

Cranmore Infant School Literacy Curriculum

*We love to learn and together
we grow*

Vision Statement

Reading

We believe reading is at the centre of our learning.

Our goal is to create both confident and independent readers who use reading skills and strategies to access texts, to improve language and vocabulary, to gain new experience and to develop a life-long love of reading.

Our teachers demonstrate a passion and love for reading, whilst equipping our children with the necessary background knowledge, vocabulary and strategies to access challenging texts with growing independence and enjoyment.

AIMS - Reading

Implementation

- To implement the current statutory requirements of the Foundation stage and National curriculum.
- To ensure all of our children develop a “can do” attitude and perceive themselves as confident readers.
- For our children to become confident life- long readers, who love the world of books
- Develop positive attitudes towards books so that reading is a pleasurable activity
- Read a varied selection of high quality texts whilst gaining an increased level of fluency and understanding
- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- Use reading as a means of gathering information to support their learning throughout the entire curriculum
- To broaden children’s knowledge and understanding of how reading is vital in the wider world.

Vision Statement

Writing

We want our children to be creative and confident writers who use their skills and knowledge to engage their audience for a given purpose.

It is our vision that every child will learn to write by being given real & exciting materials and opportunities. We will show and explain everyday occurrences to the children and inspire them to write about them. We will share excellent writing to inspire children to emulate styles. We encourage children to read their work for enjoyment, to read it aloud to others and provide audiences for writing. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change.

Our teachers will ignite children's imagination to create willing and enthusiastic learners who accurately compose for their audience.

AIMS - Writing

Implementation

- To implement the current statutory requirements of the Foundation stage and National curriculum.
- To ensure all of our children develop a “can do” attitude and perceive themselves as writers.
- For our children to enjoy writing and identify themselves as writers for life.
- For our children to be proud of their writing in all areas of the curriculum.
- Write in different contexts and for different purposes and audiences, including themselves.
- Write with increasing awareness of the conventions of grammar, punctuation and spelling.
- Form letters correctly, leading to a cursive, fluent and legible handwriting style.
- Use rich vocabulary/ communication/ links to oracy/talk for writing.

Vision Statement

Oracy

With Oracy at the heart of our curriculum, we are committed to building and embedding a culture of oracy. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively.

Our teachers will provide children with a high quality oracy education which empowers students to find their voice for success in school and in life.

AIMS - Oracy

Implementation

- To implement the current statutory requirements of the Foundation stage and National curriculum.
- Use rich vocabulary/ communication/ links to oracy/talk for writing.
- Provide children with the ability to articulate ideas, develop understanding and engage with others through spoken language.
- Develops students' confidence, articulacy and capacity to learn.
- To provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum.
- Support children and provide a variety of opportunities to speak and make progress in the four strands of oracy e.g. to speak like a 'scientist', 'historian' and 'author' etc.
- Deepen and embed subject knowledge, understanding and reasoning.
- For our children to enjoy speaking and identify themselves as a confident speaker for life.

NURSERY

Reading curriculum

Nursery	Autumn	Spring	Summer
Word recognition and decoding strategies; reading for meaning	<ul style="list-style-type: none"> Recognise their own name in self registration Begin to identify with personal symbols, pictures and print in relation to themselves in the new environment 	<ul style="list-style-type: none"> Begin to show some awareness of phoneme/grapheme links, particularly in relation to own name and experiences Recognise their own name in print and recognise some words in relation to their name Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. 	<ul style="list-style-type: none"> Recognise and use with increased frequency sounds/graphemes in relation to own name and experiences Begin to say phase 2 phonemes in response to letter Recognise some vocabulary by sight in relation to learning theme Increase personal vocabulary to understand and use in response to stories and non-fiction
Phonics letters and sounds	Aspects <ul style="list-style-type: none"> 1-Sound discrimination - environmental 	Aspects <ul style="list-style-type: none"> 2 Sound discrimination - Instrumental 3 Sound discrimination - Body sounds 6 - Voice sounds 	Aspects <ul style="list-style-type: none"> 4 - Rhythm and rhyme 5 - Alliteration 7 - Oral segmenting and blending
Select information and references from texts to talk about content, ideas and themes:		<ul style="list-style-type: none"> Expose children to a range of non-fiction texts 	<ul style="list-style-type: none"> Respond and discuss main sequence, characters and events
Literal, inferential and interpretative skills:	<ul style="list-style-type: none"> Using props, finger puppets, story boards, masks etc encouraging verbal and non-verbal response. Use pictorial and visual clues in order to retell familiar rhymes and stories, 		<ul style="list-style-type: none"> Predict what they think the rhyme/story is about

Nursery	Autumn	Spring	Summer
<p>Knowing how texts work:</p>	<ul style="list-style-type: none"> • Explore a range of non-fiction texts (pictures/videos/photographs) in relation to the learning theme. • Encourage children to use book corner and display reading like behaviour: • Hold book right way up, turn page, • • Beginning to show awareness of directionality (left to right, top to bottom). 	<ul style="list-style-type: none"> • Demonstrate reading like behaviour, beginning to use simple book language (front, back, title, page) • Beginning to be aware of the way stories are structured. • Suggests how the story might end. 	<ul style="list-style-type: none"> • When reading, identify and use simple book language (front, back, title, page, author, illustrator)
<p>Comment and explain writers' language choices, including literary features and imagery</p>		<ul style="list-style-type: none"> • Identify and join in with simple repeated words and phrases • • Describes main story settings, events and principal characters. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> • Identify and join in with simple repeated words and phrases and simple rhyming patterns
<p>Recognise and comment on writers' purposes and viewpoints, including impact on the reader:</p>			<ul style="list-style-type: none"> • Begin to use non-fiction texts to develop thinking and talking in relation to the learning theme
<p>Relate texts to different contexts and traditions e.g. social, historical and cultural, for example:</p>	<ul style="list-style-type: none"> • Introduce children to a range of stories, rhymes, songs, poems 	<ul style="list-style-type: none"> • Expose children to a range of stories, rhymes, songs, poems and rhymes by telling and reading and using props, finger puppets, story boards, masks etc 	<ul style="list-style-type: none"> • Expose children to a range of stories, rhymes, songs, poems and rhyme, non-fiction texts

RECEPTION

Reading Curriculum

Reception	Autumn	Spring	Summer
Word recognition and decoding strategies; reading for meaning	<ul style="list-style-type: none"> • Know and use with increased frequency phoneme/grapheme correspondences in relation to print in the environment • Identify, hear and say initial sounds in words • Phase 2 phonics • End of Aut - L&S • Ph 2 Tricky words - the to I no go • Blend and Seg to read - such as vc words • Eg as if on up and pseudo words - ip 	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Identify and read simple words, sentences and repetitive phrases • Identify, hear and say initial and final sounds in words in relation to their growing vocabulary, applying developing knowledge and understanding to phoneme/grapheme correspondence • Continues a rhyming string • Begin to blend cvc words and identify patterns in them e.g. hat, bat, fat • End of Aut - To be competent with 85% phase 2 sounds then begin phase 3 • Ph 3 Tricky words - He we be she me • Was my you her they all are • Blend and Seg to read - cvc words • Single syllable words from phase 2 and 3 grapheme 	<ul style="list-style-type: none"> • Read showing an awareness of initial, short vowel and final sounds in words, making phonetically plausible attempts when reading more complex words • Identify and say initial, final and medial sounds in words • Extend vocabulary in relation to the learning theme, using developing phonic and graphic knowledge • End of Spring - To be competent with 85% phase 3 sounds then begin phase 4 • End of Summer -L&S • Know and find all sounds from ph 2 & 3 • Blend and read words containing adjacent consonants • Segment and spell words containing adjacent consonants • Ph 4 Read Tricky words - some, one, come, do, so were, when have there out like little what said • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

