

Literacy – Long term Plan – Key stage 1 – Cycle 1

Year 1			
Autumn term		Spring term	Summer term
<p>Yr1 – Read Write Inc programme – Pink Level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Lists • Sentence construction • Poetry • Fact page • Post card • Poster 	<p>Literacy Shed Enrichment unit</p> <p>Man on the Moon</p> <p>Writing Focus: Instructional writing</p>	<p>Yr1 – Read Write Inc programme – orange Level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Sentence construction • Character description • Poetry • Retelling and sequencing • Fact page 	<p>Yr1 – Read Write Inc programme – yellow level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Sentence construction • Character description • Story writing • Instructional writing • Poetry <p>Fact page</p>
<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Reading objectives: (CLPE)</p> <p>Listen to and discuss a wide range of stories beyond their reading level</p> <p>Become very familiar with key stories</p> <p>Make inferences</p> <p>Predict events and endings</p> <p>Sequence events and retell</p>		<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read suffixes (ing, ed, est, s, es, er)</p> <p>Read words with contractions</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Check the sentence makes sense and begin to self correct</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Begin to make inferences based on what is said and done</p> <p>Begin to make predictions based on what has been read</p> <p>Explain what clearly what is happening</p> <p>Retell and sequence events</p> <p>Become familiar with fairy stories</p>	<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read suffixes (ing, ed, est, s, es, er)</p> <p>Read words with contractions</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Check the sentence makes sense and begin to self correct</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Begin to make inferences based on what is said and done</p> <p>Begin to make predictions based on what has been read</p> <p>Retell and sequence events</p>

<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to spell common exception words correctly in writing</p> <p>Sit correctly, hold a pencil correctly</p> <p>Begin to form lower case letters correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Re read what they have written</p> <p>Write simple lists</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>	<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to use set 3 sounds in spelling</p> <p>Begin to spell common exception words correctly in writing</p> <p>Form lower case letters correctly</p> <p>Form ascenders and descenders correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Sequence sentences to form short narratives</p> <p>Begin to use and to join clauses</p> <p>Begin to use because</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Begin to use exclamation marks and question marks</p> <p>Re read what they have written</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>	<p>Writing Objectives:</p> <p>Use set 1, 2 and 3 sounds in writing</p> <p>Spell many common exception words correctly in writing</p> <p>Form lower case letters correctly</p> <p>Form ascenders and descenders correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Begin to join letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Sequence sentences to form short narratives</p> <p>Begin to use and to join clauses</p> <p>Begin to use time words to sequence</p> <p>Begin to use because</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Begin to use exclamation marks and question marks</p> <p>Re read what they have written</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>
<p>Spelling:</p> <p>Spelling of set 1 and 2 RWI sounds</p> <p>Spelling of cvc cvcc ccvc and ccvcc</p> <p>Begin to use ing and ed suffixes</p> <p>Spelling year 1 common exception words</p>	<p>Spelling:</p> <p>Spelling of set 2 and 3 RWI sounds</p> <p>Begin to use ing, ed, er, est, y, s and es</p> <p>Introduce vowels</p> <p>Spelling year 1 common exception words</p>	<p>Spelling:</p> <p>Spelling of 2 and 3 RWI sounds</p> <p>Begin to select correct version of the sound</p> <p>Begin to use ing, ed, er, est, y, s and es</p> <p>Spelling rule for adding ing – never have an e with an ing</p> <p>Rule for c, k and ck</p> <p>Spelling year 1 common exception words</p>
<p>Grammar:</p> <p>Begin to recognise nouns and verbs</p>	<p>Grammar:</p> <p>Begin to recognise nouns, verbs and adjectives</p> <p>Begin to recognise singular and plural</p> <p>Begin to recognise a question and exclamation</p>	<p>Grammar:</p> <p>Begin to recognise nouns, verbs and adjectives</p> <p>Begin to recognise proper nouns</p> <p>Begin to recognise singular and plural</p> <p>Begin to recognise compound words</p> <p>Begin to recognise a question and exclamation</p>

