

English Curriculum - Year 2

AUTUMN TERM				
Curriculum focus/links	History - Local Study: Burradon Pit Geography – Comparison: St Lucia Science - Animals, including Humans RE - Christianity			
Genre and Text/Focus	The Storm Whale by Benji Davis	The Big Book of the Blue	Grandad's Island by Benji Davis The Whale's Song	Poetry – senses poem Raindance by Hilda Offen
Writing Outcome	Instructions – how to care for a whale	Non-chronological report about whales	Quest story (setting focus)	Poetry – onomatopoeia/alliteration Onomatopoeia, according to the Oxford Dictionary, is the 'formation of a word which describes its sound'. Examples of onomatopoeic words include sizzle, clap, moo, roar, etc. It is a common feature in many poems written with children in mind. The onomatopoeia can sometimes form a refrain, that repeats through the poem, providing structure.
Vocabulary, Grammar and Punctuation	Sequence sentences to form longer pieces of writing. Use capital letters and full stops to demarcate sentences in <i>all</i> of their writing. Use a capital letter for names of people, places, the days of the week Revise joining clauses using and Revise simple present tense Imperative verbs Use of rhetorical questions	Revise simple present and past tense Use of expanded noun phrases for specificity Use statement sentences to introduce the topic Use rhetorical questions to engage the reader Use of headings and sub-headings to carefully indicate content to the reader Begin to use wider range of	Apostrophes to mark singular possession Begin to use progressive form of verbs Use expanded noun phrases for description (imagine you are character in the setting) Continue to use wider range of coordinating conjunctions <i>or, but, so</i> Use capital letters and full stops, question marks and exclamation marks	Listen to and discuss a wide range of poems recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart Reading, performing, choral, echo reading etc Learn off by heart

	<p>Use of conjunctions <i>firstly, secondly, finally</i> Read own writing to check if it makes sense and make simple edits.</p>	<p>coordinating conjunctions <i>or, but, so</i> Begin to use generalisers e.g. <i>all, most, many, some, a few, every, always, sometimes, never etc.</i></p>	<p>to demarcate sentences in <i>all</i> of their writing.</p>																											
	<table border="1"> <tr> <td data-bbox="309 579 510 643">Week 1</td> <td data-bbox="510 579 1200 643">Capital Letters</td> </tr> <tr> <td data-bbox="309 643 510 707">Week 2</td> <td data-bbox="510 643 1200 707">Full Stops, Question Marks and Exclamation Marks</td> </tr> <tr> <td data-bbox="309 707 510 770">Week 3</td> <td data-bbox="510 707 1200 770">Recognising Common Nouns and Proper Nouns</td> </tr> <tr> <td data-bbox="309 770 510 834">Week 4</td> <td data-bbox="510 770 1200 834">Recognising Sentences</td> </tr> <tr> <td data-bbox="309 834 510 898">Week 5</td> <td data-bbox="510 834 1200 898">Recognising Sentences using Conjunctions</td> </tr> <tr> <td data-bbox="309 898 510 962">Week 6</td> <td data-bbox="510 898 1200 962">Using Conjunctions in a sentence</td> </tr> <tr> <td data-bbox="309 962 510 1026">Week 7</td> <td data-bbox="510 962 1200 1026">Recognising Commas in a list</td> </tr> </table>		Week 1	Capital Letters	Week 2	Full Stops, Question Marks and Exclamation Marks	Week 3	Recognising Common Nouns and Proper Nouns	Week 4	Recognising Sentences	Week 5	Recognising Sentences using Conjunctions	Week 6	Using Conjunctions in a sentence	Week 7	Recognising Commas in a list	<table border="1"> <tr> <td data-bbox="1223 611 1462 675">Week 1</td> <td data-bbox="1462 611 2141 675">What are Nouns?</td> </tr> <tr> <td data-bbox="1223 675 1462 738">Week 2</td> <td data-bbox="1462 675 2141 738">What are Adjectives</td> </tr> <tr> <td data-bbox="1223 738 1462 802">Week 3</td> <td data-bbox="1462 738 2141 802">Recognising adjectives in a sentence</td> </tr> <tr> <td data-bbox="1223 802 1462 866">Week 4</td> <td data-bbox="1462 802 2141 866">Using adjectives in sentences</td> </tr> <tr> <td data-bbox="1223 866 1462 930">Week 5</td> <td data-bbox="1462 866 2141 930">Double adjectives with commas</td> </tr> <tr> <td data-bbox="1223 930 1462 994">Week 6</td> <td data-bbox="1462 930 2141 994">Adjectives after nouns</td> </tr> </table>		Week 1	What are Nouns?	Week 2	What are Adjectives	Week 3	Recognising adjectives in a sentence	Week 4	Using adjectives in sentences	Week 5	Double adjectives with commas	Week 6	Adjectives after nouns
Week 1	Capital Letters																													
Week 2	Full Stops, Question Marks and Exclamation Marks																													
Week 3	Recognising Common Nouns and Proper Nouns																													
Week 4	Recognising Sentences																													
Week 5	Recognising Sentences using Conjunctions																													
Week 6	Using Conjunctions in a sentence																													
Week 7	Recognising Commas in a list																													
Week 1	What are Nouns?																													
Week 2	What are Adjectives																													
Week 3	Recognising adjectives in a sentence																													
Week 4	Using adjectives in sentences																													
Week 5	Double adjectives with commas																													
Week 6	Adjectives after nouns																													
<p>Transcription-handwriting</p>	<p>ELS letter formation plus:</p> <ul style="list-style-type: none"> • 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 • use spacing between words that reflects the size of the letters 		<p>ELS letter formation plus:</p> <ul style="list-style-type: none"> • 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 • use spacing between words that reflects the size of the letters 																											