Reception	Autumn	Spring	Summer
Select information and references from texts to talk about content, ideas and themes:	<ul style="list-style-type: none"> • Predict what they think a story/rhyme/poem is about • Talk about texts confidently, expressing personal opinions in relation to growing knowledge of books e.g. characters, sequence, illustrations, author • Use non-fiction texts to explore and develop thinking and talk in relation to learning theme behaviour • Begin to develop vocabulary around their experience of text and identify new words 	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Predict/anticipate what they think the rhyme/poem/story is about • Talk confidently about what they have read, characters in stories, sequencing events logically, using story starts, middles, ends • Develop this to talk about story openings, actions, endings • Begin to use non-fiction texts to explore and develop ideas in relation to the learning theme • Read and use vocabulary in relation to the learning theme, reading scheme and NLS vocabulary • Begin to talk about and explore new vocabulary 	<ul style="list-style-type: none"> • Predict, anticipate etc what they think the story, rhyme or poem is about, offer alternative endings, and compare plots with own personal experiences • Talk confidently about what they have read, characters in stories, sequencing events logically using story openings, actions and endings • Use non-fiction texts to explore, develop and consolidate thinking and organise ideas in relation to the learning theme • Extend vocabulary in relation to the learning theme, using developing phonic and graphic knowledge
Literal, inferential and interpretative skills:		<ul style="list-style-type: none"> • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Use information texts to find answers to simple questions relating to learning theme • They demonstrate understanding when talking with others about what they have read.

Reception	Autumn	Spring	Summer
<p>Knowing how texts work:</p>	<ul style="list-style-type: none"> • Know and use book language-title, author, illustrator, title page • Begin to show an awareness of the contents page and its purpose 	<ul style="list-style-type: none"> • Know, understand and use book language (author, illustrator, dedication, blurb etc) • Begin to show an awareness of the glossary and its purpose 	<ul style="list-style-type: none"> • Show an awareness of alphabetical order through books and simple dictionaries
<p>Relate texts to different contexts and traditions e.g. social, historical and cultural, for example:</p>	<ul style="list-style-type: none"> • Explore a range of different texts and begin to recognise the differences 	<ul style="list-style-type: none"> • Enjoys an increasing range of books. • • Begin to talk about the differences between books 	<ul style="list-style-type: none"> • Name a favourite author and talk about some of his/her books • Begin to identify settings and themes of books and relate to other books the know

YEAR ONE

Reading curriculum

Year 1

Word recognition and decoding strategies; reading for meaning

Autumn

- Begins to blend phonemes in order to decode words containing short vowels and simple consonant digraphs
- Recognises simple consonant digraphs in reading
- Reads about 30 of the first 100 high frequency words
- Begins to apply knowledge of phonics to confirm or attempt new words while reading with prompting
- Blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts
- Begin to follow print with eyes only, finger pointing only at points of difficulty
- Begins to use an awareness of character and repetitive dialogue to read with some expression with prompts.

Spring

- Blends phonemes in order to decode words containing short vowels and simple consonant digraphs
- Recognises simple consonant digraphs in reading
- Reads about 50 of the first 100 high frequency words
- Applies knowledge of phonics to confirm or attempt new words while reading
- Blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts
- Follows print with eyes only, finger pointing only at points of difficulty
- Begins to use an awareness of character and repetitive dialogue to read with some expression

Summer

- Reads most of the first 100 high frequency words
- Applies knowledge of phonics to confirm or attempt new words while reading
- Blends and segments words and applies this skill when reading unfamiliar texts
- Reads with increasing pace and expression
- Consistently and successfully applies knowledge of phonics and letter strings to confirm new words while reading .
- Blends and segments words and applies this skill when reading unfamiliar texts.
- Reads with appropriate pace, expression and pays attention to any punctuation.
- Confidently applies word recognition and decoding strategies; reading for meaning

YEAR ONE

Reading curriculum

Year 1

Select information and references from texts to talk about content, ideas and themes:

Autumn

Recounts & Instructions

- Begins to find key information in a non-fiction text
- Beginning to understand the purpose of diagrams in instructions
- Beginning to recall some simple information from texts read with prompting

Information texts

- Beginning to select key information and talks about the content of a text with prompts

Fairy tales/Cumulative stories

- Beginning to identify the main characters in a story and talks about an event that happens in the story with prompts

Poetry

- Beginning to find key information such as pattern and rhyme and begins to quote from texts
- Begins to recall main ideas from poems read with prompts

Author study

- Begins to relate story settings and incidents to own experiences. Begins to recall some events in known stories with prompts.

Spring

Recounts & Instructions

- Finds key information in a non-fiction text
- Understands the purpose of diagrams in instructions
- Recalls some simple information from texts read

Information texts

- Selects key information and talks about the content of a text with prompts.

Fairy tales/Cumulative stories

- Identifies the main characters in a story and talks about an event that happens in the story
- Identifies aspects they like

Poetry

- Finds key information such as pattern and rhyme and begins to quote from texts
- Recalls main ideas from poems read

Author study

- Relates story settings and incidents to own experience
- Recalls some significant events in known stories

Summer

Recounts & Instructions

- Finds key information in a non-fiction text
- Understands the purpose of diagrams in instructions
- Recalls some significant information from texts read and can talk confidently about the content.

Information texts

- Selects key information and talks about the content of a text to talk about content, ideas and themes.

Fairy tales/Cumulative stories

- Identifies the main characters in a story and talks about an event that happens in the story
- Identifies aspects they like and talk about content, ideas and themes.

Poetry

- Finds key information such as pattern and rhyme and begins to quote from texts
- Recalls main ideas from poems read. Talks about content and themes.

Author study

- Relates story settings and incidents to own experience
- Recalls some significant events in known stories. Able to discuss content, ideas and themes.

Year 1

Autumn

Spring

Summer

Literal, inferential and interpretative skills:

Recounts & Instructions

- Beginning to make comments about the content that shows understanding of the topic.
- Interprets some key facts from simple instructions when prompted.

Information text

- Begin to answer simple questions about what an information text is about.
- Locates information to answer simple questions.

Poetry

- Beginning to refer to the text to identify genre features
- Identifies what rhymes and poems are about with prompting.
- Make simple comments on preferences for poetry.

Fairy tales/Cumulative Stories

- Beginning to recognises main characters and typical characteristics, for example, good and bad characters in traditional tales.
- Identifies the goal or motive of the main character.
- Knows which character is speaking in a story

Author study:

- Talks about why things happen and what might happen because of a character's actions.
- Beginning to make simple comments about the illustrations that shows some understanding of the events or characters
- Begins to predict what might happen next in a story e.g. from discussing the illustrations and hearing a part of the story with prompting.

Recounts & Instructions

- Make comments and give reasons to support their comments about the content that shows understanding of the topic.
- Interprets some key facts from simple instructions.

Information Text

- Answers questions about what an information text is about and recognise key features.
- Locates key information to answer questions

Poetry

- Refers to the text to identify genre features
- Identifies what rhymes and poems are about
- Comments on preferences for poetry

Fairy tales/Cumulative Stories

- Recognises main characters and typical characteristics, for example, good and bad characters in traditional tales
- Identifies the goal or motive of the main character and talk about how it moves the plot on with prompting;
- Knows which character is speaking in a story

Author study

- Talks about and gives reasons for why things happen and what might happen because of a character's actions.
- Makes comments about the illustrations that shows understanding of the events or characters
- Predicts what might happen next in a story e.g. from studying the illustrations and hearing a part of the story.

Recounts & Instructions

- Demonstrates: Literal, inferential and interpretative skills:

Information Texts

- Answers questions about what an information text is about
- Locates key information to answer questions in detail.

Poetry

- Refers to the text to identify genre features
- Identifies what rhymes and poems are about
- Comments on preferences for poetry

Fairy tales/Cumulative Stories

- Recognises main characters and typical characteristics, for example, good and bad characters in traditional tales
- Identifies the goal or motive of the main character and talk about how it moves the plot on without prompting;
- Knows which character is speaking in a story.

Author study

- Talks about and gives reasons for why things happen and what might happen because of a character's actions.
- Makes comments about the illustrations that shows understanding of the events or characters
- Predicts what might happen next in a story e.g. from studying the illustrations, hearing a part of the story, recognising the structure.