Year 2			
<u>Yr 2 Reading</u> Read Write Inc – Blue Level <u>Year 2 Jane Considine Writing units</u> The Way Back Home Narrative – science fiction George and the Dragon Narrative – Legend	<u>Literacy Shed/ CLPE/RWI enrichment units</u> Man on the Moon Instructional writing Excitable Edgar Narrative story How to make a Peach Treat Instructional Writing	<u>Yr 2 Reading</u> Read Write Inc – Blue/grey level <u>Year 2 Jane Considine Writing units</u> Little Red Reading Hood Narrative – Traditional Tale Big Cats Non-chronological report	<u>Yr 2 Reading</u> Read Write Inc – Grey Level <u>Year 2 Jane Considine Writing units</u> Stardust Narrative – Story The Great Fire of London Non- fiction – Diary If I were in charge of the world Poetry
Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Become confident with retelling a wide range of stories Be introduced to non-fiction texts structured in different ways Discuss and clarify the meanings of words Refer back to the text for evidence Check the text makes sense and self correct Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Retrieve information that may not be obvious Explain the difference between fiction and non fiction Reading objectives(Literacy Shed/CLPE) Discuss the sequence of events Predict events and endings Make inferences	Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Read most words quickly and accurately Become confident with retelling a wide range of stories Be introduced to non fiction texts structured in different ways Discuss and clarify the meanings of words Refer back to the text for evidence Check the text makes sense and self correct Retrieve information that may not be obvious Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Explain the difference between fiction and non fiction	Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Read most words quickly and accurately Become confident with retelling a wide range of stories Be introduced to non fiction texts structured in different ways Discuss and clarify the meanings of words Refer back to the text for evidence Check the text makes sense and self correct Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Retrieve information that may not be obvious Explain the difference between fiction and non fiction	

