

Year 1 / 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Superheroes All about me - growing and changing	Superheroes, senses Migration Florence nightingale	Travel, my world ? Transport	Space, the earth and I	My wonderful world Food and growing Life cycles	My wonderful world Habitats- minibeast Life cycles
Year B	Dinosaurs, stones and bones	Dinosaurs, stones and bones	Our house, our home our country	Our house our home, our country - inc The Great Fire of London	Commotion in the ocean	Commotion in the ocean
Focus	Write to Entertain/Inform	Write to Entertain/Inform	Write to Entertain/Inform	Write to Inform/Entertain	Write to Entertain/Inform	Write to Inform/Entertain
Suggested Texts	Stories with familiar settings- Flotsam Stories linked to the sea- beach  The Snorgh and the sailor Smiley shark	Supertato stories Superhero ABC People who help us - facts Florence Nightingale story Winston's Journey- migration	But Martin Space stories - aliens  Train stories?	Space stories  Facts about space Neil Armstrong/Yurin Gagarin	Very hungry caterpillar Farmer Duck Eat your peas  Poetry: Poems on a theme- food- spaghetti etc	The very busy spider Bad tempered Ladybird- Eric Carle  Lifecycle of a frog
Y 1 Writing Outcomes	Simple sentences with gaps between words and some punctuation Character description	Setting description Labels and captions Instructions Letter to Santa	Sequencing Retelling of a tale Comparisons - compare/contrast	Simple fact files Explanations and comparisons	Retelling a story Learning and performing poems Writing poems (haiku)	Letters/ Postcode Fact files
Y2 Writing outcomes	Sentences with CFFM Setting descriptions Character descriptions Stories	Instructions Letter writing- Santa Recounts	Retelling traditional tales Character/ setting exploration Compare and contrast stories	Poetry riddles Diary entries Information writing- labels and captions	Stories from other cultures/lands Alternative versions of a story Character exploration	Explanation texts Comparisons of stories by the same author
Y1 Phonics/ Spelling/ Grammar Jolly Grammar 1	sh, rainbow capitals ch, sentence sticking th, sentences ng, capital letters qu, proper nouns arcommon nouns	short vowels, alphabetical order long vowels, a or an ff, plurals ll, pronouns ss/zz, initial blends ck, initial blends	vowels, alphabetical order a-e, verbs i-e, conjugating verbs o-e, past tense u-e, doubling rule wh, future tense	ay, alphabetical order ea, nouns igh, adjectives y, adjectives ow, final blends ew, compound words	ou- house, alphabetical order ow- owl, verbs oi-oil, adverbs oy- toy, adverbs or-horse, es plurals al- talk, opposites	nk, dictionary work er, speech marks ir, synonyms ur, questions au, questions aw, word types
Y2 Spelling/ Phonics/ grammar Jolly Grammar 2 Daily spelling envelopes- Leitner model to aid memory and retention	silent b, alphabetical order silent w, sentence writing silent k, speech marks wh for w, questions ph for f, listing commas ea for e, exclamations	soft c, alphabetical order soft g, proper nouns wa, adjectives ou as u plurals; s/es air, possessive adjectives ch as ck homophones	a-e, ay, ai, alphabetical order ea, ee, sentences with verbs ie, i-e, y, igh, adverbs oa, ow, o-e, verb to be present tense ew, ue, u-e, regular past tense k, ck, irregular past tense	er, using a dictionary oi, proofreading sentences ou, verb to be past tense or, expanding sentences ey for ee, conjunctions ear- hear, plurals s/ies	silent h, word webs- synonyms silent c, proofreading are- hare- prefixes ear- bear, apostrophe- belonging ti-sh, contractions si-sh, prepositions	ei/eigh for ai, homophones meanings o for u, suffix-ing ture, comparative and superlative ie for ee, synonyms ore for or, commas in speech le, parsing- word types