Year 1	Autumn	Spring	Summer
<p>Knowing how texts work:</p>	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> • Begin to recognise ways to create emphasis in non-fiction text • e.g. heading, bold print, bullet points with prompts <p><u>Information text</u></p> <ul style="list-style-type: none"> • Beginning to recognise non-fiction texts from a random selection of books • Beginning to know where to locate contents, index and glossary with prompts • Some awareness of text features such as heading, label, diagram <p><u>Fairy tales/ Cumulative Stories</u></p> <ul style="list-style-type: none"> • Beginning to understand that stories have a beginning, middle and end with prompts • Beginning to recognise a cumulative or days of the week structure in stories read with prompts. • Recognising key themes and events in stories when read to with prompts. <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Beginning to recognise a rhyming text • Beginning to use correct terminology when referring to books; cover, illustration, page, contents with prompts 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> • Recognises ways to create emphasis in non-fiction text • e.g. heading, bold print, bullet points <p>• <u>Information text</u></p> <ul style="list-style-type: none"> • Identifies non-fiction texts from a random selection of books • Knows where to locate contents, index and glossary • Awareness of text features such as heading, label, diagram <p><u>Fairy tales/ Cumulative Stories</u></p> <ul style="list-style-type: none"> • Understand that stories have a beginning, middle and end • Recognises a cumulative or days of the week structure in stories read • Beginning to identify key themes and give reasons for events in stories, selecting relevant information from the text with prompts • Beginning to recognise ways to create emphasis in text • e.g. capitalisation, bold or large print <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Can recognise a rhyming text • Beginning to identify patterns and structure with prompts • Uses correct terminology when referring to books; cover, illustration, page, contents 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> • Recognises ways to create emphasis in non-fiction text • e.g. heading, bold print, bullet points • Knowing how texts work. <p><u>Information text</u></p> <ul style="list-style-type: none"> • Identifies non-fiction texts and key features from a random selection of books • Recognises ways to create emphasis in non-fiction text • e.g. heading, bold print, bullet points <p><u>Fairy tales/ Cumulative Stories</u></p> <ul style="list-style-type: none"> • Can identify in stories the beginning, middle and end. • Recognises a cumulative or days of the week structure in stories read • Identifies key themes and give reasons for events in stories, selecting relevant information from the text. • Recognises ways to create emphasis in text • e.g. capitalisation, bold or large print <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Can distinguish a rhyming text • Can identify patterns and structure • Uses correct terminology when referring to books; cover, illustration, page, contents • Identifies non-fiction texts from a random selection of books • Knows where to locate contents, index and glossary • Some awareness of text features such as heading, label, diagram

Year 1	Autumn	Spring	Summer
<p>Comment and explain writers' language choices, including literary features and imagery</p>	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> Begins to understand which sentences are typical of recount and instructions. Begins to understand the importance of verbs in instructions <p><u>Information Texts</u></p> <ul style="list-style-type: none"> Begins to notice how specific words are used to tell the reader about a topic with prompting <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> Begins to notice how words are used e.g. repetitive refrains and rhyme, story language with prompting Begins to retells narratives in the correct sequence drawing on language patterns of stories <p><u>Poetry</u></p> <ul style="list-style-type: none"> Begins to give examples of language use such as repetition & rhymes within familiar text and prompting. <p><u>Author Study</u></p> <ul style="list-style-type: none"> Begins to comment and explain writers' language choices, including literary features and imagery with prompting. 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> Understand which sentences are typical of recount and instructions. Understands the importance of verbs in instructions <p><u>Information Texts</u></p> <ul style="list-style-type: none"> Begins to identify how specific words are used to tell the reader about a topic <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> Notices how words are used e.g. repetitive refrains and rhyme, story language Retells narratives in the correct sequence drawing on language patterns of stories <p><u>Poetry</u></p> <ul style="list-style-type: none"> Begins to give examples of language use such as repetition & rhymes without prompting. <p><u>Author Study</u></p> <ul style="list-style-type: none"> Begin to comment and explain writers' language choices, including literary features and imagery without prompting. 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> Can identify which sentences are typical of recounts and instructions. Understands the importance of verbs in instructions <p><u>Information Texts</u></p> <ul style="list-style-type: none"> Can identify and discuss how specific words are used to tell the reader about a topic <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> Recognise and discuss how words are used e.g. repetitive refrains and rhyme, story language Retells and discuss narratives in the correct sequence drawing on language patterns of stories <p><u>Poetry</u></p> <ul style="list-style-type: none"> Can give examples of language use such as repetition & rhymes <p><u>Author Study</u></p> <ul style="list-style-type: none"> Comment and explain writers' language choices, including literary features and imagery.

Year 1	Autumn	Spring	Summer
<p>Recognise and comment on writers' purposes and viewpoints, including impact on the reader:</p>	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> • Begins to understand the purpose of instructions with prompting. • Begins to understand the purpose of factual recounts with prompting <p><u>Information Texts</u></p> <ul style="list-style-type: none"> • Begins to know what a non-fiction text is about from reading and discussions. • Begins to give a view on usefulness of text in providing answers to questions with prompting <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> • Beginning to understand and recognise that traditional and fairy stories usually contain good and bad characters with prompting. • Beginning to discuss the main events in a story, express opinions about events and characters • Makes simple comments about the content linked to own interests with prompting <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Begin to comment on likes and dislikes in poetry and gives reasons with prompting <p><u>Author Study</u></p> <ul style="list-style-type: none"> • Begins to recognise and comment on writers' purposes and viewpoints with prompting. 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> • Understands the purpose of instructions with prompting. • Begins to understand the purpose of factual recounts without prompting <p><u>Information Texts</u></p> <ul style="list-style-type: none"> • Knows what a non-fiction text is about from reading. • Gives a view on usefulness of text in providing answers to questions without prompting <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> • Understand and recognise that traditional and fairy stories usually contain good and bad characters without prompting. • Discuss the main events in a story, express opinions about events and characters • Makes simple comments about the content linked to own interests without prompting <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Comment on likes and dislikes in poetry and gives simple reasons without prompting <p><u>Author Study</u></p> <ul style="list-style-type: none"> • Recognise and comment on writers' purposes and viewpoints without prompting. Begin to include impact on the reader: 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> • Understands the purpose of instructions • Understands the purpose of factual recounts. <p><u>Information Texts</u></p> <ul style="list-style-type: none"> • Knows what a non-fiction text is about from perusal. • Gives a comprehensive view on usefulness of text in providing answers to questions. <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> • Understand, discuss and recognise that traditional and fairy stories usually contain good and bad characters. • Discuss the main events in a story, express relevant opinions about events and characters • Makes comments about the content linked to own interests. <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Comment on likes and dislikes in poetry and gives detailed reasons. <p><u>Author Study</u></p> <ul style="list-style-type: none"> • Recognise and comment on writers' purposes and viewpoints. Include impact on the reader:

Year 1	Autumn	Spring	Summer
<p>Relate texts to different contexts and traditions e.g. social, historical and cultural, for example:</p>	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> Begins to use terms fiction and non-fiction when discussing texts and the purposes for reading them with prompts <p><u>Information Texts</u></p> <ul style="list-style-type: none"> N/A <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> Begins to understand that traditional and fairy stories have been around for a long time with prompting Begins to recognise familiar character types in new stories with prompting <p><u>Poetry</u></p> <ul style="list-style-type: none"> Begins to recognise that poems can have a rhyming structure with prompts. <p><u>Author Study</u></p> <ul style="list-style-type: none"> N/A 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> Uses terms fiction and non-fiction when discussing texts and the purposes for reading them <p><u>Information Texts</u></p> <ul style="list-style-type: none"> N/A <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> Knows that traditional and fairy stories have been around for a long time Recognises familiar character types in new stories <p><u>Poetry</u></p> <ul style="list-style-type: none"> Understands that poems can have a rhyming structure <p><u>Author Study</u></p> <ul style="list-style-type: none"> N/A 	<p><u>Recounts & Instructions</u></p> <ul style="list-style-type: none"> Uses terms fiction and non-fiction when discussing texts and the purposes for reading them. Can discuss similarities and differences. <p><u>Information Texts</u></p> <ul style="list-style-type: none"> N/A <p><u>Fairy tales/Cumulative Stories</u></p> <ul style="list-style-type: none"> Knows that traditional and fairy stories have been around for a long time. Can compare texts to others they have read. Recognises familiar character types in new stories and can talk about the similarities and differences. <p><u>Poetry</u></p> <ul style="list-style-type: none"> Understands and identify that poems can have a rhyming structure <p><u>Author Study</u></p> <ul style="list-style-type: none"> N/A