<p>Writing objectives (All writing): Write for a range of purposes Segment words into phonemes spelling many correctly Use common exception words in writing Form lower case letters of the correct size and orientation Continue to learn how to join letters Write capital letters of the correct size and orientation Begin to show variation in sentence opening Begin to select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks and question marks Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives: The Way Back Home:</p> <ul style="list-style-type: none"> • Orally compose a sentence before writing it • Sequence sentences to compose short narratives • Re read sentences to check they make sense • Read aloud their writing • Join clauses using and • Use capital letters, full stops, question marks, exclamation marks and capitals for names • Use onomatopoeia • Use repetition • Collect and use banks of adjectives, verbs and adverbs • Write questions • Describe feelings • Use similes • Begin to write dialogue <p>George and the Dragon:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing 	<p>Writing objectives (All writing): Write for a range of purposes Segment words into phonemes spelling many correctly Use common exception words in writing Form lower case letters of the correct size and orientation Continue to learn how to join letters Write capital letters of the correct size and orientation Show variation in sentence opening Begin to select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks and question marks Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives: Little Red Reading Hood:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use apostrophes for contractions and possession • Use commas in a list • Use repetition • Write dialogue • Use alliteration • Write complex sentences • Use personification • Use a simile • Use onomatopoeia • Use rhyme 	<p>Writing objectives (All Writing): Write for a range of purposes Segment words into phonemes spelling many correctly Use common exception words in writing Form lower case letters of the correct size and orientation Use joined handwriting Write capital letters of the correct size and orientation Show variation in sentence opening Begin to select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks, question marks and apostrophes for contractions Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives: Stardust:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Use alliteration • Use a hyphen • Use Show not tell • Collect and use a bank of adjectives, verbs and adverbs • Use onomatopoeia • Use repetition
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<ul style="list-style-type: none"> • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use repetition • Use similes • Collect synonyms • Use alliteration • Use onomatopoeia • Write dialogue • Collect and use a range of adjectives, verbs and adverbs • Use prepositions • Use adverbial phrases <p>Man on the moon/How to make a peach treat:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing • Recognise language, structure and layout of instructions • Write rhetorical questions • Use bullet points • Use adjectives for precision • Use adverbs to describe verbs 	<p>Big cats:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Introduce the non-chronological report shape and subheadings • Use headings • Use alliteration • Write rhetorical questions • Use time adverbials • Use onomatopoeia • Write labels • Write captions • Use similes • Collect and use a bank of adjectives and adverbs • Use homophones • Write dialogue • Collect information and make notes 	<p>The Great Fire of London:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for a range of purposes • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Introduce the shape of a diary • Use senses • Collect and use a bank of adjectives, verbs and adverbs • Use personification • Use repetition • Use onomatopoeia • Use time adverbials • Describe feelings <p>If I were in charge of the world:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing poetry. • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Use commas in a list • Introduce the poetry shape • Use apostrophes for contractions • Write noun phrases • Use repetition • Use senses
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<p>Spelling: 1st half term: Spelling of set 1,2 and 3 RWI sounds (Get spelling programme) Select the correct version of the sound and learn rules Spelling year 2 common exception words</p> <p>2nd half term: Jane Considine Spelling programme: ay, ai, a-e, a, eigh, aigh dge, o making u e.g. brother l making igh e.g. behind le, al, le, il c making s e.g. cell ful, ment, ing, er y making ee e.g. happy Contractions Swap y for an l e.g. copy-copied Y making igh e.g. cry ey oor ve tion a making ar e.g. half kn words apostrophe for possession</p> <p><u>Jane Considine Writing spelling objectives:</u> The way back home: Use s and es to pluralise</p> <p>George and the Dragon: Use the suffixes er, ness Use compound words Use an apostrophe for a contraction</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Jane Considine Spelling Programme: ee, ea, y, e, e-e, ey, ie igh, i-e, y, ie, i dge, ge, j and g sion and tion contractions le, el, al, il a making o e.g. want ar making or e.g. warm prefixes – un, dis, re suffixes - ness, ful, ly, less, est, er, ed Compound words Kn, gn and wr Doubling the consonant before adding a suffix e.g. patted c making s Swap the y for an i ar making er e.g. sugar oor plurals – s, es and ies homophones wh or making er e.g. word apostrophe for possession mb</p> <p><u>Jane Considine Writing Spelling Objectives:</u> Big Cats: Use suffixes er, est, ly</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Jane Considine spelling programme: a making ar le, el, al, il c making s ey o making u prefixes – dis, un, re suffixes est, er, ing, ed, er, ness, less, ful Doubling the consonant before adding a suffix e.g. patted Qu Y making igh and ee Compound words Homophones and near homophones a making or ar making or apostrophe for possession wr ea making ai e.g. break tion re making er ar making er swap the y for an i gn</p> <p><u>Jane Considine Writing Spelling Objectives:</u> Stardust: Use suffixes er, est, ly</p> <p>The Great Fire of London: Use suffixes er, est, ly</p>
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Grammar: Review noun, verb and adjective Adverbs Proper nouns Noun phrase Compound words Singular and plural Present tense and past tense Homophones	Grammar: Review Autumn term	Grammar: Review all grammar from Autumn and Spring term
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Literacy – Long term Plan – Key stage 1 – Cycle 2

Year 1			
Autumn term		Spring term	Summer term
<p>Yr1 – Read Write Inc programme – Pink Level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Lists • Sentence construction • Poetry • Fact page • Post card • Poster 	<p>Literacy Shed Enrichment Cycle 1 –</p> <p>Alan’s Big Scary Teeth</p> <p>Writing Focus: Narrative story writing</p>	<p>Yr1 – Read Write Inc programme – orange Level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Sentence construction • Character description • Poetry • Retelling and sequencing • Fact page 	<p>Yr1 – Read Write Inc programme – yellow level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Sentence construction • Character description • Story writing • Instructional writing • Poetry • Fact page
<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Reading objectives:</p> <p>Listen to and discuss a wide range of stories beyond their reading level</p> <p>Become very familiar with key stories</p> <p>Make inferences</p> <p>Predict events and endings</p> <p>Sequence events and retell</p> <p>Discuss title and events</p>		<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read suffixes (ing, ed, est, s, es, er)</p> <p>Read words with contractions</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Check the sentence makes sense and begin to self correct</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Begin to make inferences based on what is said and done</p> <p>Begin to make predictions based on what has been read</p> <p>Retell and sequence events</p> <p>Become familiar with fairy stories</p>	<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read suffixes (ing, ed, est, s, es, er)</p> <p>Read words with contractions</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Check the sentence makes sense and begin to self correct</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Begin to make inferences based on what is said and done</p> <p>Begin to make predictions based on what has been read</p> <p>Retell and sequence events</p>

