How To... Guide (Explanation)	Journal (Recount)	Interview (Discussion)	Letter (Recount)	Journal Entry (Recount)	Poster (Explanation)
	Range of Poetry	Range of Poetry	Range of Poetry	Range of Poetry	Range of Poetry	Debate (Discussion)
	Range of Narrative Forms	Range of Narrative Forms	Range of Narrative Forms	Range of Narrative Forms	Range of Narrative Forms	Range of Poetry
						Range of Narrative Forms
Familiar and Fairytale Stories	Three Billy Goats Gruff (2 weeks)	The Papaya that Spoke	Beauty and the Beast	Emperor's New Clothes	The Tortoise and the Hare	Rumpelstiltskin
	<u>Links with the Wider Curriculum</u> History - Great Fire of London Sequencing the events Explanation Science - Healthy Me/Materials Scientific investigations Reports Explanation Geography - Mapping Great Fire of London Comparative account		<u>Links with the Wider Curriculum</u> History - The Victorians Science - Habitats Scientific investigations Information text Geography - Food Journeys Flow charts and explanation		<u>Links with the Wider Curriculum</u> History - The Egyptians Account writing Leaflet Brochure Science - Plants Scientific investigations Observational writing	

Phonics/Reading

Autumn 1

Autumn 2

Focus activities in the afternoon to assist learners and interventions for the bottom 20%.

Autumn 1					Autumn 2								
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<p><u>Week 1</u> Revise sounds s, a, t, i, p, n.</p> <p><u>Tricky words:</u> I, we, he, the, be, she, me, to, do, was, of.</p> <p>Baseline assessments</p>	<p><u>Week 2</u> Revise sounds ck, e, h, r, m, d.</p> <p><u>Tricky words:</u> are, all, you, your, come.</p> <p>Recap previously taught tricky words.</p> <p>Baseline assessments</p>	<p><u>Week 3</u> Revise sounds g, o, u, l, f, b.</p> <p><u>Tricky words:</u> some, said, here, there, they.</p> <p>Recap previously taught tricky words.</p>	<p><u>Week 4</u> Revise sounds ai, j, oa, ie, ee.</p> <p><u>Tricky words:</u> go, no, so, my, one, by.</p> <p>Recap previously taught tricky words.</p>	<p><u>Week 5</u> Revise sounds or, z, w, ng, v.</p> <p><u>Tricky words:</u> have, like, old, only, live, little, down.</p> <p>Recap previously taught tricky words.</p>	<p><u>Week 6</u> Revise sounds oo, oo_y, x, ch, sh.</p> <p><u>Tricky words:</u> what, give, when, who, why, where, which</p> <p>Recap previously taught tricky words.</p>	<p><u>Week 7</u> <u>th, th,</u> qu, ou, oi, ue.</p> <p><u>Tricky words:</u> Recap previously taught tricky words.</p>	<p><u>Week 1</u> er, ar, /y/ for /ee/, /a-e/, /e-e/</p> <p><u>Tricky words:</u> many, any, before, more, other.</p>	<p><u>Week 2</u> /i-e/, /o-e/, /u-e/, /ue/ and /u-e/ for long /oo/</p> <p><u>Tricky words:</u> were, because, want.</p>	<p><u>Week 3</u> /ay/ for /ai/, /oy/ for /oi/, /y/ for /ie/, /y/ for /i/, /ea/ for /ee/.</p> <p><u>Tricky words</u> saw, their, should, would, could.</p>	<p><u>Week 4</u> /igh/ for /ie/, /ow/ for /oa/, /ow/ for /ou/, /ir/ for /er/.</p> <p><u>Tricky words</u> put, right, goes, two, four, does</p>	<p><u>Week 5</u> /ur/ for /er/, /ew/ for /ue/, /ew/ for /oo/, /au/ for /or/.</p> <p><u>Tricky words</u> Recap previously taught tricky words.</p>	<p><u>Week 6</u> /aw/ for /or/, /al/ for /or/, /ph/ for /f/, /wh/ for /w/.</p> <p>Phonics assessment on Phonics Tracker.</p> <p><u>Tricky words</u> Recap previously taught tricky words.</p>	<p><u>Week 7</u> soft g, soft c.</p> <p>Revision</p> <p><u>Tricky words</u> Recap previously taught tricky words.</p>

