

	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2		SUMMER 1			SUMMER 2		
YEAR 2 CYCLE B	All About Me	Superheroes		Space			Weather and Nature			Fighting Fit!		Blue Planet			Go Wild (Africa)		
	Main Text: Meercat Mail (Gravett)	Main Text(s) Supertato (Hendra), Traction Man (Grey)	Main Text(s) Supertato (Hendra), Traction Man (Grey)	Main Texts: Look Inside Space (Lloyd Jones)	Main Texts: The Way Back Home (Jeffers)	Main Text Space Poems (Morgan)	Main Text: Cloudy with a Chance of Meatballs (Barrett) Until I Met Dudley (McGough)	Main Text: Like a Windy Day (Asch)		Main Text: George's Marvellous Medicine (Dahl)		Up and Down, Lost & Found (Jeffers)	Big Book of the Blue (Zommer)	The Coral Kingdom (Knowles Webber) Sea poetry (works)	Lila and The Secret of Rain (Conway and Daily)	The Colour of Home (Hoffman)	
	Postcard home	Write a story ending	Non-chron report- a superhero	Space explanation	Write a new adventure	Space poetry-patterns & classics	Adventure in Meatballs land	Weather machine-instructions	Descriptive Wind poem	George Strikes Again	Medicine recipe	Journey story	Sea creature factfile	Sea poem	Weather report from a hot country	Diary of moving to a new country	
<b>SKILLS PROGRESSION</b> (when new skills introduced)																	
Y1	<b>Grammar:</b> Capital letters Finger spaces Full stops Sense (CFFS)	<b>Grammar:</b> Nouns CFFS <b>Grammar:</b> Format of an invitation Question marks	<b>Grammar:</b> Adjectives Exclamation marks CFFS	<b>Grammar:</b> Nouns Adjectives	<b>Grammar:</b> CFFS <b>Grammar:</b> Adjectives	<b>Grammar:</b> CFFS Verbs Using 'and'	<b>Grammar:</b> CFFS Adding prefix 'un' to adjectives	<b>Grammar:</b> Present tense CFFS	<b>Grammar:</b> Adjectives	<b>Grammar:</b> Adjectives CFFS	<b>Grammar:</b> Regular plural noun suffixes CFFS	<b>Grammar:</b> : Question s Suffixes to verbs with no change	<b>Grammar:</b> Personal pronoun 'I'	<b>Grammar:</b> Format of instructions Imperative verbs Adding 'un' prefix to verbs	<b>Grammar:</b> Capital letters Nouns CFFS <b>Grammar:</b> Format of an invitation Question marks		
Y2	<b>WRITING:</b> New skills introduced: <b>Grammar and Punctuation</b> • expanded noun phrases to describe and specify sentences with different forms: statement, question • the present and past tenses correctly and consistently including the progressive form <b>Spelling</b> revision of Y1 GPCs			<b>WRITING:</b> New skills introduced: <b>Grammar and Punctuation</b> the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <b>Spelling (incl retention practice)</b> adding -ing, ed,(different roots) wr- kn- gn- -le -el -al			<b>WRITING:</b> New skills introduced: <b>Grammar and Punctuation</b> • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) sentences with different forms: command <b>Spelling (incl retention practice)</b> suffixes -ment, -ness, -ful, -less, -ly adding -er -est -y (different roots)			<b>WRITING:</b> New skills introduced: <b>Grammar and Punctuation</b> • apostrophes for omission commas in lists <b>Spelling (incl retention practice)</b> contractions homophones and near homophones		<b>WRITING:</b> New skills introduced: <b>Grammar and Punctuation</b> • sentences with different forms: statement, question, exclamation, command <b>Spelling (incl retention practice)</b> all, ball, call other, mother, brother -ey a after w- and qu- word, work, worm			<b>WRITING:</b> New skills introduced: <b>Grammar and Punctuation</b> • commas in lists apostrophes for singular possession <b>Spelling (incl retention practice)</b> -ll Cry, fly, dry pattern -es suffix (roots ending in y cries) war, warm television, treasure -tion		
<b>SKILLS PROGRESSION</b> (consolidation throughout year)																	
Y1	<b>WRITING Throughout year/consolidation skills:</b> <b>Handwriting (throughout year)</b> • 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			<b>Planning and drafting writing</b> • 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'			<b>Punctuation</b> • leaving spaces between words • use capital letters to demarcate new sentences, and full stops to show the end of sentences <b>Spelling</b> • 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			<b>READING Throughout year/consolidation skills:</b> <b>Reading: Decoding</b> • 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		<b>Reading: Familiarity of texts</b> • 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 <b>Reading: Poetry and Performance</b> • learning to appreciate rhymes and poems, and to recite some by heart <b>Reading: Word Meanings</b>			<b>Reading: Inference</b> • making inferences on the basis of what is being said and done • discussing the significance of title and events <b>Reading: Prediction</b> • predicting what might happen on the basis of what has been read so far <b>Reading: Discussing Reading</b> • participate in discussion about what is read to them, taking turns and listening to what others say		

		<ul style="list-style-type: none"> <li>• read contractions and be able to understand the use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul> <p><u>Reading: Range of Reading</u></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 experience</li> </ul>	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p><u>Reading: Understanding</u></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> </ul>	<p>explain clearly their understanding of what is read to them</p>
<p>Y2</p>	<p><b>WRITING</b> Throughout year/consolidation skills: <u>Handwriting (throughout year)</u> form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> <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> </ul> <p><b>WRITING</b> Throughout year/consolidation skills: <u>Planning and drafting writing</u></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> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>WRITING</b> Throughout year/consolidation skills: <u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> </ul>	<p><b>READING</b> Throughout year/consolidation skills: <u>Reading: Decoding</u></p> <ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul> <p><u>Reading: Range of Reading</u></p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond which they can read independently</li> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>	<p><b>READING</b> Throughout year/consolidation skills: <u>Reading: Poetry and Performance</u></p> <ul style="list-style-type: none"> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><u>Reading: Word Meanings</u></p> <ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> </ul> <p><u>Reading: Understanding</u></p> <ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <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> </ul>	<p><b>READING</b> Throughout year/consolidation skills: <u>Reading: Inference</u></p> <ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> </ul> <p><u>Reading: Prediction</u></p> <ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><u>Reading: Discussing Reading</u></p> <ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>