		Year 1	
Autumn term		Spring term	Summer term
Yr1 – Read Write Inc programme – Pink Level Writing: Lists Sentence construction Poetry	Literacy Shed Enrichment unit Man on the Moon Writing Focus: Instructional writing	Yr1 – Read Write Inc programme – orange Level Writing: Sentence construction Character description Poetry Retelling and sequencing Fact page	Yr1 – Read Write Inc programme – yellow level Writing: Sentence construction Character description Story writing Instructional writing Poetry Fact page
Fact pagePost cardPoster			
Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the co Read accurately by blending s Read common exception wor Read words of more than one Read books aloud that are co knowledge Reread books to develop flue Link reading to own experien Discuss word meanings Participate in discussions, tak is said Retrieve key information from Explain what clearly what is h Reading objectives: (CLPE) Listen to and discuss a wide r reading level Become very familiar with ke Make inferences Predict events and endings Sequence events and retell	sounds rds e syllable nsistent with their phonic ency and confidence ces sing turns and listening to what m the text happening ange of stories beyond their	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound Read accurately by blending sounds Read common exception words Read words of more than one syllable Read suffixes (ing, ed, est, s, es, er) Read words with contractions Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Explain what clearly what is happening Retell and sequence events Become familiar with fairy stories	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound Read accurately by blending sounds Read common exception words Read words of more than one syllable Read suffixes (ing, ed, est, s, es, er) Read words with contractions Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Retell and sequence events

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

		Year 2	
Yr 2 Reading	Literacy Shed/ CLPE/RWI	Yr 2 Reading	Yr 2 Reading
Read Write Inc – Blue Level	enrichment units	Read Write Inc – Blue/grey level	Read Write Inc – Grey Level
Year 2 Jane Considine	Man on the Moon		Year 2 Jane Considine Writing units
Writing units	Instructional writing	Year 2 Jane Considine Writing units	Stardust
The Way Back Home		Little Red Reading Hood	Narrative – Story
Narrative – science fiction	Excitable Edgar	Narrative – Traditional Tale	Number 5001y
	Narrative story		The Great Fire of London
George and the Dragon	,	Big Cats	Non- fiction – Diary
Narrative – Legend		Non-chronological report	
	How to make a Peach Treat		If I were in charge of the world
	Instructional Writing		Poetry
Reading Objectives (RWI)	<u> </u>	Reading Objectives (RWI)	Reading Objectives (RWI)
Continue to apply phonic know	wledge	Continue to apply phonic knowledge	Continue to apply phonic knowledge
Read words accurately by ble	_	Read words accurately by blending sounds taught	Read words accurately by blending sounds taught
Read words of 2 or more sylla	bles	Read words of 2 or more syllables	Read words of 2 or more syllables
Read words containing comm	on suffixes	Read words containing common suffixes	Read words containing common suffixes
Begin to read further commo	n exception words and	Begin to read further common exception words and	Begin to read further common exception words and
recognise grotty graphemes		recognise grotty graphemes	recognise grotty graphemes
Read aloud books closely mat	ched to the children's	Read aloud books closely matched to the children's	Read aloud books closely matched to the children's
improving phonic knowledge		improving phonic knowledge	improving phonic knowledge
Re-read books to build up flue	•	Re-read books to build up fluency	Re-read books to build up fluency
Become confident with retelli	=	Read most words quickly and accurately	Read most words quickly and accurately
Be introduced to non-fiction t	exts structured in different	Become confident with retelling a wide range of stories	Become confident with retelling a wide range of stories
ways		Be introduced to non fiction texts structured in different	Be introduced to non fiction texts structured in different
Discuss and clarify the meaning	_	ways	ways
Refer back to the text for evid		Discuss and clarify the meanings of words	Discuss and clarify the meanings of words
Check the text makes sense a		Refer back to the text for evidence Check the text makes sense and self correct	Refer back to the text for evidence Check the text makes sense and self correct
Ask and answer retrieval ques Make inferences based on wh		Retrieve information that may not be obvious	Ask and answer retrieval questions
	iat is said and done	Ask and answer retrieval questions	Make inferences based on what is said and done
Predict what might happen Sequence and summarise events		Make inferences based on what is said and done	Predict what might happen
Retrieve information that may		Predict what might happen	Sequence and summarise events
Explain the difference between		Sequence and summarise events	Retrieve information that may not be obvious
Explain the difference between fiction and from fiction		Explain the difference between fiction and non fiction	Explain the difference between fiction and non fiction
Reading objectives(Literacy Sh	ned/CLPE)	,	
Discuss the sequence of even	The state of the s		
Predict events and endings			
Make inferences			

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

Jane Considine writing objectives:

The Way Back Home:

- 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

George and the Dragon:

- Develop positive attitudes towards and stamina for writing by writing narratives
- Plan by composing orally and writing down ideas and key words before writing

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

Jane Considine writing objectives:

Little Red Reading Hood:

- 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

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

Jane Considine writing objectives:

Stardust:

- 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

- 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

Man on the moon/How to make a peach treat:

- 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

Big cats:

- 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

The Great Fire of London:

- 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

If I were in charge of the world:

- 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

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 2nd half term: Jane Considine Spelling programme: ay, ai, a-e, a, eigh, aigh dge, o making u e.g. brother I 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 v for an I 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 Jane Considine Writing spelling objectives: The way back home:

Use s and es to pluralise

George and the Dragon: Use the suffixes er, ness Use compound words Use an apostrophe for a contraction 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

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

plurals – s, es and ies

homophones

wh

or making er e.g. word apostrophe for possession

mb

Jane Considine Writing Spelling Objectives:

Big Cats:

Use suffixes er, est, ly

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

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

Ou

Y making igh and ee Compound words

Homophones and near homophones

a making or ar making or

apostrophe for possession

ea making ai e.g. break

tion

re making er ar making er swap the y for an i

Jane Considine Writing Spelling Objectives:

Stardust:

Use suffixes er, est, ly

The Great Fire of London: Use suffixes er, est, ly

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

		Year 1	
Autumn term		Spring term	Summer term
Yr1 – Read Write Inc programme – Pink Level Writing: Lists Sentence construction Poetry Fact page Post card Poster	Literacy Shed Enrichment Cycle 1 – Alan's Big Scary Teeth Writing Focus: Narrative story writing	Yr1 – Read Write Inc programme – orange Level Writing: Sentence construction Character description Poetry Retelling and sequencing Fact page	Yr1 – Read Write Inc programme – yellow level Writing: Sentence construction Character description Story writing Instructional writing Poetry Fact page
Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the co Read accurately by blending s Read common exception wor Read words of more than one Read books aloud that are co knowledge Reread books to develop flue Link reading to own experien Discuss word meanings Participate in discussions, tak is said Retrieve key information fror Explain what clearly what is h Reading objectives: Listen to and discuss a wide r reading level Become very familiar with ke Make inferences Predict events and endings Sequence events and retell Discuss title and events	sounds ds e syllable nsistent with their phonic ncy and confidence ces ing turns and listening to what in the text happening ange of stories beyond their	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound Read accurately by blending sounds Read common exception words Read words of more than one syllable Read suffixes (ing, ed, est, s, es, er) Read words with contractions Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Retell and sequence events Become familiar with fairy stories	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound Read accurately by blending sounds Read common exception words Read words of more than one syllable Read suffixes (ing, ed, est, s, es, er) Read words with contractions Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Retell and sequence events

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

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

Make inferences

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

Jane Considine writing objectives:

The Way Back Home:

- 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

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

Jane Considine writing objectives:

Little Red Reading Hood:

- 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

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

Jane Considine writing objectives:

Stardust:

- 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

George and the Dragon:

- 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

How to make a Peach Treat:

- 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

Big cats:

- 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

The Great Fire of London:

- 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

If I were in charge of the world:

- 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

 Use adjectives for precision 		
 Use adverbs to describe verbs 		
Spelling:	Spelling:	Spelling:
1 st half term:	Continue to spell with set 1,2 and 3 RWI sounds selecting	Continue to spell with set 1,2 and 3 RWI sounds selecting
Spelling of set 1,2 and 3 RWI sounds (Get spelling	the correct version and learning rules	the correct version and learning rules
programme)	Spelling year 2 common exception words exception words	Spelling year 2 common exception words exception words
Select the correct version of the sound and learn rules		
Spelling year 2 common exception words	Jane Considine Spelling Programme:	Jane Considine spelling programme:
	ee, ea, y, e, e-e, ey, ie	a making ar
2 nd half term:	igh, i-e, y, ie, i	le, el, al, il
Jane Considine Spelling programme:	dge, ge, j and g	c making s
ay, ai, a-e, a, eigh, aigh	sion and tion	ey
dge,	contractions	o making u
o making u e.g. brother	le, el, al, il	prefixes – dis, un, re
I making igh e.g. behind	a making o e.g. want	suffixes est, er, ing, ed, er, ness, less, ful
le, al, le, il	ar making or e.g. warm	Doubling the consonant before adding a suffix e.g. patted
c making s e.g. cell	prefixes – un, dis, re	Qu
ful, ment, ing, er	suffixes - ness, ful, ly, less, est, er, ed	Y making igh and ee
y making ee e.g. happy	Compound words	Compound words
Contractions	Kn, gn and wr	Homophones and near homophones
Swap y for an I e.g. copy-copied	Doubling the consonant before adding a suffix e.g. patted	a making or
Y making igh e.g. cry	c making s	ar making or
ey	Swap the y for an i	apostrophe for possession
oor	ar making er e.g. sugar	wr
ve	oor	ea making ai e.g. break
tion	plurals – s, es and ies	tion
a making ar e.g. half	homophones	re making er
kn words	wh	ar making er
apostrophe for possession	or making er e.g. word	swap the y for an i
	apostrophe for possession	gn
Jane Considine Writing spelling objectives:	mb	
The way back home:		
Use s and es to pluralise	Jane Considine Writing Spelling Objectives:	
·	Big Cats:	
George and the Dragon:	Use suffixes er, est, ly	Jane Considine Writing Spelling Objectives:
Use the suffixes er, ness	·	Stardust:
Use compound words		Use suffixes er, est, ly
Use an apostrophe for a contraction		
•		The Great Fire of London:
		Use suffixes er, est, ly

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