Year 2 Phonics Tracker Assessment Expectations

Autumn 1 (Week 1-2) Baseline Assessment

Letter Names (upper and lower cases)

Phonemes Jolly Phonics Set 1 and set 2, alternative vowel digraph

Blending (Orange Set 1-7; Green/Blue)

High Frequency Words

Autumn 2 (end of)

Letter Names (upper and lower cases outstanding)

Phonemes Jolly Phonics Set 1 and set 2 outstanding, alternative vowel digraph outstanding

Blending (Orange Set 1-7 outstanding; Green/Blue outstanding)

High Frequency Words

Phonics Screening Check (YGL or Phase Leader) - Report results to SLT and English Subject Leaders and review interventions

From Spring term, daily interventions must continue to take place for pupils who haven't met the Phonics Screening Check pass standard of 32 or for pupils who continue to require support with their blending and fluency.

Year 2 Phonics Tracker Assessment Expectations

Spring 2 (end of)

Letter Names (upper and lower cases outstanding)

Phonemes Jolly Phonics Set 1 and set 2 outstanding, alternative vowel digraph outstanding

Blending (Orange Set 1-7 outstanding; Green/Blue outstanding)

High Frequency Words

Phonics Screening Check (YGL or Phase Leader) - Report results to SLT and English Subject Leaders and review interventions

Summer 2

Letter Names (upper and lower cases outstanding) - for pupils that don't meet pass requirements.

Phonemes Jolly Phonics Set 1 and set 2 outstanding, alternative vowel digraph outstanding - for pupils that don't meet pass requirements.

Blending (Orange Set 1-7 outstanding; Green/Blue outstanding) - for pupils that don't meet pass requirements.

High Frequency Words

Phonics Screening Check (YGL or Phase Leader) - Report results to SLT and English Subject Leaders and review interventions

Reading

Year 2

Skills

Prediction

Question making

Reading

Clarifying

Question answering

Summarising

Prediction - Children are able to make plausible predictions on what might happen next based on what has been read so far.

Question making - Children are able to ask a range of questions to the author or about the text.

Reading - Children continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Children read most words quickly and accurately aloud.

Children should develop fluency by reading on average 90 words per minute in an age-appropriate book.

Clarifying - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Identifying new words and finding synonyms and antonyms of words. Using new words in their writing and during class discussions.

Question answering - Children discussing and expressing views about their reading when answering questions.

Children making inferences on the basis of what is being said and done. Children begin to draw on previous reading with similar themes and morals.

Summarising - Children are able to explain and discuss their understanding of books. They begin to retell the main events in the story.

Year 2 Reading Expectations

<u>Storytime:</u>	Daily storytelling sessions led by teachers that promote reading for pleasure and a love of reading. Ensure sessions include a range of texts including familiar and fairytale stories.
<u>Listening to children read:</u>	Each child is listened to by the class teacher once per week. Children in the bottom 20% of classes are listened to more frequently.
<u>Reciprocal Reading:</u>	When phonics is consolidated, Reciprocal Reading lessons take place three times per week. Prior to this, whole class texts can be read as part of the English lesson. Follow the strategies outlined in Reciprocal Reading training through use of dialogue to ensure that pupils develop a deeper understanding of each text. In addition, cover the skills in the Year 2 curriculum, outlined above.
<u>Phonics Lessons and Interventions:</u>	Phonics is taught daily through discrete lessons in the Autumn term. Daily interventions take place for children who didn't meet the pass requirements for the Phonics Screening Check in Year 1. These are informed by daily incisive assessments and half-termly assessments on Phonics Tracker.
<u>Phonics Tracker:</u>	Baseline assessment in Autumn 1 for all pupils. Half-termly assessments for pupils who haven't met the Phonics Screening Check pass requirement.
<u>Changing of books:</u>	Children receive a new Jolly Phonics or Oxford Reading Tree book <i>every Monday</i> that matches their phonetic reading ability. Children receive a <i>reading for pleasure book</i> of their choice from the classroom library or reading tree weekly. Children's books are regularly monitored and updated on <i>Bug Club</i> by the class teacher.