Year 1	Autumn	Spring	Summer
<ul style="list-style-type: none"> Grammar, Punctuation & Vocabulary 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> Beginning to identify some regular plurals with prompting e.g. dog - dogs, wish - wishes. Beginning to identify rhyming words with some prompting Beginning to identify some simple contraction words when reading with prompting. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Understands the use of spaces to separate words when reading. Begins to recognize the purpose of capital letters, full stops, question marks and exclamation marks to demarcate sentences when reading with prompts. Capital letters for names and for the personal pronoun I <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Revisit FS2 Vocabulary letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, regular plurals, contraction, rhyming words, fiction, non-fiction, contents, glossary, index, title, sub-heading, bold 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> Recognises and identifies some regular plurals, irregular plurals and the use of past tense. Including the effects of these suffixes to the meaning of the noun Identifies rhyming words. Beginning to understand the purpose of verb endings. Recognises some contraction words when reading Can identify some words using common plural endings <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Recognizes the purpose of capital letters, full stops, question marks and exclamation marks to demarcate sentences when reading with prompts. Beginning to identify capital letters for names and for the personal pronoun I <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, verb, regular, irregular plurals, suffixes, contraction, pronoun, verbs, rhyming words, past tense, fiction, non-fiction, contents, glossary, index, title, sub-heading, bold 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> Understands, identifies and recognises some regular ,irregular plurals and the use of past tense in reading. How the prefix un- changes the meaning of verbs and adjectives (negative, e.g. unkind, or undoing, untie the boat. Identifies rhyming words Recognises and understands the purpose of verb endings Recognises most contraction words when reading. Can identify words using common plural endings. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Begins to recognize the purpose of capital letters, full stops, question marks and exclamation marks to demarcate sentences when reading with prompts. Can identify capital letters for names and for the personal pronoun I <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, regular, irregular plurals, prefix, suffix, verbs, adjectives, pronoun, past tense, rhyming words, fiction, non-fiction, contents, glossary, index, title, sub-heading, bold

YEAR TWO

Reading curriculum

Year 2	Autumn	Spring	Summer
Word recognition and decoding strategies; reading for meaning	<ul style="list-style-type: none"> • Begins to blend phonemes in order to decode new words, including some alternative sounds for graphemes • Begins to use sentence and whole text knowledge to self-correct • Beginning to show awareness of punctuation when reading aloud with prompts • Begins to apply knowledge of phonics to confirm or attempt new words. • Reads a third of year 2 common exception words. 	<ul style="list-style-type: none"> • Blends and segments and applies this skill when reading unfamiliar words • Uses knowledge of common prefixes and suffixes when decoding • Reads with increasing pace, fluency and expression • Takes some account of punctuation some times when reading aloud. Beginning to read with some fluency. • Reads half of the year 2 common exception words. 	<ul style="list-style-type: none"> • Applies knowledge of phonics to confirm or attempt new words while reading • Blends and segments words and applies this skill when reading unfamiliar texts • Reads with appropriate pace, expression and pays attention to any punctuation • Reads all of the year 2 common exception words. • Word recognition and decoding strategies; reading for meaning
Select information and references from texts to talk about content, ideas and themes:	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study • Begins to recall some ideas in a text and • Begins to identifies how characters behave and reasons to explain with prompts • Begins to find some information such as pattern and rhyme. • Begins to recalls main ideas from poems read with prompts. • Begins to retrieve information from a text to answer simple questions with prompts. 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study • Recalls main ideas from texts read and talks about what they found out. • Beginning to understand where to locate information • Skim reads to seek information • Begins to quote from texts to support ideas and responses with prompts • Recalls main ideas from poems. • Begins to locate relevant details from paragraphs or sections to answer questions or support a point With prompting. • Retrieve information from a text to answer simple questions. 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study • Recalls main ideas from texts read and talks about what they found out. • Clear idea of where to locate information • Skim reads to seek information • Is able to quote from texts to support ideas and responses. Recalls main ideas from poems. • Can talk clearly about what they have found out. Confidently discuss how characters behave and reasons to explain. • Locates relevant details from paragraphs or sections to answer questions or support a point • Select information and references from texts to talk about content, ideas and themes:

Year 2	Autumn	Spring	Summer
<p>Literal, inferential and interpretative skills:</p>	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions, Information, Traditional Tales, Poetry and Author Study • Begins to recognise main characters and their characteristics, for example, what they look like and what they do • Begins to make simple predictions • prompting; • Begins to distinguish between more and less important items with prompts. • Begins to refer to the text to identify simple genre features • Identifies what rhymes and poems are about • Comments on preferences for poetry. • Begins to use knowledge of the story so far to make predictions • Uses clues from what characters do or say to explain their motives • Begins to recall some main ideas from texts read and begin to Interpret characters from what the writer infers with prompts 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions, Information, Traditional Tales, Poetry and Author Study • Recalls main ideas from texts read . Begins to • Interpret characters from what the writer infers and begins to talk about cause and effect • Begins to give reasons for events and character behaviour supported by reference to the text • Makes simple inferences about thoughts and feelings • Identifies common themes across texts read • Uses knowledge of story so far to make predictions that fits with the context • Recognise main characters and their characteristics, for example, what they look like and what they do • Makes simple predictions identifies the goal or motive of the main character and talks about how it moves the plot on with prompting; Distinguishes between more and less important items with prompts. Begins to identify which character is speaking in a story. 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions, Information, Traditional Tales, Poetry and Author Study • Recalls main ideas from texts read .Interprets characters from what the writer infers and talk about cause and effect • Recognises main characters and their characteristics, for example, what they look like and what they do • Makes reasonable predictions • Identifies the goal or motive of the main character and talks about how it moves the plot on with prompting; • Distinguishes between more and less important items • Identifies which character is speaking in a story • Begins to use knowledge of the story so far to make predictions • Connects information to draw literal and implied meanings • Uses clues from what characters do or say to explain their motives • Gives reasons for events and character behaviour supported by some reference to the text • Makes simple inferences about character thoughts and feelings • Uses knowledge of story so far to make predictions • Connects information together to draw out implied meaning • Refers to the text to identify genre features • Identifies what rhymes and poems are about • Comments on preferences for poetry • Literal, inferential and interpretative skills:

Year 2

Autumn

Spring

Summer

Knowing how texts work:

Texts covered:
Recount & Instructions.
Information
Traditional Tales
Poetry
Author Study

- Begins to make use of book conventions e.g. contents, glossary with prompts.
- Begins to make comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings with prompts.
- Begins to comment on similarities and differences in texts by the same author with support.
- Beginning to recognise a rhyming text and identify patterns and structure with prompts.
- Beginning to have some awareness of how a play script is set out and its purpose with prompts.

Texts covered:
Recount & Instructions.
Information
Traditional Tales
Poetry
Author Study

- Makes comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings
- Comments on similarities and differences in texts by the same author
- Makes use of book conventions e.g. contents, glossary
- Traces how ideas link and how a writer signals changes and connections
- Recognise a rhyming text
- Can identify patterns and structure
- Shows some awareness of how a play script is set out and its purpose.
- Makes some use of book conventions to navigate texts with prompts.

