

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	What did Brunel do for Great Britain?	How do we live a healthy life? How can art be used to create a feeling?	How can art be used to create a feeling? What is home?	What could my classroom be made of?	How do plants grow?	How are schools the same? How will we get around in the future?
Writing NC	Use simple <i>expanded</i> noun phrases to describe and specify e.g. the blue butterfly Use co-ordination (but/and/or/so) e.g. I was wet but we still had to go outside. Use full stops and capital letters consistently e.g. include edited writing Record ideas e.g. story maps/flow charts Orally rehearse sentences before writing Plan by talking about ideas and vocabulary Spell Y2 common exception words include edited writing Create simple character in narrative e.g. noun phrases, expanded noun phrases Create simple setting in narrative e.g. noun phrases, expanded noun phrases	Use commas to list e.g. I was cold, wet and miserable. Use apostrophes for contractions e.g. don't can't she'd Create simple character in narrative e.g. power of 3, appropriate word choices Create simple setting in narrative e.g. power of 3, appropriate word choices Orally rehearse sentences before writing Plan by talking about ideas and vocabulary	Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to end an exclamatory phrases Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats. Use the present and past tenses correctly and consistently e.g. include edited writing Use the suffix '-ness' Use apostrophes for singular possession Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs Create simple character in narrative e.g. use of more adventurous words Create simple setting in narrative e.g. use of more adventurous words	Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbials for time, adverbs using the suffix '-ly' Different types of sentence: statement, question, exclamation or command. Create simple plot in narrative e.g. adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words Read their own writing aloud clearly with appropriate intonation	Use some features of standard written English e.g. linked to text type such as commands in instructions and persuasive phrases would you like to come/Have you ever wondered why.../story language - revisit sentence forms Use the progressive continuous and past continuous verb forms e.g. I was running/ They were shouting/ He is running / They are shouting Use apostrophes for singular possession e.g. Tom's coat Spell longer words using suffixes including: -ment,, -ful, -less, and rules for plurals e.g. include edited writing Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, headings and sub-headings, labels, captions, noun and pro-noun chains to link ideas, coordinating, subordinating conjunctions Create simple character in narrative Create simple setting in narrative Create simple plot in narrative	Coordinating, subordinating conjunctions Use suffixes -er -est for superlatives. Spell words containing Year 2 phonemes e.g. include edited writing Write a range of fictional and real texts for different audiences and purposes e.g. linked to enquiry/quality text/wow days/opening experiences/ Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls Proofread and edit their writing e.g. use Y2 spelling rules, word banks, displays Write about more than one idea and group related information e.g. use genre specific structures such as ingredients and steps when writing instructions
Word NC			Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]	Use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Formation of adjectives using suffixes such as <i>-ful, -less</i>	Use of the suffixes <i>-er, -est</i> in adjectives and the
Sentence NC	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]		Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)
Text NC			Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	
Punctuation NC		Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences		
Composition NC Develop positive attitudes towards and stamina for writing by: Consider what they're going to write before beginning by: Make simple additions, revisions and corrections to their own writing by:	Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes. 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. 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. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.					
Spelling NC	Segmenting spoken words into phonemes, representing these by graphemes spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known 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 Distinguishing between homophones and near homophones Add suffixes to spell longer words including -ment -ness -ful -less -ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, Common exception words and punctuation taught so far.					
NC appendix 1: Spelling <i>Not covered in Scofield and Sims.</i>	The /aɪ/ sound spelt -y at the end of words: cry, fly, dry, try, reply, July	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it: copied, copier, happier, happiest, cried, replied ...but copying, crying, replying Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it: hiked, hiker, nicer, nicest, shiny Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter: patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny The /n/ sound spelt o: other, mother, brother, nothing, Monday	Sounds spelt as ge and dge at the end of words and sometimes spelt as g elsewhere in words before e, l and y: badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy Adding -es to nouns and verbs ending in -y: flies, tries, replies, copies, babies, carries The /ɔ:/ sound spelt a before l and ll: all, ball, call, walk, talk, always The /i:/ sound spelt -ey: key, donkey, monkey, chimney, valley The /ə/ sound spelt a after w and qu: want, watch, wander, quantity, squash The /ɜ:/ sound spelt or after w: word, work, worm, world, worth	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it: copied, copier, happier, happiest, cried, replied ...but copying, crying, replying Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it: hiked, hiker, nicer, nicest, shiny Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny The suffixes -ment, -ness, -ful, -less and -ly enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily Homophones and near-homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	S spelt c before e, l and y - race, ice, cell, city, fancy The /r/ sound spelt wr at the beginning of words: write, written, wrote, wrong, wrap The /n/ sound spelt kn at the beginning of words, and sometimes gn knock, know, knee, gnat, gnaw	The /l/ or /al/ sound spelt -le at the end of words: table, apple, bottle, little, middle The /l/ or /al/ sound spelt -al at the end of words: camel, tunnel, squirrel, travel, towel, tinsel The /l/ or /al/ sound spelt -al at the end of words: metal, pedal, capital, hospital, animal Words ending -il: pencil, fossil, nostril words ending in -tion - station, fiction, motion, national. selection In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive
Spelling Schofield and Sims Appendix 1	The long 'a' sound The long 'i' sound The long 'o' sound The long 'e' sound The long 'oo' sound	Adding -ing Adding -ed Doubling letters before -ing -ed Adding -ing and -ed to words ending y Tricky words 'other'	Adding -s -es Adding s to words ending y The w special The q special Soft g 'zh' Tricky words 'alk' words	Adding the suffix y Adding -er -est Adding -ful -less Homophones	Adding the prefix -un Adding the prefixes -un -dis Tricky consonants ph ,ch Tricky consonants kn, wr, mb Soft c	Two syllable words Words ending 'shun' and 'ul' Taking Words apart Shortened forms

Terminology	RECAP OF Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.	Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.	Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.	Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.	Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.	