Writing

Genre	<p style="text-align: center;"><u>Progression in Writing - What do writing genres look like in each year group?</u></p> <p style="text-align: center; font-size: small;">The following guidance supports teachers in knowing what writing genres look like in each year group. This will ensure good progression of writing skills across the school</p>
Narrative	<p>To write a three part story with a key character.</p> <p>To retell a traditional tale using typical settings, characters and events. To innovate a traditional tale, changing some aspects of the setting, characters and events.</p> <p>Plan and tell a story based on your own experience, using expanded noun phrases to expand and identify.</p> <p>To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and ending.</p> <p>To plan and write a story using strategies such as story mapping and a story mountain.</p> <p>To plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.</p> <p>To plan and write your own story with a logical sequence of events, with the introduction of some dialogue.</p>
Non - Chronological Report	<p>Use information from research to group and assemble information into a short non-chronological report.</p> <p>Expand information using subordination and coordination and expanded noun phrases to describe and specify information.</p> <p>Use language and structural features of a non-chronological report e.g. a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person.</p>
Persuasion	<p>Write a simple persuasion based on a fictional book eg in the form of a letter to a character in a book.</p> <p>Write a simple persuasive piece based on research or topic of interest.</p>
Instructions	<p>Write instructions with some expansion about something they know well e.g. getting to school or playing a game. Use imperative verbs and precise language choices.</p> <p>Extend and clarify instructions using subordination and coordination. Use expanded nouns to expand and specify.</p>
Recount	<p>Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person.</p> <p>Write a narrative about a personal experience and those of others, in role.</p>
Discussion	<p>Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another.</p>
Explanation	<p>Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced.</p>

Genres of Writing

Please see the following document for further guidance on the Genres of Writing:

https://docs.google.com/presentation/d/191O4sKwVwrbcigs2sQdf6gNyEbGt6OSC2qESTP3MjjY/edit?usp=s_haring

Throughout the year tick off the genres of writing taught in the following document:

https://docs.google.com/spreadsheets/d/1Ek0dBP02Wpl360d-ZOKm5Bid63Rrqb70VjEYx41XRLw/edit?usp=s_haring

Progression in Writing Composition

Year 2

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or keywords, including new vocabulary
 - encapsulating what they want to say, sentence by sentence

Year 2

- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and Punctuation

Progression in Grammar, Spelling and Punctuation - What does progression of GPS look like in Year 2?

Terminology

Revise:

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, prefix, suffix, verb, adjective, noun, clauses, pronoun.

Introduce

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.

Autumn 1 - Grammar and Punctuation

Teach these aspects discreetly in Autumn 1 - Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Demarcating sentences with a range of punctuation including capital letters, full stops, question marks and exclamation marks

Sequencing sentences to form short narratives

Coordinating conjunctions (or, and, but)

Expanded noun phrases

Capital letters for names and the personal pronoun /

Autumn 2 - Grammar and Punctuation

Teach these aspects discreetly in Autumn 2. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

How the grammatical patterns in sentences indicate its function as a statement, question, command or exclamation

Correct choice and consistent use of the present and past tense

Coordinating conjunctions (or, and, but)

Introduction to subordinating conjunctions (when, if, that, because)

Commas in a list

Sequencing sentences that include coordinating and subordinating conjunctions to form short narratives

Spring 1 - Grammar and Punctuation

Teach these aspects discreetly in Spring 1. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Sequencing sentences that include coordinating and subordinating conjunctions to form short narratives

Correct choice and consistent use of the present and past tense

Introduction to the use of the present progressive and past progressive tenses to mark actions in progress (can be taught over two lessons)

Apostrophes to mark where letters are missing (contractions)

Apostrophes to mark singular possession in nouns e.g. *the girl's name*.

