

Class 2J Year 1/2	Autumn Term		Spring Term		Summer Term	
<b>Suggested Text</b>	<p><i>Roald Dahl Theme -</i>  <b>The Twits</b>  <b>The Enormous Crocodile</b></p> <p><i>Pumpkin Soup – Helen Cooper</i></p>	<p><b>The Owl and the Pussycat – Edward Lear</b></p> <p><b>One Christmas Wish – Katherine Rundell</b></p> <p><b>Mog’s Christmas– Judith Kerr</b></p>	<p><b>Samuel Pepys Diary (GFoL and Pudding Lane, and Samuel Squeaks’ Diary – FE)</b></p> <p><b>Mr Wolf’s Pancakes – Jan Fearnley</b></p> <p><b>Goldilocks and just the One Bear – Leigh Hodgkinson</b></p>	<p><b>The Tear Thief – Carol Ann Duffy</b></p> <p><b>The Lonely Beast – Chris Judge</b></p>	<p><b>Lila and the Secret of Rain – David Conway</b></p> <p><b>The Tin Forest – Helen Ward</b></p> <p><b>Here We Are – Oliver Jeffers</b></p>	<p><b>Zeraffa Giraffa – Julia Wauters</b></p> <p><b>Bubbles – Literacy Shed film</b></p>
<b>Writing</b>	<p>Character study.  Instructions – create a new trick to play on the Twits.  Letter to the Twits explaining how they can modify their behaviour.  Comparison between characters.  Diary recount.  Sequencing.  Retelling.  Poster.</p> <p>Persuasive poster to advertise Duck’s Kitchen.  Retell story from Duck’s point of view.  Instructions – how to grow a pumpkin.</p>	<p>Write poem as a narrative.  Re-word the poem with different nouns and adjectives.</p> <p>Write a diary about the events as the main character.</p>	<p>Narrative  Diary  Description</p> <p>Instructions for recipe.  Compare Mr Wolf to the character in Red Riding Hood and Three Little Pigs.</p> <p>Comparison with standard story – setting, character and form.  Play scene or conversation between Goldilocks and the Bear.</p>	<p>Character study – Top Trumps style cards detailing their bravery, tears, etc.  Similes and metaphors in retelling.  Setting descriptions.  Write an extra scene to show tears being collected.</p> <p>Question writing for interview.  Newspaper report – the beast’s story.  Diary from the Beast’s point of view.  Design a beast – Non-chronological report.</p>	<p>Narrative descriptions  Snapshots/comic – thoughts and speech.  Review.  Retell in role as Lila (1<sup>st</sup> person).  Poetry based around repetition and imagery.  Non-chronological report on life in Kenya.</p> <p>Compare and contrast.  Character profiles.  Setting description.  Debate – why should we look after our environment?  Book review.</p> <p>Description  Discussion</p>	<p>Oral stories  Letter writing  Character description  Poetry  Lyrics  Labels and explanations  Writing in role  Persuasive advert  Debate paragraph  Retelling from a different perspective.</p> <p>Description  Narrative  Settings</p>

<p><b>Y1 Reading</b>  <i>(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).</i></p>	<p><b>Word Reading (Y1)</b></p> <ul style="list-style-type: none"> <li>• reads simple sentences.</li> <li>• responds with the correct sounds to known graphemes.</li> <li>• blends sounds aloud when attempting to read new words.</li> <li>• re-reads books to develop confidence.</li> <li>• uses picture clues to help when reading simple texts.</li> </ul>	<p><b>Comprehension (Y1)</b></p> <ul style="list-style-type: none"> <li>• listens to poems, stories and non-fiction making links to own experiences.</li> <li>• demonstrates understanding when talking with others about what they have read.</li> <li>• retells key stories, fairy stories and traditional tales through role play.</li> <li>• answers questions about stories read.</li> <li>• identifies features of books, e.g. title etc.</li> <li>• recognises predictable phrases.</li> <li>• listens to simple rhymes and poems and joins in with others when reciting them.</li> </ul>	<p><b>Word Reading (Y1)</b></p> <ul style="list-style-type: none"> <li>• reads simple sentences with some fluency.</li> <li>• responds speedily with the correct sound to known graphemes.</li> <li>• applies phonic knowledge to decode words.</li> <li>• blends sounds in unfamiliar words containing known GPC, when reading.</li> <li>• reads known CEW.</li> <li>• begins to read words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings.</li> <li>• reads words of more than one syllable that contain known GPCs on occasions.</li> <li>• begins to read words with contractions.</li> <li>• re-reads books to develop confidence and fluency.</li> <li>• uses pictures to read and understand the text.</li> </ul>	<p><b>Comprehension (Y1)</b></p> <ul style="list-style-type: none"> <li>• listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them.</li> <li>• talks about books, using own knowledge and information provided by the teacher.</li> <li>• retells key stories, fairy stories and traditional tales orally in simple sentences.</li> <li>• joins in with predictable phrases.</li> <li>• begins to make simple inferences (from pictures, objects, stories).</li> <li>• talks about the meaning of unfamiliar words.</li> <li>• learns to appreciate simple rhymes and recites these by heart.</li> <li>• begins to distinguish between fact and fiction.</li> <li>• notices when reading does not make sense.</li> <li>• shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher.</li> </ul>	<p><b>Word Reading (Y1)</b></p> <ul style="list-style-type: none"> <li>• reads aloud books that are consistent with developing phonic knowledge.