Y1 Text level features	Sequencing sentences to form short narratives.	Understand how labels and captions add to understanding.  Layout of instructions	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives, information texts.	Understand how the layout of a poem is different to a story	Understand how the layout of a letter adds to understanding.
Y2 Text level features	Planning through story mapping and boxed up plans  Story parts (beginning, middle and end).  Characters  Settings  Descriptive language	<i>Understand how the layout of a letter adds to understanding.</i>  Planning through story mapping and boxed up plans  Use of lists - what is needed/lists of steps to be taken  Bullet points for facts  Make a final comment to the reader	Planning through story mapping and boxed up plans  Story parts (beginning, middle and end).  Characters  Settings  Descriptive language	<i>Understand how the layout of a piece of writing adds to the reader's understanding</i>  Make a final comment to the reader  Bullet points for facts  Use of lines and verses in poetry	Planning through story mapping and boxed up plans  Story parts (beginning, middle and end).  Characters  Settings  Descriptive language	Planning through story mapping and boxed up plans  Use of lists - what is needed/lists of steps to be taken  Bullet points for facts  Make a final comment to the reader
Y1 Sentence level features (including grammar and punctuation)	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Beginning to punctuate sentences using a full stop.	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Using a capital letters for proper nouns.  Beginning to punctuate sentences using a full stop.	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Using a capital letters for proper nouns.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Joining words and clauses using 'and'	Leaving spaces between words.  Beginning to punctuate sentences using a capital letter.  Using a capital letters for proper nouns.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter.  Using a capital letters for proper nouns.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Joining words and clauses using 'and'	Beginning to punctuate sentences using a capital letter.  Using a capital letters for proper nouns.  Beginning to punctuate sentences using a full stop, question mark or exclamation mark.  Joining words and clauses using 'and'
Y2 Sentence level features (including grammar and punctuation)	Demarcation of sentences  Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Demarcation of sentences  Consistent use of present tense and past tense throughout work.  Commas to separate items in a list	Demarcation of sentences  Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Demarcation of sentences  Generalisers for information e.g. Most cats...  Commas to separate items in a list	Demarcation of sentences  Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Demarcation of sentences  Consistent use of present tense and past tense throughout work.

	<p>Adjectives</p> <p>Noun phrases</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>Similes using like</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>Commas to separate items in a list</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>
Y1 Spoken Language	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or peers.</p>
Y2 Spoken Language	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play,</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Speak audibly and clearly</p> <p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives</p>

	Gain, maintain and monitor the interest of the listeners	improvisations and debates  Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners  Articulate and justify answers, arguments and opinions  Consider and evaluate different viewpoints
Y1 Reading	Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Explain clearly their understanding of what they have read.  Listen to and discuss a wide range of stories.  Making inferences on the basis of what is being said and done.  Make predictions based on what has been read so far.	Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Explain clearly their understanding of what they have read.  Listen to and discuss a wide range of stories.	Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and -s, -es, -ing, -er and -est endings.  Explain clearly their understanding of what they have read.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a wide range of stories.	Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and -s, -es, -ing, -er and -est endings.  Explain clearly their understanding of what they have read.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a wide range of stories.	Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and -s, -es, -ing, -er and -est endings.  Explain clearly their understanding of what they have read.  Re-reading what they have written to make sure it makes sense.  Read aloud their writing clearly enough to be heard	Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and -s, -es, -ing, -er and -est endings.  Re-reading what they have written to make sure it makes sense.  Re-reading what they have written to make sure it makes sense.

	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.		Making inferences on the basis of what is being said and done.  Make predictions based on what has been read so far.	Making inferences on the basis of what is being said and done.  Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	by their peers and the teacher.  Listen to and discuss a range of poems.  Learning to appreciate rhymes and poems and to recite some by heart.	Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a wide range of stories.
Y2 Reading	Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)	Introduced to non-fiction books that are structured in different ways Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done	Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far	Introduced to non-fiction books that are structured in different ways  Develop a repertoire of poems learnt by heart Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Making inferences on the basis of what is being said and done	Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions	Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions

	<p>Explain and discuss their understanding of books and other material</p> <p>Develop a repertoire of poems learnt by heart</p>	<p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Answering and asking questions</p> <p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>	<p>Predicting what will happen next based on what has been read so far</p> <p>Participate in discussion about texts (taking turns and listening to others)</p> <p>Explain and discuss their understanding of books and other material</p>
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Words in Context	Sequence of Events	Predicting what might happen
Snowflakes	When Grandma Makes Tea	Round off the Rhyme
Show and tell	The Giant's Lunch	What will happen next?
Animal Noises	A Jumble of Stories	Days in the Maze
Guess what!	The Witch's Picnic	Kicking ball around
Best and Worst	How to Make <u>A</u> Pirate Smile	
Sheepdogs are smart		
Wooden things and other stuff		
The Mad Inventor		
Retrieving and recording Information	Inferences	Features of Text and meaning
Colourful Crazy Cats	What's the weather like?	Rhyme and riddle
Clara's Collection	Guess What!	Party Game
Something is Missing	The Wise Man	Superhero Mr Shifty
Is it a Fruit?	How do you feel?	Superhero Miss Swiftly
Snowdrops	Your turn to be detective No. 1	
Favourite Dinosaur	Your turn to be detective No. 2	
Reindeer are not just for Christmas	Your turn to be detective No. 3	<b>Words that capture the reader's imagination</b>
Our Pets		Season- Spring
Crazy Golf		Season- Summer
Seashells		Pass the parcel
I Taste <u>really Bad</u>		The perfect spy kit
I spy		
Red and Blue Flyers		
We are Dolphins		<b>Year 1 tests</b>
		Autumn / The disappearing Dog
		I'm not eating ants! /This is what happened next/Now what? /At Last!
		The hare and the tortoise/ The hare

Words in Context	Sequence of Events	Predicting what might happen
What's Missing? (Grandma)	The dog and his reflection	Fix the fairy-tale
My Grandad the gardener	The lion and the mouse	What's for dinner?
A mix up at the zoo	Young King Arthur	Seeing the future
What's Missing (Badger)	The egg and spoon race- the start	Treasure map
The green blobby monster	The egg and spoon race- the finishing line	Finish the Fable
A giant called Bob	The missing money	Further fables
Sounds the same looks different	The three little pigs	
Retrieving and recording Information	Inferences	Features of Text and meaning
Does chocolate grow on trees?	How is Zoe today?	Carnival mask
The Great Fire of London	Where is Robbie today?	The penguin
Astronaut – Helen Sharman	Super Penguin	Lost in the garden
Astronaut- Tim Peake	LS Lowry	Mount Everest
The Great Barrier Reef	My visit to the Taj Mahal	
A Fable: The boy the man and the donkey		
My funny family		Words that capture the reader's imagination
The bug hunt		Find the rhymes
Moths		One thing like another
A guide to butterflies		Picture this
Are we there, Yeti?		The unicorn hunt
The great escape		Tornadoes
<u>Martyna's</u> mythical monster		
The alien party		Year 2 tests
		Can't do anything/ The rubbish band
		The slow worm/ Night Patrol/ Nocturnal animals/ A lovely day for a picnic
		Seeing Rainbows/ The Emperor who hated yellow part1/ part 2



## National Curriculum statutory objectives and requirements Year 1 and 2

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see [English Appendix 1](#)). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class

Spoken language skills will develop over years 1-6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge

- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Writing spelling  
Year 1

**Spelling (see [English Appendix 1](#))**

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing spelling  
Year 2

**Spelling (see [English Appendix 1](#))**

Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Composition Year  
1

Pupils should be taught to:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

	<ul style="list-style-type: none"> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Composition Year 2	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
Handwriting Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>- form digits 0-9</li> <li>- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>
Vocabulary, Grammar and punctuation Year 1	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- learning the grammar for year 1 in English Appendix 2</li> <li>- use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
Vocabulary Grammar punctuation year 2	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>learn how to use:</p>

	<ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- the grammar for year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> <li>- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<p>Word reading – Year 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- apply phonic knowledge and skills as the route to decode words</li> <li>- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li>- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p>Word reading Year 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p>Comprehension Year 1</p>	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p><input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say</p> <p><input type="checkbox"/> explain clearly their understanding of what is read to them.</p>

Comprehension  
year 2

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by: -

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.