Texts covered:
Recount & Instructions.
Information
Traditional Tales
Poetry
Author Study

- Makes comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings
- Comments on similarities and differences between texts
- Understands how to use alphabetically ordered texts
- Makes use of book conventions and organisational devices to focus their reading and response
- Sometimes uses correct terminology - opening, character, problem, illustration, contents when talking about texts
- Can distinguish a rhyming text
- Can identify patterns and structure
- Shows awareness of how a play script is set out and its purpose.
- Makes use of book conventions to navigate texts
- Knowing how texts work:

Year 2	Autumn	Spring	Summer
<p>Comment and explain writers' language choices, including literary features and imagery</p>	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study <ul style="list-style-type: none"> • Begins to comment on how words are used for effect e.g. repetitive refrains, story language, commands with prompts. • Begin to give examples of language use such as repetition, rhymes with prompts. • Begin to identify which words describe character, setting or behaviour with prompts. • Begin to identify examples of words using some of the target suffixes with support. • Begin to identify examples of language use for effect, e.g. to create humour, images and mood • Begin to identify the use of language patterns with prompts. 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study <ul style="list-style-type: none"> • Comments on how words are used for effect e.g. repetitive refrains, story language, commands • Can give examples of language use for effect, e.g. to create humour, images and mood • Can identify and discuss the use of language patterns • Can identify which words describe character, setting or behaviour. • Can identify examples of words using some of the target suffixes • Can give examples of language use such as repetition, rhymes 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study <ul style="list-style-type: none"> • Comment and explain writers' language choices, including literary features and imagery • Can give examples of language use for effect, e.g. to describe character • Can identify examples of old English • Can give examples of language use for effect, e.g. to create humour, images and mood • Can identify and discuss the use of language patterns and vocabulary • Can identify which words describe character, setting or behaviour and comment on their effectiveness • Can identify examples of words using most of the target suffixes • Knows how words are used for effect e.g. repetitive refrains, story language, commands • Can give examples of language use such as repetition, rhymes and imagery.

Year 2	Autumn	Spring	Summer
<p>Recognise and comment on writers' purposes and viewpoints, including impact on the reader:</p>	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions, Information, Traditional Tales, Poetry and Author Study • Begins to know that texts can tell stories or give information with prompts. • • Begins to recognise the style of an author • Comments on likes, dislikes and preferences in stories with prompts. • Begins to respond to texts overall by commenting on likes/dislikes. 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions, Information, Traditional Tales, Poetry and Author Study • Knows that texts can tell stories or give information • Begins to identify the purpose of known texts • Comments on likes and dislikes in poetry and gives reasons • Begins to recognise the style of an author • Comments on likes, dislikes and preferences in stories and gives reasons • Some awareness that writers have viewpoints • Begins to comment on likes, dislikes and preferences in stories with prompts. • Some awareness that writers convey themes such as sorrow, jealousy with prompts • Begin to show awareness that a play script is different to a story • Responds to a text overall by commenting on likes/dislikes. • Begins to comment from a story character's point of view with prompts 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions, Information, Traditional Tales, Poetry and Author Study • Knows that texts can tell stories or give information • Identifies the purpose of known texts • Recognise and comment on writers' purposes and viewpoints, including impact on the reader: • Recognises the style of an author • Comments on likes, dislikes and preferences in stories and gives reasons • Shows awareness that writers have viewpoints • Comments on likes, dislikes and preferences in stories and gives reasons • Shows awareness that writers convey themes such as sorrow, jealousy • Aware that a play script is different to a story • Responds to a text overall by commenting on likes/dislikes and the impact. • Comments from a story character's point of view to explain actions.

Year 2	Autumn	Spring	Summer
<p>Relate texts to different contexts and traditions e.g. social, historical and cultural, for example:</p>	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study <ul style="list-style-type: none"> • Knows that stories can be set in different places and times. • Begins to recognise that traditional stories come from long ago and often were used to teach a lesson with prompts 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study <ul style="list-style-type: none"> • Relates the text to others by similar type or by the same author with prompts. • Begins to recognise that stories may be set in different times, cultures and countries. • Recognises that traditional stories come from long ago and often were used to teach a lesson or serve as a warning • Begins to know that characters can have opposite traits with prompts. 	<p>Texts covered:</p> <ul style="list-style-type: none"> • Recount & Instructions. • Information • Traditional Tales • Poetry • Author Study <ul style="list-style-type: none"> • Relate texts to different contexts and traditions e.g. social, historical and cultural, for example: • Relates the text to others by similar type or by the same author • Recognises that stories may be set in different times, cultures and countries. Are able to use the language of that time. • Recognises that traditional stories come from long ago and often were used to teach a lesson or serve as a warning • Knows that characters can have opposite traits

Year 2	Autumn	Spring	Summer
Grammar, Punctuation & Vocabulary	<p><u>Grammar</u></p> <ul style="list-style-type: none"> Identifies regular and some irregular plurals and why they are used Notices that some words have particular endings such as, ed, ing, ly and explains why Identifies some compound words such as postman, teapot <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Begins to recognise question marks, exclamation marks and speech marks when reading with prompts. <p><u>Vocabulary</u> Revisited from year 1</p> <ul style="list-style-type: none"> letter, capital letter word, singular, plural, regular, irregular, sentence punctuation, full stop, question mark, exclamation mark, compound. fiction, non-fiction, contents, glossary, index, title, sub-heading, bold 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> Begins to recognise and understands the purpose of suffixes - _ness, _er, _est, _ful, _less, _ly Begin to identify sentences that are questions when reading. Begin to identify examples of noun phrases Begin to know that traditional stories are written in the past tense with prompts. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Begins to recognise sentences with different forms: statement, question, exclamation Points to where speech is punctuated in a text. Recognises apostrophes to mark where letters are missing in words and to mark singular possession in nouns [for example, the girl's name] <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, fiction, non-fiction, contents, glossary, index, title, sub-heading, bold 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> Recognises and understands the purpose of suffixes - _ness, _er, _est, _ful, _less, _ly Can locate statement and exclamation sentence types Says what type of punctuation is needed to mark dialogue Recognises and understands the purpose of verb endings Knows that traditional stories are written in the past tense Identifies whether a text is written in the past tense Can identify examples of noun phrases <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Can read fluently showing understanding of the use of punctuation. Can identify sentences that are questions when reading. Explains the use of the comma in lists. Understands the use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Understands the use of speech in a text. Incorporates the use of speech punctuation in their reading. Recognises sentences with different forms: statement, question, exclamation <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, fiction, non-fiction, contents, glossary, index, title, sub-heading, bold

NURSERY

Writing curriculum

Nursery	Autumn	Spring	Summer
<p>Transcription</p> <p>phonics and Spelling</p>	<p>Phase one phonics</p> <ul style="list-style-type: none"> • Rhythm and beats • Distinguishing environmental and body sounds 	<ul style="list-style-type: none"> • Begin to identify initial sound in words especially in relation to name and experiences Rhyme Alliteration • Continues a rhyming string. 	<ul style="list-style-type: none"> • Oral blending of simple cvc words • Identify some initial sounds • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet.
<p>Composition</p> <p>Developing talk, Planning, Evaluating and Editing, and Performing</p>	<ul style="list-style-type: none"> • Talk and make marks in a variety of learning activities and for a variety of purposes - e.g. label self-portrait, write about their friends write invitations, cards, thank you letters, list of food for a party. • Personalise own work - Use symbol/letters to identify own paintings/models • Begin to explore and experiment with a range of mark making tools - Make writing patterns in wet sand, make marks in dough, clay, use range of pens, pencils, brushes in writing area, make name in salt dough • Raise an awareness of environmental print both indoor and outdoor • Begin to read back what is written • <i>Sometimes gives meaning to marks as they draw and paint.</i> • <i>Ascribes meanings to marks that they see in different places.</i> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<p>Begin to recognise and use some writing like symbols and sounds in their mark marking (particularly in relation to their own name and experience)</p> <p>See practitioners model and share writing</p> <p>Use mark making with increased confidence and for a variety of purposes</p> <p>Verbalise sentence prior to writing</p> <p>Begin to use talk to order and sequence their thinking in relation to writing/pictorial representation, about events and experiences</p> <p>When writing, reading back in order to convey meaning</p>	<p>Concentrate in small group writing activities and mark make independently for a variety of purposes in relation to learning theme, events and experiences</p> <p>Begin to verbalise a sentence prior to writing</p> <p>Show an awareness of and use some conventions of writing (e.g. left to right directionality, capital letter at start of sentence/name, space, full stop) when writing and reading back in order to convey meaning</p> <p>Use talk to order, sequence and communicate their thinking in relation to thoughts, ideas and experiences when planning for mark-making/writing in small groups</p>