Letter families/formation focused on:

The 'ladder' families l, i, t, u, j, y
 Capitals without lifting C, L, O, S, U
 Assess and review - observe process not product

Letter families/formation focused on:

The 'one-armed robot' family r, n, m
 Capitals with one lift B, D, G, J, K
 Assess and review - observe process not product

Transcription – spelling

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Following ELS Essential Spelling Programme:

	Focus	Common Exception Words
Week 1		poor, because
Week 2		find, kind, behind
Week 3	g, ge, dge	wild, climb
Week 4	kn, gn, wr	Christmas,
Week 5	ey, c, il	only, both
Week 6	o, a, al	every, everybody, even

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Following ELS Essential Spelling Programme:

	Focus	Common Exception Words
Week 1	s, si	great, break, steak
Week 2	or, ar	pretty, beautiful
Week 3	sound spelt y at the end of words (cry, fly)	after; fast, last, past
Week 4	change y to an i before adding -es (flies)	father, plant, path, bath
Week 5	Homophones (see NC list)	
Week 6		sure

Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension

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

	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 			
Focus (highlight chosen focus)	<ul style="list-style-type: none"> Structure of text Role of character/issues/information Role of setting/mood/tone use of language, including figurative language writer's perspective 	<ul style="list-style-type: none"> Structure of text Role of character/issues/information Role of setting/mood/tone use of language, including figurative language writer's perspective 	<ul style="list-style-type: none"> Structure of text Role of character/issues/information Role of setting/mood/tone use of language, including figurative language writer's perspective 	<ul style="list-style-type: none"> Structure of text Role of character/issues/information Role of setting/mood/tone use of language, including figurative language writer's perspective

SPRING TERM				
Curriculum focus/links	<p>History - The Great Fire of Newcastle/London</p> <p>Geography - Food Production</p> <p>Science - Everyday Materials</p> <p>RE - Christianity</p>			
Genre and Text/Focus	Traction Man – Mini Grey	Life of Grace Darling	How the Coyote brought Fire to Earth	Poetry
Writing Outcome	Conquering the monster narrative (character focus)	Biography	Persuasion	Poetry - diamante poem (see poetry progression doc) The poem is presented in the shape of a diamond: <ul style="list-style-type: none"> Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending -ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7