Spring 2 - Grammar and Punctuation

Teach these aspects discreetly in Spring 2. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Sequencing grammatically accurate sentences that include coordinating and subordinating conjunctions to form short narratives

Revision of the tenses (past, present, future) - ensure writing is coherent

Formation of nouns using suffixes such as -ness, -er and by compounding e.g. superman, kindness, farmer

Formation of adjectives using suffixes such as -ful and -less e.g. beautiful, fearless

Summer 1 - Grammar and Punctuation

Teach these aspects discreetly in Summer 1. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Sequencing grammatically accurate sentences that include coordinating and subordinating conjunctions to form short narratives

Use of the suffixes -er and -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

Revision the use of the present progressive and past progressive tenses to mark actions in progress (can be taught over two lessons)

Revision of the use of apostrophes (possession and contraction)

Summer 2 - Grammar and Punctuation

Teach these aspects discreetly in Summer 2. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Sequencing grammatically accurate sentences* that include coordinating and subordinating conjunctions to form short narratives

Revision of suffixes and prefixes to spell words correctly in writing e.g. er, est, -ment, -ness, -ful, -less, -ly

Revision of the tenses (past, present, future - including progressive) to ensure writing is coherent (can be taught over two lessons)

Revision of the use of apostrophes (possession and contraction)

Spelling

Spelling

In Year 2, children are required to be able to segment spoken words into phonemes and represent these into graphemes, spelling many of these correctly and making phonetically plausible attempts at others. They should also be able to spell many of the *common exception words* from the Year 2 list correctly. Children working at Greater Depth will spell most common exception words correctly and add suffixes to spell most words correctly in their writing. These suffixes can include -ment, -ness, -ful, -less and -ly.

Autumn 1

Consolidate and revise segmenting spoken words into phonemes and representing these into graphemes in their words.
Phonetic spellings & tricky words based on phonics sessions.

Week 1 Rule: s, a, t, i, p, n

Tricky Words: I, we, he, the, be, she, me, to, do, was, of

Week 2 Rule: ck, e, h, r, m, d

Tricky Words: are, all, you, your, come

Week 3 Rule: g, o, u, l, f, b

Tricky Words: some, said, here, there, they

Week 4 Rule: ai, j, oa, ie, ee

Tricky Words: go, no, so, my, one, by

Week 5 Rule: or, z, w, ng, v

Tricky Words: have, like, old, only, live, little, down.

Week 6 Rule: oo, oo_y, x, ch, sh.

Tricky Words: what, give, when, who, why, where, which

Week 7 Rule: th, th, qu, ou, oi, ue

Tricky Words: Recap previously learned tricky words

Autumn 2

Continue to revise segmenting spoken words into phonemes and represent these into graphemes in their words - in phonic sessions and incisively assess and address in pupils' writing across the curriculum. In Autumn 2, children begin learning the spelling rules which are outlined in the National Curriculum.

Week 1 Rule: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. The letter j is never used for the /dʒ/ sound at the end of English words.

Guidelines: At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).

Sample words: badge, edge, bridge, dodge, fudge

Common Exception Words: door, floor, poor

Week 2 Rule: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. The letter j is never used for the /dʒ/ sound at the end of English words.

Guidelines: After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.

Sample words: age, huge, change, charge, bulge, village

In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.

Common Exception Words: because, find, kind

Week 3 Rule: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. The letter j is never used for the /dʒ/ sound at the end of English words.

Guidelines: At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).

Sample words: gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust

Common Exception Words: mind, behind

Week 4 Rule: The /s/ sound spelt c before e, i and y.

Sample words: race, ice, cell, city, fancy

Common Exception Words: child, children*

Week 5 Rule: The /n/ sound spelt kn and (less often) gn at the beginning of words

Guidelines: The 'k' and 'g' at the beginning of these words were sounded hundreds of years ago.

Sample words: knock, know, knee, gnat, gnaw

Common Exception Words: , wild, climb

Week 6 Rule: The /r/ sound spelt wr at the beginning of words

Guidelines: This spelling probably also reflects an old pronunciation.

Sample words: write, written, wrote, wrong, wrap

Common Exception Words: most, only

Additional Weeks: Children can revise rules during any additional weeks of the term according to the needs of the class.

Common Exception Words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only (revise a selection of these words based on needs of the class)

Spring 1

Continue to revise segmenting spoken words into phonemes and represent these into graphemes in their words - in phonic sessions and incisively assess and address in pupils' writing across the curriculum.