NURSERY

Writing curriculum

Nursery	Autumn	Spring	Summer
Composition Developing talk, Planning, Evaluating and Editing, and Performing		<p>Begin to use sequencing words to develop simple narratives</p> <ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint. <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<p>Begin to use the language of story telling</p> <p>Begin to differentiate between different letters and symbols</p> <ul style="list-style-type: none">• Begins to break the flow of speech into words.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts. <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>

Nursery	Autumn	Spring	Summer
Grammar, Vocabulary and Punctuation	<ul style="list-style-type: none"> • Begin to show an awareness of the conventions of writing (left to right, top to bottom) 	<ul style="list-style-type: none"> • Extending vocabulary by exploring the sounds of new words 	<ul style="list-style-type: none"> • Begin to speak clearly in defined statements • Use their imagination and growing vocabulary
Handwriting	<ul style="list-style-type: none"> • Hold a range of tools correctly/comfortably • Using one handed tools and equipment to make marks or shapes • Begin to use different shapes in their writing -circles line crosses 	<ul style="list-style-type: none"> • Demonstrate increasing control of mark making tools • Use mark making with increased confidence and for a variety of purposes 	<ul style="list-style-type: none"> • Recognise and use with increased frequency, writing like symbols, some known letters and sounds (e.g. in relation to name and experiences) • Uses some clearly identifiable letters to communicate meaning

RECEPTION

Writing Curriculum

Reception	Autumn	Spring	Summer
Transcription	Phase 2 Phonics	Phase 2/3 Phonics	Phase 3/4 phonics
phonics and Spelling	<ul style="list-style-type: none"> Hears and says the initial sound in words. Begins to hear and say the final sounds. Links sounds to letters, naming and sounding the letters of the alphabet Spell/write vc words using phase 2 sounds - E.g. as if on up and pseudo words - ip ug ock Begin to recognise short vowel sounds in words, beginning to segment these when spelling 	<ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together. Know and use letters to represent the main sounds in words, hearing, saying and recognising initial and final sounds in words Identify short vowel sounds in words, segmenting to spell. (Ph 3) Spell tricky words - the to I no go Spell correctly half of the reception 45 words They also write some irregular common words. Children use their phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> Recognise, know and use initial, medial and final sounds in words. Spell tricky words- he she we me be was my you her all they are Identify short vowel sounds in words, segmenting to spell. Make phonetically plausible attempts when spelling more complex words Spell correctly at least 35/45 of the reception words Some words are spelt correctly and others are phonetically plausible.

Reception	Autumn	Spring	Summer
<p>Composition</p> <p>Developing talk, Planning, Evaluating and Editing, and Performing</p>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint • Write/ mark make for a variety of purposes and audiences in relation to learning themes, events, purposes (e.g. lists, cards, labels, diaries, posters, recounting personal events, experiences). • Sentence Structure and oral sequencing of events or stories. • Retell a familiar story to a teacher • Concentrate in larger group/whole class writing activities and ask questions during writing • <i>Use talk to experiment with rhyming words</i> • <i>Use connectives to link ideas in talk</i> • <i>Use sequencing words to talk</i> • <i>Writing labels</i> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Know some conventions of writing e.g. left to right, top to bottom, capital letter, full stop, • Write/mark make confidently for a variety of purposes and audiences in relation to learning themes, events (e.g. recipes, retell familiar stories, rhymes, poems, plays, letters, posters, cards, recounts, instructions, brochures, diaries etc.) in order to communicate with peers and practitioners in school • Use talk to explore, sequence and clarify their thinking in relation to writing/pictorial/graphic representation • Begin to structure ideas through logical sequencing e.g. use story language, start, middle ,end • Retelling their own story to a teacher • <i>Use question words in talk: who, why, what, when, where, how</i> • <i>Understand the different reasons for writing</i> • <i>Understand the purpose of familiar text forms</i> • <i>Understand one to one correspondence between the written and spoken word</i> • <i>Explaining /reading what has been written</i> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<ul style="list-style-type: none"> • Write/mark make confidently and independently for a variety of purposes and audiences in relation to learning themes, events, purposes, (e.g. postcards, tickets, lists, letters, cards, record experiences, personal recounts, retell familiar stories, rhymes, poems, plays, write simple narratives, recounts, labels, captions etc) • Show increased confidence when writing, thinking about purpose, audience and organization • Write simple sentences using some conventions of writing, self correcting using a range of strategies • Use talk to generate and order ideas prior to writing, structuring ideas through logical sequencing, beginning to show an awareness and some understanding of openings, action, endings, (e.g. using story language such as story starts- 'once upon a time...' developing these when setting the scene for the story. • Begin to read their own writing aloud to a small audience clearly enough to be heard. • Write simple sentences which can be read by themselves and others. • <i>Use past present and future forms correctly</i> • <i>Writing lists/, messages, invitations, instructions and recipes.</i> • <i>Writing coherent statements or captions applying phonic knowledge</i> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>

Reception	Autumn	Spring	Summer
Grammar, Vocabulary and Punctuation	<ul style="list-style-type: none"> • Saying a full appropriate, meaningful and relevant sentence (orally) • Know and use known letters and sounds or approximations of known letters in writing and mark making • Begins to break the flow of speech into words. • Begin to use confidently some conventions e.g. left to right, top to bottom, letter, capital letter, full stop 	<ul style="list-style-type: none"> • Use their imagination and growing vocabulary • Dictate a simple sentence • Identify, hear and say initial and final sounds in words in relation to their growing vocabulary, applying developing knowledge and understanding to phoneme/grapheme correspondence • Begin to blend cvc words and identify patterns in them e.g. hat, bat, fat • <i>Sequencing writing to read from top to bottom and left to right.</i> • <i>Leaving finger spaces between words</i> • <i>Identifying a full stop</i> 	<ul style="list-style-type: none"> • Use environmental print to scaffold independent writing • Understand that a sentence conveys a chunk of meaning, and that a line of writing is not necessarily a complete sentence. • Discuss purpose, organization and audience through focused discussion to extend the range of unfamiliar language structures, form and vocabulary • <i>Use the language of story telling</i> • <i>Writing simple language structures using pronouns verbs and nouns</i> • <i>Write three or more simple sentences that can be read back and which make sense</i>
Handwriting	<ul style="list-style-type: none"> • Write their first name using correct letter formation. (pre-cursive) .(Using capital letter at start) • Learn correct cursive letter formation for long ladder letters l, i, u, t, j and y • Learn correct cursive letter formation for lower case letters ... ‘ curly caterpillars’ • c, a, d, g, q, o, e, s and f • <i>Produce movements linked to letter formation</i> 	<ul style="list-style-type: none"> • Learn correct cursive letter formation for one armed robots b, h, k, m, n, p and r • Learn correct cursive letter formation for zig zag monsters z, x, v, w, y and k • Write each letter correctly when following a model • Learn how to form capital letters • Learn how letters are joined. • Begin to join 2/3 letters • Learn correct letter formation for surname.(Using capital letter at start) • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Confidently control the sequence of movements and size of letter formation 	<ul style="list-style-type: none"> • Write each letter of the alphabet usually correctly in a pre-cursive style • Begin to join 2/3 letters • Consolidate top and bottom joins. • Consolidate correct entry and exit points for all letters. • Teach ascenders and descenders using a line as a guide • Practice 3 letter words using top and bottom joins. • Form all capital letters • <i>Produce recognisable letters using the correct sequence of movements</i>