				<ul style="list-style-type: none"> o Line 5: Three verbs or words ending -ing' about line 7 o Line 6: Two adjectives about line 7 o Line 7: End subject. • Precise verbs and adjectives are used in the relevant lines indicated above. <p>Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</p>																				
Vocabulary, Grammar and Punctuation	<p>Apostrophes to mark singular possession Use progressive form of verbs Begin to use subordinating conjunctions Use expanded noun phrases to describe character – link to suffixes in spelling Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p>	<p>Begin to use subordinating conjunctions e.g. when, if, because Use statement sentences to introduce the topic Use of headings and sub-headings to carefully indicate content to the reader Correct use of past tense (both simple and progressive) Commas to separate items in a list</p>	<p>Use simple comparatives and superlatives: best, fastest, lighter, tastier etc. Use of subordinating conjunctions <i>because, if</i> Use of second person <i>you</i> Use of present tense A punchy topic sentence or title to introduce the topic Enhancing adjectives e.g. delicious, crispy, unmissable</p>	<p>Listen to and discuss a wide range of poems recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Reading, performing, choral, echo reading etc Learn off by heart</p>																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; padding: 5px;">Week 1</td> <td style="padding: 5px;">Using 'so', 'and', 'but' and 'or'</td> </tr> <tr> <td style="background-color: red; color: white; padding: 5px;">Week 2</td> <td style="padding: 5px;">Recognising 'because' and 'that'</td> </tr> <tr> <td style="background-color: red; color: white; padding: 5px;">Week 3</td> <td style="padding: 5px;">Using 'because' and 'that'</td> </tr> <tr> <td style="background-color: red; color: white; padding: 5px;">Week 4</td> <td style="padding: 5px;">Recognising 'when' and 'if'</td> </tr> <tr> <td style="background-color: red; color: white; padding: 5px;">Week 5</td> <td style="padding: 5px;">Using 'when' and 'if'</td> </tr> </table>		Week 1	Using 'so', 'and', 'but' and 'or'	Week 2	Recognising 'because' and 'that'	Week 3	Using 'because' and 'that'	Week 4	Recognising 'when' and 'if'	Week 5	Using 'when' and 'if'	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: magenta; padding: 5px;">Week 1</td> <td style="padding: 5px;">Recognising simple contractions</td> </tr> <tr> <td style="background-color: magenta; padding: 5px;">Week 2</td> <td style="padding: 5px;">Using simple contractions</td> </tr> <tr> <td style="background-color: magenta; padding: 5px;">Week 3</td> <td style="padding: 5px;">Introducing possession</td> </tr> <tr> <td style="background-color: magenta; padding: 5px;">Week 4</td> <td style="padding: 5px;">Plural or possessive?</td> </tr> <tr> <td style="background-color: magenta; padding: 5px;">Week 5</td> <td style="padding: 5px;">Revision week</td> </tr> </table>		Week 1	Recognising simple contractions	Week 2	Using simple contractions	Week 3	Introducing possession	Week 4	Plural or possessive?	Week 5	Revision week
Week 1	Using 'so', 'and', 'but' and 'or'																							
Week 2	Recognising 'because' and 'that'																							
Week 3	Using 'because' and 'that'																							
Week 4	Recognising 'when' and 'if'																							
Week 5	Using 'when' and 'if'																							
Week 1	Recognising simple contractions																							
Week 2	Using simple contractions																							
Week 3	Introducing possession																							
Week 4	Plural or possessive?																							
Week 5	Revision week																							

Week 6

Using 'because', 'that', 'when' and 'if'

**Transcription
– handwriting**

ELS letter formation plus:

- 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
- use spacing between words that reflects the size of the letters

**Letter families/formation
focused on:**

The 'one-armed robot' family k, b,
p, r
Capitals with one lift M, N, P, Q
Assess and review - observe
process not product

ELS letter formation plus:

- 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
- use spacing between words that reflects the size of the letters

**Letter families/formation focused
on:**

The 'curly caterpillar' family c, a, d, e,
g, s
Capitals with one lift R, T, X, Y
Assess and review - observe process
not product

**Transcription
– spelling**

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Following ELS Essential Spelling Programme:

	Focus	Common Exception Words
Week 1	el, le, al	eye, could, should, would

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Following ELS Essential Spelling Programme:

	Focus	Common Exception Words
Week 1	contractions, possessive	Mr, Mrs, parents, they're