</li> <li>• responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes.</li> <li>• reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word.</li> <li>• reads words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings.</li> <li>• reads words of more than one syllable that contain known GPCs.</li> <li>• reads words with contractions.</li> <li>• begins to take account of punctuation when reading.</li> <li>• begins to use context clues to help reading for meaning.</li> <li>• re-reads books to develop confidence, fluency and expression.</li> </ul>	<p><b>Comprehension (Y1)</b></p> <ul style="list-style-type: none"> <li>• listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently.</li> <li>• links what they hear or read to their own experiences.</li> <li>• retells stories they have read, heard and discussed using appropriate vocabulary.</li> <li>• talks about what is read to them, taking turns and listening to others. Expresses opinions based on these.</li> <li>• explains understanding of what they have read.</li> <li>• talks about particular characteristics of different types of stories.</li> <li>• talks about the significance of the title and events.</li> <li>• makes inferences on the basis of what is read.</li> <li>• makes simple predictions.</li> <li>• learns and appreciate rhymes and poems and can recite some by heart.</li> <li>• discusses word meanings, making links to known words.</li> <li>• retells, using significant events and main points in sequence.</li> <li>• reads checking texts make sense and correcting inaccurate reading.</li> </ul>
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<p><b>Y2 Reading</b> <i>(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).</i></p>	<p><b>Word Reading (Y2)</b></p> <ul style="list-style-type: none"> <li>reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation.</li> <li>reads all known graphemes.</li> <li>reads unfamiliar words containing known GPCs accurately and without needing to sound out.</li> <li>reads accurately words that have been encountered frequently.</li> <li>reads known CEW fluently.</li> <li>segments words into syllables to aid decoding.</li> <li>uses punctuation to aid reading with expression.</li> <li>notices when reading does not make sense and attempts to self-correct.</li> </ul>	<p><b>Comprehension (Y2)</b></p> <ul style="list-style-type: none"> <li>listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction.</li> <li>retells a range of story in sequence.</li> <li>answers questions about books read and shared.</li> <li>finds and retrieves literal information.</li> <li>begins to ask simple questions about books read and shared.</li> <li>recognises simple recurring language in poems and stories.</li> <li>makes plausible predictions.</li> <li>distinguishes between fact and fiction.</li> <li>shows some awareness of text features.</li> </ul>	<p><b>Word Reading (Y2)</b></p> <ul style="list-style-type: none"> <li>reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting.</li> <li>reads familiar words without overt sounding and blending.</li> <li>reads words of 2 or more syllables.</li> <li>reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words.</li> <li>uses punctuation to read with increased expression.</li> <li>notices when reading does not make sense and self-corrects.</li> </ul>	<p><b>Comprehension (Y2)</b></p> <ul style="list-style-type: none"> <li>asks and answers questions about books read and shared.</li> <li>makes simple inferences using evidence from the text.</li> <li>talks about new vocabulary and offers suggestions about the meaning based on the context.</li> <li>discusses favourite words and phrases.</li> <li>explains how items of information are related and discusses sequence of events.</li> <li>makes plausible predictions, using evidence from the text.</li> <li>begins to skim and scan.</li> <li>talks about how to choose a book to read.</li> </ul>	<p><b>Word Reading (Y2)</b></p> <ul style="list-style-type: none"> <li>applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation.</li> <li>sounds out unfamiliar words accurately, without undue hesitation.</li> <li>automatic decoding, using phonics, is embedded and reading is fluent.</li> <li>recognises and effortlessly decodes alternative sounds for graphemes.</li> <li>reads accurately words of two or more syllables, containing known graphemes.</li> <li>recognises and effortlessly decodes most CEW.</li> <li>reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently.</li> <li>reads words containing common suffixes.</li> <li>reads age-appropriate texts with fluency and confidence.</li> <li>notices when reading does not make sense and takes appropriate action.</li> <li>begins to use expression and intonation to engage a listener, when reading aloud.</li> <li>self-corrects and re-reads to make ensure fluency and meaning.</li> </ul>	<p><b>Comprehension (Y2)</b></p> <ul style="list-style-type: none"> <li>regards reading as a pleasurable activity.</li> <li>identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.</li> <li>demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.</li> <li>recognises and understands the different structures of non-fiction books that have been introduced.</li> <li>shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary.</li> <li>learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear</li> <li>demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.</li> <li>constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.</li> <li>makes inferences on what has been read.</li> <li>asks and answers questions appropriately, including those based on inference of what is said and done.</li> <li>makes predictions on the basis of what has been read so far.</li> <li>participates in discussions, offering opinions and explanations for these</li> </ul>