Week 1 Rule: The /l/ or /əl/ sound spelt -le at the end of words

Guidelines: The -le spelling is the most common spelling for this sound at the end of words.

Sample words: table, apple, bottle, little, middle

Common Exception Words: both, old, cold

Week 2 Rule: The /l/ or /əl/ sound spelt -el at the end of words

Guidelines: The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.

Sample words: camel, tunnel, squirrel, travel, towel, tinsel

Common Exception Words: gold, hold, told

Week 3 Rule: The /l/ or /əl/ sound spelt –al at the end of words

Guidelines: Not many nouns end in –al, but many adjectives do.

Sample words: metal, pedal, capital, hospital, animal

Common Exception Words: every, everybody, even

Week 4 Rule: Words ending –il

Guidelines: There are not many of these words.

Sample words: pencil, fossil, nostril

Common Exception Words: every, everybody, even

Week 5 Rule: The /aɪ/ sound spelt –y at the end of words

Guidelines: This is by far the most common spelling for this sound at the end of words

Sample words: cry, fly, dry, try, reply, July

Common Exception Words: great, break, steak

Week 6 Rule: Adding –es to nouns and verbs ending in –y

Guidelines: The y is changed to i before –es is added

Sample words: flies, tries, replies, copies, babies, carries

Common Exception Words: both, old, cold, gold, hold, told, every, everybody, even, great, break, steak (revise a selection of these words based on needs of the class)

Spring 2

Continue to revise segmenting spoken words into phonemes and represent these into graphemes in their words - in phonic sessions and incisively assess and address in pupils' writing across the curriculum.

Week 1 & 2 Rule: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it

Guidelines: The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing

Sample words: copied, copier, happier, happiest, cried, replied ...but copying, crying, replying

Common Exception Words: pretty, beautiful, after, fast, last, past (over two weeks)

Week 3 & 4 Rule: Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Guidelines: The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.

Sample words: hiking, hiked, hiker, nicer, nicest, shiny

Common Exception Words: father, class, grass, pass, plant (over two weeks)

Week 5: Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

Guidelines: The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes

Sample words: patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

Common Exception Words: plant, path, bath

Week 6 Rule: The /ɔ:/ sound spelt a before l and ll

Guidelines: The /ɔ:/ sound ('or') is usually spelt as a before l and ll.

Sample words: all, ball, call, walk, talk, always

Common Exception Words: pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath (revise a selection of these words based on needs of the class)

Summer 1

Continue to revise segmenting spoken words into phonemes and represent these into graphemes in their words - in phonic sessions and incisively assess and address in pupils' writing across the curriculum.

Week 1 Rule: The /ʌ/ sound spelt o

Sample words: other, mother, brother, nothing, Monday

Common Exception Words: hour, sure, sugar

Week 2 Rule: The /i:/ sound spelt -ey

Guidelines: The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.)

Sample words: key, donkey, monkey, chimney, valley

Common Exception Words: move, prove, improve

Week 3 Rule: The /ɒ/ sound spelt a after w and qu

Guidelines: a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.

Sample words: want, watch, wander, quantity, squash

Common Exception Words: could, should, would

Week 4 Rule: The /ɔ:/ sound spelt or after w

Guidelines: a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.

Sample words: word, work, worm, world, worth

Common Exception Words: eye who, whole

Week 5 Rule: The /ɔ:/ sound spelt ar after w

Guidelines: There are not many of these words

Sample words: war, warm, towards

Common Exception Words: hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole (revise a selection of these words based on needs of the class)

Summer 2

Continue to revise segmenting spoken words into phonemes and represent these into graphemes in their words - in phonic sessions and incisively assess and address in pupils' writing across the curriculum.

Week 1 Rule: The /z/ sound spelt s

Sample words: television, treasure, usual

Common Exception Words: any, many, money

Week 2 Rule: The suffixes –ment, –ness, –ful , –less and –ly

Guidance: If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.

Sample words: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly
merriment, happiness, plentiful, penniless, happily

Common Exception Words: clothes, busy

Week 3 Rule: Apostrophes for contractions

Guidance: In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.