YEAR ONE

Writing Curriculum

Year 1	Autumn	Spring	Summer
1 Transcription - Phonics and Spelling	<ul style="list-style-type: none">• Make phonically plausible attempts at spelling words using the correct GPC's for sounds taught up to and including phase 4 of Letters and Sounds. <p><u>Autumn 1</u></p> <ul style="list-style-type: none">• Spelling patterns: nk, tch• Naming the letters of the alphabet in order.• Spell words ending in y (that makes an ee sound) eg. Happy, funny. <p><u>Autumn 2</u></p> <ul style="list-style-type: none">• Spell correctly around half of words from the Year 1 common exception word list (in isolation).• Make phonically plausible attempts at spelling words using the correct GPC's for sounds taught up to and including phase 4 of Letters and Sounds• Introduce multisyllabic spelling e.g. pocket, rabbit• Plurals : es, s (M2)• Teach new consonant spelling wh and ph, eg. dolphin, when.• Naming the letters of the alphabet in order.	<ul style="list-style-type: none">• Spell correctly most of the words from the Year 1 common exception word list (in isolation)• Make phonically plausible attempts at spelling monosyllabic and multisyllabic words using the correct GPC's for sounds taught up to and including phase 4 of Letters and Sounds. <p><u>Spring 1</u></p> <ul style="list-style-type: none">• Demonstrate use of 'v' sound in spelling e.g. have, give• Begin to spell the days of the week.• Using k for the c sound, e.g. skin. <p><u>Spring 2</u></p> <ul style="list-style-type: none">• Add the suffixes: ed, ing, er where no change is needed to the root word.• Spell some days of the week.• <i>Begin to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</i>	<ul style="list-style-type: none">• Spells correctly most words from the common exception word list in their writing.• Make phonically plausible attempts at spelling monosyllabic and multisyllabic words using the correct GPC's for sounds taught up to and including phase 5 of Letters and Sounds.• Chn identify, using letter names, alternative spellings of the same sound.• Spell all of the days of the week. <p><u>Summer 1</u></p> <ul style="list-style-type: none">• Prefix : un e.g. unhappy• Add the suffixes: ed, ing, er where no change is needed to the root word. <p><u>Summer 2</u></p> <ul style="list-style-type: none">• Compound words: carpark, football.• Add the suffixes: er and est ,where no change is needed to the root word.• Spell all of the days of the week correctly.• <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</i>

Year 1	Autumn	Spring	Summer
<p>Composition - Planning, Evaluating and Editing, and Performing</p> <p>(National Curriculum Targets)</p>	<p>Autumn 1</p> <p>The Wonderful Night-time, Mission 1a Night Time Animals</p> <p><i>Outcomes: writing descriptive sentences about animals, saying and writing questions, writing a list of nocturnal animals, writing descriptive sentences using the senses, writing facts about a nocturnal animal.</i></p> <p>Big Write - writing a non-chronological report about nocturnal animals.</p> <p>Mission 1b The Night Sky</p> <p><i>Outcomes: creating a map of the night sky with labels, writing facts about the Moon, writing safety instructions for a poster, writing a verse for Fizz's poem about fireworks (optional).</i> Big Write - Writing a simple story about Emily's dream.</p> <p>saying out loud what they are going to write about</p> <ul style="list-style-type: none"> - composing a sentence orally before writing it beginning to rereading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils 	<p>Spring 1</p> <p>Operation Rocket Squad</p> <p><i>Outcomes: writing simple instructions for a poster, making an up-cycled item and a simple booklet about it (optional), creating a collage and writing a list of materials used, creating signs to remind people to recycle (optional), making a model spaceship and writing an explanation of its features, writing questions and answers (optional), writing labels and captions for a design, writing a message for a poster (optional), writing instructions, writing labels and descriptive captions for a self-portrait.</i> Big Write - Write a goodbye message to Zag.</p> <p><i>Outcomes: orally telling a recount. Writing a recount (optional). Writing an imaginative account of a journey through space. Writing speech bubbles (optional),</i></p> <p><i>Creating a comparison chart and writing sentences to show similarities and differences. Writing fact pages (optional). Writing captions to explain what life is like on earth. Writing descriptive sentences (optional), Writing the rules for a party game. Writing a message for a birthday banner or poster.</i></p> <p>Big Write To write a birthday message for Zag.</p> <p>saying out loud what they are going to write about</p> <ul style="list-style-type: none"> rereading what they have written to check that it makes sense read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Summer 1 & 2</p> <p>Message in a Bottle</p> <p><i>Outcomes: Writing a postcard. Writing a diary entry (optional). Practising plural nouns. Writing a detailed description (optional).</i></p> <p><i>Writing an information leaflet about rock pool creatures. Writing captions and labels for an information display.</i></p> <p>Big Write: To write a recount of a day at the seaside.</p> <p><i>Writing directions based on a treasure map. Writing warning messages (optional). Writing questions about the hidden treasure. Writing a message in a bottle (optional).</i></p> <p><i>Writing descriptions of an underwater setting. Writing descriptions of sea creatures.</i></p> <p>Big Write: To write a diary entry for Max or Ant, describing some of the things they saw whilst travelling under the sea in their micro-submarine.</p>

Year 1	Autumn	Spring	Summer
<p>Composition - Planning, Evaluating and Editing, and Performing</p> <p>(National Curriculum Targets)</p>	<p><u>Autumn 2</u></p> <p>Antarctic Adventure, Mission 2a Planning the Journey</p> <p><i>Outcomes: mind map of facts about Antarctica, writing a list of equipment, writing captions and sentences to tell Alan what to pack, writing a flow chart for a journey using sequencing words, writing singular and plural nouns, drawing a route map and adding labels or captions, writing country names in alphabetical order using capital letters accurately (optional), writing descriptive sentences to add to a travel journal.</i></p> <p>Big Write - writing descriptive sentences about whales.</p>	<p><u>Spring 2</u></p> <p>The Wolf's Tale</p> <p><i>Outcomes: creating a Role on the Wall for the Wolf. Role-playing scenes from Little Red Riding Hood (optional). Writing a description of a woodland setting. Sequencing sentences to form a narrative (optional).</i></p> <p><i>Writing sentences for a story. Designing a front cover for a storybook about Little Red Riding Hood.</i></p> <p>Big Write: To write the story of Little Red Riding Hood for a storybook.</p>	<p><u>Summer 1 & 2</u></p> <p><i>Writing a simple narrative. Writing speech bubbles for characters from a story (optional). Designing a storybook cover. Creating a comic-strip story (optional).</i></p> <p><i>Writing a simple letter. Writing opinions.</i></p> <p><i>To write a story about an adventure under the sea or an adventure at the seaside.</i></p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>

Year 1	Autumn	Spring	Summer
<p>Composition - Planning, Evaluating and Editing, and Performing</p> <p>(National Curriculum Targets)</p>	<p><u>Autumn 2</u></p> <p>Mission 2b Exploring Antarctica</p> <p><i>Outcomes: writing questions, writing observations linked to an experiment (optional), writing a message for a postcard, writing questions and statements (optional), writing a report on an experiment, discussing and writing instructions (optional), writing labels and sentences to explain ideas, writing questions (optional), planning a simple report.</i></p> <p>Big Write - to write a factual report about Emperor Penguins.</p> <p>saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>rereading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<p><u>Spring 2</u></p> <p>The Wolf's Tale</p> <p><i>Writing and sequencing sentences to form a narrative. Writing a description of a character (optional). Writing descriptive phrases and sentences. Writing speech bubbles for the characters in a story (optional).</i></p> <p><i>Discussing and planning a newspaper article. Selecting an image and writing a caption for a newspaper article.</i></p> <p>Big Write: To write the Wolf's version of events for <i>The Fairy Tale Times</i></p> <p><i>Writing instructions for a simple recipe. Writing a letter (optional). Writing a message for a 'welcome home' card. Writing a descriptive caption and labels for a cake design (optional).</i></p> <p><i>Writing directions for Little Red Riding Hood. Writing descriptive labels for a map.</i></p> <p>Big Write: To write directions based on Finley's map.</p> <p>rereading what they have written to check that it makes sense</p> <p>sequencing sentences to form short narratives</p>	<p><u>Summer 1 & 2</u></p> <p><i>Writing a simple narrative. Writing speech bubbles for characters from a story (optional). Designing a storybook cover. Creating a comic-strip story (optional).</i></p> <p><i>Writing a simple letter. Writing opinions.</i></p> <p><i>To write a story about an adventure under the sea or an adventure at the seaside.</i></p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>