Week 2	-ed	who, whole, looked, called
Week 3	-er	clothes, busy
Week 4	-y, -est, -ing	people, water
Week 5	Homophones (see NC list)	
Week 6		

	apostrophes	
Week 2	drop e, adding -ing	January, February, March
Week 3	drop e, adding -ed	April, May, June
Week 4	drop e, adding -er	July, August
Week 5	drop e, adding -y, drop e, adding -est	September, October, November, December
Week 6	-tion	

Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension

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

	<ul style="list-style-type: none"> • 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 <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • 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 <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			
Focus (highlight chosen focus)	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

SUMMER TERM				
Curriculum focus/links	<p>History - How do seashores change over time?</p> <p>Geography - The North East Coast</p> <p>Science - Living Things and their Habitat</p> <p>RE - Buddhism</p>			
Genre and Text/Focus	Frog Belly Rat Bone	Link to topic – female/diverse	Coming to England - Floella Benjamin	Poetry What am I by Joe Peters/Animal

				Riddle by Pie Corbett/Teaser by Tony Mitten
Writing Outcome	Finding tales (plot focus)	Diary entry	Tale of Fear (character)	<p>Riddles</p> <p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</p> <p>The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?' The mood of the poem is light-hearted.</p>
Vocabulary, Grammar and Punctuation	<p>Apostrophes to mark singular possession</p> <p>Correctly use simple and progressive form of verbs</p> <p>Use both coordinating and subordinating conjunctions e.g. and, or, but, when, if, because</p> <p>Use conjunctions to move the story on e.g. first, after that, unfortunately</p> <p>Use expanded noun phrases to describe character – link to suffixes in spelling</p> <p>Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p>	<p>Use both coordinating and subordinating conjunctions e.g. and, or, but, when, if, because</p> <p>Correctly use simple and progressive form of verbs</p> <p>Correct use of past tense (both simple and progressive)</p> <p>Use 1st person pronouns consistently</p> <p>Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p>	<p>Use expanded noun phrases to describe character – link to suffixes in spelling</p> <p>Apostrophes to mark singular possession</p> <p>Use simple comparatives and superlatives: best, fastest, lighter, tastier etc.</p> <p>Use of subordinating conjunctions <i>because, if</i></p> <p>Use conjunctions to move the story on e.g. first, after that, unfortunately</p> <p>Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p>	<p>Listen to and discuss a wide range of poems recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Reading, performing, choral, echo reading etc</p> <p>Learn off by heart</p>

	<table border="1"> <tr> <td>week 1</td> <td>Recognising and using questions</td> </tr> <tr> <td>week 2</td> <td>Recognising and using commands</td> </tr> <tr> <td>week 3</td> <td>Recognising and using exclamations</td> </tr> <tr> <td>week 4</td> <td>Recognising and using statements</td> </tr> <tr> <td>week 5</td> <td>All four sentence types</td> </tr> </table>	week 1	Recognising and using questions	week 2	Recognising and using commands	week 3	Recognising and using exclamations	week 4	Recognising and using statements	week 5	All four sentence types	<table border="1"> <tr> <td>week 1</td> <td>Recognising simple past and present tense</td> </tr> <tr> <td>week 2</td> <td>Using simple past and present tense</td> </tr> <tr> <td>week 3</td> <td>Recognising past progressive tense</td> </tr> <tr> <td>week 4</td> <td>Using past progressive tense</td> </tr> <tr> <td>week 5</td> <td>Recognising present progressive tense</td> </tr> <tr> <td>week 6</td> <td>Using present progressive tense</td> </tr> </table>	week 1	Recognising simple past and present tense	week 2	Using simple past and present tense	week 3	Recognising past progressive tense	week 4	Using past progressive tense	week 5	Recognising present progressive tense	week 6	Using present progressive tense
week 1	Recognising and using questions																							
week 2	Recognising and using commands																							
week 3	Recognising and using exclamations																							
week 4	Recognising and using statements																							
week 5	All four sentence types																							
week 1	Recognising simple past and present tense																							
week 2	Using simple past and present tense																							
week 3	Recognising past progressive tense																							
week 4	Using past progressive tense																							
week 5	Recognising present progressive tense																							
week 6	Using present progressive tense																							
<p>Transcription - handwriting</p>	<p>ELS letter formation plus:</p> <ul style="list-style-type: none"> • 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 • use spacing between words that reflects the size of the letters <table border="1"> <tr> <td> <p>Letter families/formation focused on:</p> <p>The 'curly caterpillar' family f, q, o Capitals with two or more lifts A, E, F, H, I Assess and review - observe process not product</p> </td> </tr> </table>	<p>Letter families/formation focused on:</p> <p>The 'curly caterpillar' family f, q, o Capitals with two or more lifts A, E, F, H, I Assess and review - observe process not product</p>	<p>ELS letter formation plus:</p> <ul style="list-style-type: none"> • 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 • use spacing between words that reflects the size of the letters <table border="1"> <tr> <td> <p>Letter families/formation focused on:</p> <p>The 'zig-zag' family z, y, w, x Capitals without lifting V, W, Z Assess and review - observe process not product</p> </td> </tr> </table>	<p>Letter families/formation focused on:</p> <p>The 'zig-zag' family z, y, w, x Capitals without lifting V, W, Z Assess and review - observe process not product</p>																				
<p>Letter families/formation focused on:</p> <p>The 'curly caterpillar' family f, q, o Capitals with two or more lifts A, E, F, H, I Assess and review - observe process not product</p>																								
<p>Letter families/formation focused on:</p> <p>The 'zig-zag' family z, y, w, x Capitals without lifting V, W, Z Assess and review - observe process not product</p>																								