Sample words: can't, didn't, hasn't, couldn't, it's, I'll

Common Exception Words: people, water

Week 4 Rule: Apostrophes for singular possession

Sample words: Megan's, Ravi's, the girl's, the child's, the man's

Common Exception Words: again, half, Christmas

Week 5 Rule: Words ending in -tion

Sample words: station, fiction, motion, national, section

Common Exception Words: Mr, Mrs, parents

Week 6 Rule: Homophones and near-homophones

Guidelines: It is important to know the difference in meaning between homophones.

Sample words: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Common Exception Words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas (revise a selection of these words based on needs of the class)

Handwriting

Handwriting is *taught and modelled daily* in *handwriting* and *phonics* sessions.

Autumn 1

Week 1: Practising diagonal join to ascender: th, ch

Week 2: Practising diagonal join, no ascender: ai, ay

Week 3: Practising diagonal join, no ascender: ir, er

Week 4: Practising horizontal join to ascender: wh, oh

Week 5: Practising horizontal join, no ascender: ow, ou

Week 6: Revision based on needs of the class/year group.

Week 7: Revision based on needs of the class/year group.

Autumn 2

Week 1: Introduce diagonal join to e: ie, ue

Week 2: Introduce horizontal join to e: oe, ve

Week 3: Introduce ee

Week 4: Practising diagonal join, no ascender: le

Week 5: Writing numbers 1-100

Week 6: Revision based on needs of the class/year group.

Week 7: Revision based on needs of the class/year group.

Spring 1

Week 1: Introducing diagonal join to anticlockwise letters: ea.

Week 2: Practising diagonal join to anticlockwise letters: igh.

Week 3: Practising diagonal join to anticlockwise letters: dg, ng.

Week 4: Introducing horizontal join to anticlockwise letters: oo, oa.

Week 5: Practising horizontal join to anticlockwise letters: wa, wo.

Week 6: Revision based on needs of the class/year group.

Spring 2

Week 1: Introducing mixed joins for three letters: air, ear.

Week 2: Practising diagonal join to anticlockwise letters: igh.

Week 3: Practising mixed joins for three letters: oor, our.

Week 4: Practising mixed joins for three letters: ing.

Week 5: Size and spacing.

Week 6: End-of-term check.

Summer 1

Week 1: Building on diagonal join to ascender: ck, al , el, at, il, ill

Week 2: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip

Week 3: Building on horizontal join to ascender: ok, ot, ob, ol

Week 4: Building on horizontal join, no ascender: oi, oy, on, op, ov

Week 5: Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag

Week 6: Revision based on needs of the class/year group.

Summer 2

Week 1: Building on horizontal join to anticlockwise letter: oc, og, od, va, vo.

Week 2: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks.

Week 3: Practising joining ed and ing.

Week 4: Assessment.

Week 5: Capitals.

Week 6: Revision based on needs of the class/year group.

Week 7: Revision based on needs of the class/year group.

Poetry

Poetry

Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Children should be developing their understanding and enjoyment of poetry. They should develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of poetry
- preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- having opportunities to discuss language, including vocabulary which will extend their interest in the meaning and origin of words.
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- reading, re-reading, and rehearsing poems for presentation and performance
- being encouraged to use drama approaches to understand how to perform poems to support their understanding of the meaning.

Performance Poetry

Song of the Train

Clickety-clack,
Wheels on the track,
This is the way
They begin the attack:
Click-ety-clack,
Click-ety-clack,
Click-ety, clack -ety,
Click-ety Clack.

Clickety-clack,
Over the crack,
Faster and faster
The song of the track:
Clickety-clack,
Clickety-clack,
Clickety, clackety,
Clackety.
Clack.

Riding in front,
Riding in back,
Everyone hears
The song of the track:
Clickety-clack,
Clickety-clack,
Clickety, clickety ,
Clackety Clack .

Counting Poem

Who's Counting - Celia Warren

One for a shadow
Two for a scare
Three for a cobweb
in my hair.

Four for a whisper
Five for a scream
Six for a monster
in my dream.

Seven for a shiver
up my spine:
Reach for the light switch -
just in time!