Handwriting NC	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					
Handwriting Penpals	Practising diagonal join to ascender: <i>ch th</i> Practising diagonal join no ascender: <i>ai ay</i> Practising diagonal join no ascender: <i>ir er</i> Practising diagonal join to ascender: <i>wh oh</i> Practising diagonal join no ascender: <i>ow ou</i>	Introducing diagonal join to e: <i>ie ue</i> Introducing horizontal join to e: <i>oe ve</i> Introducing: <i>ee</i> Practising diagonal join, no ascender: <i>le</i> Writing numbers 1-100	Introducing diagonal join to anticlockwise letters: <i>ea</i> Practising diagonal join to anti clockwise letters: <i>igh</i> Practising diagonal join to anti clockwise letters: <i>dg, ng</i> Introducing horizontal join to anti clockwise letters: <i>oo, oa</i> Practising horizontal join to anti clockwise letters: <i>wa wo</i>	Introducing mixed joins for 3 letters: <i>air, ear</i> Practising mixed joins for 3 letters: <i>oor, our</i> Practising mixed joins for 3 letters: <i>ing</i> Size and spacing End-of-term check	Building on diagonal join to ascender, <i>ck, al, el, at, il, ill</i> Building on diagonal join no ascender, <i>ul, ey, aw, ur, an, ip</i> Building on horizontal join to ascender: <i>ok, ot, ob, ol</i> Building on diagonal join to anti-clockwise letters: <i>ed, cc, eg, ic, ad, ug, dd, ag</i>	Introducing joins to s: <i>as, es, is, os, ws, ns, ds, ls, ts, ks</i> Practising joining <i>ed and ing</i> Assessment Capitals
Key Text	Fiction: SOAR animation from literacy shed (visual text – adventure) Non-Fiction: Brunel Non-Fiction books	Fiction: Stone Soup – Tony Ross (Traditional Tale) Non-fiction: The Kindness Elves – Anna Ransom and Benjamin Byrne (picture book)	Fiction: The Hodgeheg – Dick King Smith (Quest) Non Fiction: Non-fiction books about habitats	Fiction: Iggy Peck Architect -Andrea Beaty (picture book) Non-Fiction: Iggy Peck Architect -Andrea Beaty (picture book)	Fiction: Lila and the secret of rain – David Conway (fable) Non-Fiction: The Tiny Seed – Eric Carle (non fiction)	Fiction: Gregory Cool – Caroline Binch (heritage fiction) Non-Fiction: Non-fiction books about transport (specify and genre)
Fiction	Setting description Character description Retell	Potion descriptions	Wishing tale	Iggy Peck Architect – innovating a new ending	Lila and the secret of rain – David Conway (fable) - retelling	Gregory Cool – character descriptions
Non Fiction	Explanation Text on Brunel	Letters to the Kindness Elves.	Animal habitat descriptions.	Iggy Peck Architect – Andrew Beaty Instructions to build a bridge/tower	The Tiny Seed – Eric Carle Explanation Text	Non Fiction Transport Books (specify) Persuasion Recount
Poetry	Acrostic Poem – Gervais Phinn	Quatrain – AABB or ABAB. Tasty Poems by Jill Bennett Focussing on rhyming.	What is home? (FLS Poem) "The warmth of the squirrel's leafy drey." Suffix - ness	Free Verse - similes	Kenning Poems - alliteration	Sense poem – Tobago – Superlatives
Word Reading	Continue to apply phonics to decode words until automatic decoding is embedded Read accurately by blending Read books closely matched to phonic knowledge	Read accurately words of two or more syllables Read words containing common suffixes Re-read books to build fluency and confidence	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	→	→
Comprehension NC <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> <i>Understand both the books that they can already read independently and books and those that they have to be</i> <i>Participate in discussions 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</i> <i>Explain and discuss their understanding of books, poems and other material both those that they have to read and those that read for themselves</i>	V1: Listen to and discuss a wide range of stories at a level beyond which they can read independently V3: Recognise simple recurring literary language in stories and poetry	V1: Listen to and discuss a wide range of non-fiction at a level beyond which they can read independently E1/3: Introduced to non-fiction books structured in different ways at a level beyond that which they can read independently R1/2: Answer and ask questions I1/1/2: Make inferences from what is being said and done.	V1: Discuss and clarify meanings of words linking new meanings to known vocabulary V2: Draw on what they know or on background information / vocabulary provided by the teacher V2: Discuss favourite words and phrases	V1: Listen to and discuss a wide range of contemporary and classic poetry S2: Continue to build repertoire of poems learnt by heart, appreciating and reciting some with appropriate intonation to make meaning clear P1/2: Predict what might happen based on what's been read so far	R1/5: Check text makes sense and correct inaccurate reading S1: Discuss sequence of events and how they're related	E1: Explain and discuss understanding of books, poems and other material E1: Explain your preferences, thoughts and opinions about the text. S2: Retell a wider range of stories, fairy stories and traditional tales
Oracy	I ask question to get more information and clarify meaning. I talk in complete sentences. I decide when I need to use specific vocabulary. I take turns when talking in pairs or a small group. I am aware that formal and informal situations require different language (beginning). I perform a simple poem from memory.			I retell a story using narrative language and linking words and phrases. I hold the attention of people I am speaking to by adapting the way I talk. I understand how to speak for different purposes and audiences (beginning).		
Class Readers			The Hodgeheg – Dick King-Smith	George's Marvellous Medicine – Roald Dahl	The Lion, the witch and the wardrobe – C.S. Lewis	The Proudest Blue - Ibtihaj Muhammad and S.K. Ali