<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to spell common exception words correctly in writing</p> <p>Sit correctly, hold a pencil correctly</p> <p>Begin to form lower case letters correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Re read what they have written</p> <p>Write simple lists</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>	<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to use set 3 sounds in spelling</p> <p>Begin to spell common exception words correctly in writing</p> <p>Form lower case letters correctly</p> <p>Form ascenders and descenders correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Sequence sentences to form short narratives</p> <p>Begin to use and to join clauses</p> <p>Begin to use because</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Begin to use exclamation marks and question marks</p> <p>Re read what they have written</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>	<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to use set 3 sounds in spelling</p> <p>Spell many common exception words correctly in writing</p> <p>Form lower case letters correctly</p> <p>Form ascenders and descenders correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Sequence sentences to form short narratives</p> <p>Begin to use and to join clauses</p> <p>Begin to use time words to sequence</p> <p>Begin to use because</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Begin to use exclamation marks and question marks</p> <p>Re read what they have written</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>
<p>Spelling:</p> <p>Spelling of set 1 and 2 RWI sounds</p> <p>Spelling of cvc cvcc ccvc and ccvcc</p> <p>Begin to use ing and ed suffixes</p> <p>Spelling year 1 common exception words</p>	<p>Spelling:</p> <p>Spelling of set 2 and 3 RWI sounds</p> <p>Begin to use ing, ed, er, est, y, s and es</p> <p>Introduce vowels</p> <p>Spelling year 1 common exception words</p>	<p>Spelling:</p> <p>Spelling of 2 and 3 RWI sounds</p> <p>Begin to select correct version of the sound</p> <p>Begin to use ing, ed, er, est, y, s and es</p> <p>Spelling rule for adding ing – never have an e with an ing</p> <p>Rule for c, k and ck</p> <p>Spelling year 1 common exception words</p>
<p>Grammar:</p> <p>Begin to recognise nouns and verbs</p>	<p>Grammar:</p> <p>Begin to recognise nouns, verbs and adjectives</p> <p>Begin to recognise singular and plural</p> <p>Begin to recognise a question</p>	<p>Grammar:</p> <p>Begin to recognise nouns, verbs and adjectives</p> <p>Begin to recognise proper nouns</p> <p>Begin to recognise singular and plural</p> <p>Begin to recognise compound words</p> <p>Begin to recognise a question</p>