Familiar Rhyme

Four Jolly Pirates - Coral Rumble

Four jolly pirates
Splashing in a puddle
Under big umbrellas
In a pirate huddle

Four jolly pirates
Wobbling their bellies
Singing a sea shanty
In their pirate wellies

Four jolly pirates
Going splish and splat
Catching tiny raindrops
In their crossbones hats

Four jolly pirates
Dancing on a plank
Shivering their timbers
And getting very damp

Four jolly pirates
See the sun break through
Then sail into the distance
To do what pirates do.

Wordplay

Elelelephony - Laura Richards

Once there was an elephant,
Who tried to use the telephant.
No! No! I mean an elephone
Who tried to use the telephone.

(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was, he got his trunk
Entangled in the telephunk.

The more he tried to get it free,
The louder buzzed the telephee.
(I fear I'd better drop the song
Of elephop and telephong!)

Performance Poetry

Oh the Places You" Go - Dr Seuss

You have brains in your head.
You have feet in your shoes.
You can steer yourself
Any direction you choose.
You're on your own. And
you know what you know.
And YOU are the guy who'll
decide where to go.

You'll get mixed up,
of course, as you already know.
You'll get mixed up with
many strange birds as you go.

So be sure when you step.
Step with care and great
tact and remember that
Life's A Great Balancing Act.

And will you succeed?
Yes! You will, indeed!
(98 and $\frac{3}{4}$ percent guaranteed.)

KID, YOU'LL MOVE MOUNTAINS

Feelings Poem

Happy Poem - James Carter

Happy as a rainbow
happy as a bee
happy as a dolphin
splashing in the sea

Happy as bare feet
running on the beach
happy as a sunflower
happy as a peach

Happy as a poppy
happy as a spoon
dripping in honey
happy as June

Happy as a banjo
plucking on a tune
happy as a Sunday
lazy afternoon

Happy as a memory
shared by two
happy as me...
When I'm with you

Performance Poetry - Circle Time

The Hokey Cokey

You put your right arm in,
Your right arm out,
Your right arm in,
And you shake it all about.
You do the Hokey Cokey,
And you turn around,
That's what it's all about.

Oh, the Hokey, Cokey, Cokey!
Oh, the Hokey, Cokey, Cokey!
Oh, the Hokey, Cokey, Cokey!
Knees bend,
Arms scratch,
Ra! Ra! Ra!

Add more verses - e.g.
You put your left arm in...
You put your right leg in...
You put your left leg in...
You put your whole self in...

Shape Poem

Inside - James Carter

Now
you
may think
I'm walking tall
I'm talking big
I've got it all -
but here inside
I'm ever so shy
I sometimes cry
I'm curled in a ball
I'm no feet small
no I'm
not big
not tall
at all

Summer 1

Feelings Poem

Hiding - Coral Rumble

Behind this tree
You can't see me,
I've made myself thin
So I can fit in.

I'm as still as a photograph
As quiet as a blink,
I won't sniff or laugh
Just quietly think.

Behind this tree
You can't see me,
I've made myself thin
So I can fit in.

Animal Poem

We Saw a Hare - Pie Corbett

Where? Where?
There! There!
The shy hare,
not a care,
up at dawn
stitching corn
with her pair
of sharp ears!!
The hare hears,
as she bobs along,
sunlight's song.
Sewing; glowing.
Where's she going?
Gone!!

Summer 2

Rhyming Poem

Aliens from Planet Trouble - Paul Cookson

Hubble bubble double lubble
Aliens from planet trouble
Watch us wriggle,
bounce and play
We love making mess all day
See us giggle – see us laugh
Pouring custard in the bath
Hubble bubble double lubble
Aliens from planet trouble
Pots and pans on our heads
Jumping high on our beds
We like to chomp on lots of chocs
Jelly, ice cream, sweaty socks!
Hubble bubble double lubble
Aliens from planet trouble.

Monologue

Guide Dog's Story - Wes Magee

'Young Catherine has lost her sight,
and now her world is dark as night.

I am well trained. I am her guide.
Together we walk side by side.

Young Catherine has lost her sight.
Each sunny day is black as night.

I let her know where danger lies.
I am the blind girl's seeing eyes."