Transcription – spelling	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>Following ELS Essential Spelling Programme:</p> <table border="1" data-bbox="300 384 1191 895"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>-ment</td> <td>only</td> </tr> <tr> <td>Week 2</td> <td>-ly</td> <td>could, should, would</td> </tr> <tr> <td>Week 3</td> <td>-ful</td> <td>again, half, money</td> </tr> <tr> <td>Week 4</td> <td>-less</td> <td>every, everybody, even</td> </tr> <tr> <td>Week 5</td> <td>-less/-ful and -ly</td> <td></td> </tr> <tr> <td>Week 6</td> <td>-less/-ful and -ness</td> <td></td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	-ment	only	Week 2	-ly	could, should, would	Week 3	-ful	again, half, money	Week 4	-less	every, everybody, even	Week 5	-less/-ful and -ly		Week 6	-less/-ful and -ness		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>Following ELS Essential Spelling Programme:</p> <table border="1" data-bbox="1218 384 2132 995"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>drop y, adding i, add -ed</td> <td>clothes, busy</td> </tr> <tr> <td>Week 2</td> <td>drop y, adding i, add -es</td> <td>move, prove, improve</td> </tr> <tr> <td>Week 3</td> <td>drop y, adding er or -est</td> <td></td> </tr> <tr> <td>Week 4</td> <td>add y, add -est or -est</td> <td></td> </tr> <tr> <td>Week 5</td> <td>Homophones (see NC list)</td> <td></td> </tr> <tr> <td>Week 6</td> <td></td> <td></td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	drop y, adding i, add -ed	clothes, busy	Week 2	drop y, adding i, add -es	move, prove, improve	Week 3	drop y, adding er or -est		Week 4	add y, add -est or -est		Week 5	Homophones (see NC list)		Week 6		
		Focus	Common Exception Words																																									
Week 1	-ment	only																																										
Week 2	-ly	could, should, would																																										
Week 3	-ful	again, half, money																																										
Week 4	-less	every, everybody, even																																										
Week 5	-less/-ful and -ly																																											
Week 6	-less/-ful and -ness																																											
	Focus	Common Exception Words																																										
Week 1	drop y, adding i, add -ed	clothes, busy																																										
Week 2	drop y, adding i, add -es	move, prove, improve																																										
Week 3	drop y, adding er or -est																																											
Week 4	add y, add -est or -est																																											
Week 5	Homophones (see NC list)																																											
Week 6																																												
Reading- key objectives	<p>Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 																																											

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension

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

<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective
--	--	--	--	--