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					<p>about books, poems and other materials.</p> <ul style="list-style-type: none"> <li>exercises choice in selecting books.</li> </ul>
<b>G&amp;P (Y1)</b>	<p><b><u>Consolidation/non-negotiables:</u></b> - Based on transition information. Correct writing posture and pencil grip. Simple sentence with capital letter and full stop. Separation of words with spaces.</p>	<p><b><u>New Learning:</u></b> Use CL . ? ! Use capital letters for people, places, days of week and I. Sequence sentences into a narrative. Join words and clauses with <i>and</i>. Use <i>first</i>, <i>next</i> and <i>then</i> correctly. Use adjectives.</p>			
<b>G&amp;P (Y2)</b>	<p><b><u>Consolidation/non-negotiables:</u></b> - Uses <b><i>and</i></b> to join words and clauses Sequence sentences into a narrative Uses CL. ? ! Adjectives Compound words Uses CL for people, places, days of week and I First, next and then used correctly</p>	<p><b><u>New Learning:</u></b> - Uses <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>, <i>and</i>, <i>but</i>, <i>or</i> Capital letter for proper nouns Commas in a list Present and past tense consistent (including progressive) Expanded noun phrases Co-ordinating conjunctions Adjectives Apostrophe for contraction and possession</p>			
<b>Spelling (Y1)</b>	<p>vc <u>words</u>. cvc words (short and long vowels). Words with adjacent consonants. Some CEW / HFW. Words ending <i>ff ll ss zz ck</i>. Words with the /ng/ sound (<i>n</i> before <i>k</i>). Names the <u>letters</u> of the alphabet in order.</p>	<p>Words with consonant digraphs and some vowel digraphs/ trigraphs. Alternative vowel phonemes (/ay//ai//a_e/). New consonant spellings <i>ph</i> and <i>wh</i>. Words ending in <i>-y</i>. Majority of CEW / HFW. Begins to spell the <u>singular</u> plural of words. Divides words into syllables.</p>	<p>Compound words. Days of the week. Numbers to 20. Words ending in <i>tch</i>. <u>Plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words. Verbs where no change is needed to the root word. Adding endings <i>-ing -ed -er</i>. Adjectives where no change is needed to the root word. Adding <i>-er</i> and <i>-est</i>. Words with the addition of the prefix <i>un-</i>. Y1 CEW / HFW. Phonetically plausible attempts of new words.</p>		

<b>Spelling (Y2)</b>	<p>Words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words.</p> <p>Words with the /r/ sound spelt <i>wr</i> at the beginning of words.</p> <p>Words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i>.</p> <p>Words with the /s/ sound spelt <i>c</i> before <i>e i y</i>.</p> <p>Adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it.</p> <p>Begins to select correct GPCs in spelling.</p>	<p>Words with contractions.</p> <p>Words ending in <i>-le, -el, -al</i> and <i>-il</i>.</p> <p>Adding <i>-ies</i> to nouns and verbs ending in <i>y</i>.</p> <p>Adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it.</p> <p>Selects correct GPCs in spelling.</p> <p>Words with the <u>suffix</u> <i>-ly</i>.</p> <p>Uses <i>-ly</i> to turn adjectives into adverbs.</p>	<p>Uses phonic knowledge to spell simple monosyllabic and polysyllabic words.</p> <p>Y2 CEW / HFW.</p> <p>Spells frequently used homophones / near homophones.</p> <p>Words using the possessive apostrophe (singular nouns).</p> <p>Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel.</p> <p>Words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i>.</p> <p>Words ending in <i>-tion</i>.</p> <p>Recognises own spelling errors and makes some attempt to correct these.</p> <p>Compound nouns.</p>
<b>Handwriting</b>  Progression	<p>Sits correctly at the table and holds a pencil comfortably and correctly.</p> <p>Distinguishes between lower case letters and capital letters.</p> <p>Uses knowledge of handwriting 'families' to begin to form letters correctly.</p> <p>Spaces evident between words.</p> <p>Begins to form lower case letters in the correct direction starting and finishing in the right place.</p> <p>Forms capital letters correctly.</p> <p>Letters are relatively the same size. Begins to use diagonal and horizontal strokes to join letters. Spaces between words.</p>		
<b>Dictations</b>	<p>Oral sentences leading to written (Y1) Short dictations to reinforce GPS. (Y2)</p>		
<b>Re-read and proof-read</b>	<p>Plans or says aloud before writing. Writes down ideas/key words. Thinks sentence by sentence.</p> <p>Proof reads to check errors in spelling and punctuation. Can reread to check it makes sense.</p>		
<b>Word list</b>	<p style="text-align: center;"><b>YEAR 1 COMMON EXCEPTION WORDS</b></p> <p>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</p>	<p style="text-align: center;"><b>YEAR 2 COMMON EXCEPTION WORDS</b></p> <p>door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas</p>	