

	AUTUMN 1			AUTUMN 2		SPRING 1			SPRING 2			SUMMER 1			SUMMER 2	
YEAR 1 & 2 CYCLE A	Homes			Once Upon a Time	Christmas	Frozen: Antarctica			How does your garden grow?			Nature Detectives			Oh I do like to be beside the seaside	
SUBJECT NARRATIVE	<i>Main Text(s): Red Rocket & Rainbow Jelly (Sharrott)</i>	<i>Main Text(s)- The Large Family (Murphy)</i>	<i>Main text: Whatever Next! (Murphy)</i>	<i>Main Text(s): Little Red Riding Hood</i>	<i>Main Texts: Christmas poems (Various)</i>	<i>Main Text(s): Lost and Found (Jeffers)</i>	<i>Main Text: Penguins (Bone)</i>	<i>Main text: The Emperor's Egg (Jenkins)</i>	<i>Main Text: Jack and the Beanstalk</i>	<i>Main text: How do Plants grow?</i>	Poems on a theme - plants	<i>Main Text(s): Superworm (Donaldson)</i>	<i>Main text: The Bee Book (Milner)</i>	<i>Main text(s): Mad about Minibeasts (Andrae)</i>	<i>Main Text(s): The Lighthouse Keeper's Lunch (Armitage)</i>	
	Facts about me	Stories set in familiar settings	Invitation to teddy bear's picnic	Wanted poster for the Wolf	Poetry using our five senses	Story writing using the character in a familiar setting (school)	Information text writing	Acrostic poem writing - PENGUIN	Retelling of Jack and the Beanstalk	Explanation text- How do plants grow?	Poetry - description	Stories with predictable and patterned language- invention of new minibeast	Explanation text- minibeasts	Poetry - riddle writing	Diary writing - as the lighthouse keeper	Instruction writing - how to make a sandwich
WRITING SKILLS PROGRESSION for Y1 (Focus/new skills)	<u>Grammar:</u> Capital letters Finger spaces Full stops Sense (CFFS)	<u>Grammar:</u> Nouns CFFS	<u>Grammar:</u> Format of an invitation Question marks	<u>Grammar:</u> Adjectives Exclamation marks CFFS	<u>Grammar:</u> Nouns Adjectives	<u>Grammar:</u> CFFS	<u>Grammar:</u> CFFS Verbs Using 'and'	<u>Grammar:</u> Adjectives	<u>Grammar:</u> CFFS Adding prefix 'un' to adjectives	<u>Grammar:</u> Present tense CFFS	<u>Grammar:</u> Adjectives	<u>Grammar:</u> Adjectives CFFS	<u>Grammar:</u> Regular plural noun suffixes CFFS	<u>Grammar:</u> Questions Suffixes to verbs with no change	<u>Grammar:</u> Personal pronoun 'I'	<u>Grammar:</u> Format of instructions Imperative verbs Adding 'un' prefix to verbs
WRITING SKILLS PROGRESSION FOR Y2 (Focus/new skills)	YEAR 2 <u>WRITING: New skills introduced:</u> <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> expanded noun phrases to describe and specify sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form <u>Spelling</u> revision of Y1 GPCs			<u>WRITING: New skills introduced:</u> <u>Grammar and Punctuation</u> sentences with different forms: statement, question, the present and past tenses correctly and consistently including the progressive form <u>Spelling (incl retention practice)</u> adding -ing, ed,(different roots) wr- kn- gn- -le -el -al		<u>WRITING: New skills introduced:</u> <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <u>Spelling (incl retention practice)</u> suffixes -ment, -ness, -ful, -less, -ly adding -er -est -y (different roots)			<u>WRITING: New skills introduced:</u> <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> apostrophes for omission & singular possession <u>Spelling (incl retention practice)</u> contractions homophones and near homophones			<u>WRITING: New skills introduced:</u> <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command <u>Spelling (incl retention practice)</u> all, ball, call other, mother, brother -ey a after w- and qu- word, work, worm			<u>WRITING: New skills introduced:</u> <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> commas in lists <u>Spelling (incl retention practice)</u> -il Cry, fly, dry pattern -es suffix (roots ending in y cries etc) war, warm television, treasure -tion	

FURTHER SKILLS FOR Y1 AND Y2 (THROUGHOUT YEAR)

YEAR 1

WRITING Throughout year/consolidation skills:

Handwriting (throughout year)

- sit correctly at a table, holding the pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

Planning and drafting writing

- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- read their writing aloud clearly enough to be heard by peers and teacher
- joining words and joining clauses using 'and'

Punctuation

- leaving spaces between words
- use capital letters to demarcate new sentences, and full stops to show the end of sentences

Spelling

- spell words containing each of the 40+ phonemes taught
- spell common exception words
- spell days of the week
- name the letters of the alphabet in order

READING Throughout year/consolidation skills:

Reading: Decoding

- speedily read all 40+ letters/groups for 40+ phonemes
- read accurately by blending taught GPC
- read common exception words
- read common suffixes (-s, -es, -ing, -ed etc)
- read multisyllable words containing taught GPC
- read contractions and be able to understand the use of apostrophe
- read aloud phonically-decodable texts

Reading: Range of Reading

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences

Reading: Familiarity of texts

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

Reading: Poetry and Performance

- learning to appreciate rhymes and poems, and to recite some by heart

Reading: Word Meanings

- discussing word meanings, linking new meanings to those already known

Reading: Understanding

- 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

Reading: Inference

- making inferences on the basis of what is being said and done
- discussing the significance of title and events

YEAR 2

WRITING Throughout year/consolidation skills:

Handwriting (throughout year)

form lower-case letters of the correct size relative to one another

- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Planning and drafting writing

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation

Punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

READING Throughout year/consolidation skills:

Reading: Decoding

- secure phonic decoding until reading is fluent
- read accurately by blending, including alternative sounds for graphemes
- read multisyllable words containing these graphemes
- read common suffixes
- read exception words, noting unusual correspondences
- read most words quickly & accurately without overt sounding and blending

Reading: Range of Reading

- 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
- being introduced to non-fiction books that are structured in different ways

Reading: Poetry and Performance

- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Reading: Word Meanings

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

Reading: Understanding

- discussing the sequence of events in books and how items of information are related

Reading: Prediction

- predicting what might happen on the basis of what has been read so far

Reading: Discussing Reading

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

- 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

Reading: Inference

- making inferences on the basis of what is being said and done
- answering and asking questions

Reading: Prediction

- predicting what might happen on the basis of what has been read so far

Reading: Discussing Reading

- participate in discussion about books, poems & other works that are read to them & 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