Year 2			
<p>Yr 2 Reading Read Write Inc – Blue Level</p> <p><u>Year 2 Jane Considine Writing units</u></p> <p>The Way Back Home Narrative – science fiction</p> <p>George and the Dragon Narrative – Legend</p>	<p><u>Literacy Shed/ CLPE enrichment units</u></p> <p>Alan’s Big Scary Teeth Narrative Story</p> <p>Excitable Edgar Narrative story – film unit</p> <p>How to make a Peach Treat Instructional writing</p>	<p>Yr 2 Reading Read Write Inc – Blue/grey level</p> <p><u>Year 2 Jane Considine Writing units</u></p> <p>Little Red Reading Hood Narrative – Traditional Tale</p> <p>Big Cats Non-chronological report</p>	<p>Yr 2 Reading Read Write Inc – Grey Level</p> <p><u>Year 2 Jane Considine Writing units</u></p> <p>Stardust Narrative – Story</p> <p>The Great Fire of London Non- fiction – Diary</p> <p>If I were in charge of the world Poetry</p>
<p>Reading Objectives (RWI)</p> <p>Continue to apply phonic knowledge</p> <p>Read words accurately by blending sounds taught</p> <p>Read words of 2 or more syllables</p> <p>Read words containing common suffixes</p> <p>Begin to read further common exception words and recognise grotty graphemes</p> <p>Read aloud books closely matched to the children’s improving phonic knowledge</p> <p>Re-read books to build up fluency</p> <p>Become confident with retelling a wide range of stories</p> <p>Be introduced to non-fiction texts structured in different ways</p> <p>Discuss and clarify the meanings of words</p> <p>Refer back to the text for evidence</p> <p>Check the text makes sense and self correct</p> <p>Ask and answer retrieval questions</p> <p>Make inferences based on what is said and done</p> <p>Predict what might happen</p> <p>Sequence and summarise events</p> <p>Retrieve information that may not be obvious</p> <p>Explain the difference between fiction and non fiction</p> <p>Reading objectives(Literacy Shed/CLPE)</p> <p>Discuss the sequence of events</p> <p>Identify how characters/ settings are created using imagery</p> <p>Demonstrate empathy with characters</p> <p>Predict events and endings</p>		<p>Reading Objectives (RWI)</p> <p>Continue to apply phonic knowledge</p> <p>Read words accurately by blending sounds taught</p> <p>Read words of 2 or more syllables</p> <p>Read words containing common suffixes</p> <p>Begin to read further common exception words and recognise grotty graphemes</p> <p>Read aloud books closely matched to the children’s improving phonic knowledge</p> <p>Re-read books to build up fluency</p> <p>Read most words quickly and accurately</p> <p>Become confident with retelling a wide range of stories</p> <p>Be introduced to non fiction texts structured in different ways</p> <p>Discuss and clarify the meanings of words</p> <p>Refer back to the text for evidence</p> <p>Check the text makes sense and self correct</p> <p>Retrieve information that may not be obvious</p> <p>Ask and answer retrieval questions</p> <p>Make inferences based on what is said and done</p> <p>Predict what might happen</p> <p>Sequence and summarise events</p> <p>Retrieve information that may not be obvious</p> <p>Explain the difference between fiction and non fiction</p>	

Make inferences		
<p>Writing objectives (All writing):</p> <p>Write for a range of purposes</p> <p>Segment words into phonemes spelling many correctly</p> <p>Use common exception words in writing</p> <p>Form lower case letters of the correct size and orientation</p> <p>Continue to learn how to join letters</p> <p>Write capital letters of the correct size and orientation</p> <p>Begin to show variation in sentence opening</p> <p>Begin to select words for effect</p> <p>Begin to use simple co-ordinating and subordinating conjunctions</p> <p>Use full stops, capital letter, explanation marks and question marks</p> <p>Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives:</p> <p>The Way Back Home:</p> <ul style="list-style-type: none"> • Orally compose a sentence before writing it • Sequence sentences to compose short narratives • Re read sentences to check they make sense • Read aloud their writing • Join clauses using and • Use capital letters, full stops, question marks, exclamation marks and capitals for names • Use onomatopoeia • Use repetition • Collect and use banks of adjectives, verbs and adverbs • Write questions • Describe feelings • Use similes • Begin to write dialogue 	<p>Writing objectives (All writing):</p> <p>Write for a range of purposes</p> <p>Segment words into phonemes spelling many correctly</p> <p>Use common exception words in writing</p> <p>Form lower case letters of the correct size and orientation</p> <p>Continue to learn how to join letters</p> <p>Write capital letters of the correct size and orientation</p> <p>Show variation in sentence opening</p> <p>Begin to select words for effect</p> <p>Begin to use simple co-ordinating and subordinating conjunctions</p> <p>Use full stops, capital letter, explanation marks and question marks</p> <p>Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives:</p> <p>Little Red Reading Hood:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use apostrophes for contractions and possession • Use commas in a list • Use repetition • Write dialogue • Use alliteration • Write complex sentences • Use personification • Use a simile • Use onomatopoeia • Use rhyme 	<p>Writing objectives (All Writing):</p> <p>Write for a range of purposes</p> <p>Segment words into phonemes spelling many correctly</p> <p>Use common exception words in writing</p> <p>Form lower case letters of the correct size and orientation</p> <p>Use joined handwriting</p> <p>Write capital letters of the correct size and orientation</p> <p>Show variation in sentence opening</p> <p>Begin to select words for effect</p> <p>Begin to use simple co-ordinating and subordinating conjunctions</p> <p>Use full stops, capital letter, explanation marks, question marks and apostrophes for contractions</p> <p>Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives:</p> <p>Stardust:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Use alliteration • Use a hyphen • Use Show not tell • Collect and use a bank of adjectives, verbs and adverbs • Use onomatopoeia • Use repetition

<p>George and the Dragon:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use repetition • Use similes • Collect synonyms • Use alliteration • Use onomatopoeia • Write dialogue • Collect and use a range of adjectives, verbs and adverbs • Use prepositions • Use adverbial phrases <p>How to make a Peach Treat:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing • Recognise language, structure and layout of instructions • Write rhetorical questions • Use bullet points 	<p>Big cats:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Introduce the non-chronological report shape and subheadings • Use headings • Use alliteration • Write rhetorical questions • Use time adverbials • Use onomatopoeia • Write labels • Write captions • Use similes • Collect and use a bank of adjectives and adverbs • Use homophones • Write dialogue • Collect information and make notes 	<p>The Great Fire of London:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for a range of purposes • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Introduce the shape of a diary • Use senses • Collect and use a bank of adjectives, verbs and adverbs • Use personification • Use repetition • Use onomatopoeia • Use time adverbials • Describe feelings <p>If I were in charge of the world:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing poetry. • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Use commas in a list • Introduce the poetry shape • Use apostrophes for contractions • Write noun phrases • Use repetition • Use senses
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<ul style="list-style-type: none"> • Use adjectives for precision • Use adverbs to describe verbs 		
<p>Spelling: 1st half term: Spelling of set 1,2 and 3 RWI sounds (Get spelling programme) Select the correct version of the sound and learn rules Spelling year 2 common exception words</p> <p>2nd half term: Jane Considine Spelling programme: ay, ai, a-e, a, eigh, aigh dge, o making u e.g. brother l making igh e.g. behind le, al, le, il c making s e.g. cell ful, ment, ing, er y making ee e.g. happy Contractions Swap y for an l e.g. copy-copied Y making igh e.g. cry ey oor ve tion a making ar e.g. half kn words apostrophe for possession</p> <p><u>Jane Considine Writing spelling objectives:</u> The way back home: Use s and es to pluralise</p> <p>George and the Dragon: Use the suffixes er, ness Use compound words Use an apostrophe for a contraction</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Jane Considine Spelling Programme: ee, ea, y, e, e-e, ey, ie igh, i-e, y, ie, i dge, ge, j and g sion and tion contractions le, el, al, il a making o e.g. want ar making or e.g. warm prefixes – un, dis, re suffixes - ness, ful, ly, less, est, er, ed Compound words Kn, gn and wr Doubling the consonant before adding a suffix e.g. patted c making s Swap the y for an i ar making er e.g. sugar oor plurals – s, es and ies homophones wh or making er e.g. word apostrophe for possession mb</p> <p>Jane Considine Writing Spelling Objectives: Big Cats: Use suffixes er, est, ly</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Jane Considine spelling programme: a making ar le, el, al, il c making s ey o making u prefixes – dis, un, re suffixes est, er, ing, ed, er, ness, less, ful Doubling the consonant before adding a suffix e.g. patted Qu Y making igh and ee Compound words Homophones and near homophones a making or ar making or apostrophe for possession wr ea making ai e.g. break tion re making er ar making er swap the y for an i gn</p> <p><u>Jane Considine Writing Spelling Objectives:</u> Stardust: Use suffixes er, est, ly</p> <p>The Great Fire of London: Use suffixes er, est, ly</p>

Grammar: Review noun, verb and adjective Adverbs Proper nouns Noun phrase Compound words Singular and plural Present tense and past tense Homophones	Grammar: Review Autumn term	Grammar: Review all grammar from Autumn and Spring term
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