Year 1	Autumn	Spring	Summer
Grammar, Vocabulary and Punctuation	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using ‘and’ use the conjunction because to explain my reasons (GD) beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use adjectives to describe what I can see and feel. <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> Beginning to use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Beginning to understand how plural suffixes affect the meaning of the noun Vocabulary: letter, capital letter, word, singular, plural, sentence, punctuation, full stop and question mark. 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> joining words and joining clauses using ‘and’ Show awareness of punctuating sentences using a capital letter and a full stop, question mark or exclamation mark Mostly using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Show awareness of how plural suffixes affect the meaning of the noun Show awareness of how the prefix ‘un-’ changes the meaning of verbs and adjectives <p><u>Spring 2</u></p> <ul style="list-style-type: none"> Write phrases and sentences that make sense to the reader. Vocabulary: letter, capital letter, word, singular, plural, sentence, punctuation, full stop and question mark 	<p><u>Summer 1 & 2</u></p> <ul style="list-style-type: none"> joining words and joining clauses using ‘and’. Beginning to use ‘because’ & other conjunctions. Punctuate sentences using a capital letter and a full stop. Beginning to use a, question mark or exclamation mark Consistently using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ sequencing sentences to form short narratives (real/fictional) understanding how plural suffixes affect the meaning of the noun Vocabulary: letter, capital letter, word, singular, plural, sentence, punctuation, question mark and exclamation mark.

Year 1	Autumn	Spring	Summer
<p><i>Handwriting</i></p>	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • Learn correct cursive letter formation for long ladder letters l, i, u, t and y starting and finishing in the right place • Learn correct cursive letter formation for lower case letters ... ‘ curly caterpillars’ • c, a, d, o, e, s, g, q and f, starting and finishing in the right place. <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> • Learn correct cursive letter formation for one armed robots b, h, k, m, n, p and r, starting and finishing in the right place • Use cursive script to write first and surname • Correctly form capital letters: <ul style="list-style-type: none"> • - straight lined letters • - straight and diagonal lined letters 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> • Correctly form capital letters: <ul style="list-style-type: none"> • - straight and curved lined letters. • - just curved lined letters. • form digits to 9 • Learn correct cursive letter formation for zig zag monsters z, x, v, w, y and , starting and finishing in the right place <p><u>Spring 2</u></p> <ul style="list-style-type: none"> • Revisit families, focusing on shape, size, ascenders and descenders (according to assessment). 	<ul style="list-style-type: none"> • Revisit families, focusing on shape, size, ascenders and descenders (according to assessment). <p><u>Summer 1</u></p> <ul style="list-style-type: none"> • Teach diagonal join: <ul style="list-style-type: none"> - to a curly caterpillar letter - one-armed robot letter - long ladder letter - zig-zag letters. <p><u>Summer 2</u></p> <ul style="list-style-type: none"> • Teach the difference between diagonal and horizontal joins. Focusing on joining: o, r • Teach joining descenders with a loop : g, y, f, j. • Teach exception of q and z

YEAR TWO

Writing Curriculum

Year 2	Autumn	Spring	Summer
Transcription - Phonics and Spelling	<ul style="list-style-type: none">• Around a quarter of common exception words spelt correctly for year 2.(in isolation) <p><u>Autumn 1</u></p> <ul style="list-style-type: none">• <u>Compound words</u>: carpark, football.• <u>Re-cap Suffixes</u>: ed, ing, er, est.• <u>Re-cap Prefix</u> : un e.g. unhappy <p><u>Autumn 2</u></p> <ul style="list-style-type: none">• Begins to make phonically plausible attempts to spell words containing graphemes taught up to the end of phase 5. <p><u>Spelling patterns</u>:</p> <ul style="list-style-type: none">• dge, e.g. judge• le, e.g. bottle• ‘s’ sound spelt as ‘c’ e.g. rice.• ‘y’ e.g. cry• Contractions	<ul style="list-style-type: none">• Spell correctly at least half of the words from the common exception word list for Year 2. (in isolation) <p><u>Spring 1</u></p> <p><u>Spelling patterns</u>:</p> <ul style="list-style-type: none">• kn e.g. know• gn e.g. gnat• wr e.g. wrong• el e.g. travel• al e.g. animal• il e.g. pencil <p><u>Spring 2</u></p> <ul style="list-style-type: none">• Begins to make phonically plausible attempts to spell multi-syllabic words using graphemes taught up to the end of phase 5. <p><u>Spelling patterns</u>:</p> <ul style="list-style-type: none">• or’ as ‘al e.g. walk• ‘o’ e.g. mother• ‘ey’ e.g. monkey <p><u>Suffixes</u>:</p> <p>ment. ness, ful, less, ly</p>	<ul style="list-style-type: none">• Spells correctly most words from the common exception word list for Year 2 in their writing. <p><u>Summer 1</u></p> <ul style="list-style-type: none">• <u>Spelling Patterns</u>:• or e.g. worm• ar e.g. warm• s as in treasure• plurals e.g. s, es, ies• The possessive apostrophe <p><u>Summer 2</u></p> <ul style="list-style-type: none">• In most writing makes phonically plausible attempts to spell all words using graphemes taught up to the end of phase 5. <p><u>Homophones</u>: their, they’re, there</p> <p><u>Spelling Patterns</u>:</p> <ul style="list-style-type: none">• Recap spelling patterns taught, as needed.• tion e.g. station

YEAR TWO

Writing Curriculum

Year 2	Autumn	Spring	Summer
<p>Composition - Planning, Evaluating and Editing, and Performing Writing: Composition Pupils should be taught to: Develop positive attitudes towards writing by: writing narratives about personal experiences and those of others writing about real events writing poetry writing for different purposes</p>	<p><u>Autumn 1</u> Mission 1- Planning a Day Out Outcomes Alien description, Designing a leaflet to a place of interest, Weekend News, Letter for Avani to the zoo, Top Tips for a Day out at the swimming pool, Letter to Buzz Aldrin.</p>	<p><u>Spring 1</u> Mission 3- Jack and the Beanstalk Outcomes A narrative -Holiday News, Newspaper article, Set of instructions explaining how to grow a giant beanstalk, A narrative linked to Africa, A formal letter to the farmer asking to return Jack's cow, A newspaper report.</p>	<p><u>Summer 1</u> Mission 5- Robot Mystery Outcomes A narrative (linked to healthy food, persuasive text) Write a formal letter to the national robotic institute on behalf of Ant and Max. A report (on foods). A letter (to a food manufacture) To write an extended story about the discovery of the mini robot. Two diary extracts.</p>

YEAR TWO

Writing Curriculum

Year 2	Autumn	Spring	Summer
<p>Composition - Planning, Evaluating and Editing, and Performing Writing:</p> <p>Composition Pupils should be taught to: Develop positive attitudes towards writing by: writing narratives about personal experiences and those of others writing about real events writing poetry writing for different purposes</p>	<p>Autumn 2 Mission 2- The Silver Box Outcomes <i>A newspaper report, A narrative linked to Space topic, Write a set of instructions to explain how to use the X watches, An informal letter (Father Christmas)</i> <i>Simple story about Tiger getting into trouble when using his watch irresponsibly, A diary entry linked to a day in Space.</i></p> <p>Plan writing by: saying out loud what they are going to write about writing down ideas, planning what they want to say, sentence by sentence</p> <p>Begin to edit with support: evaluating writing with teacher and re-reading to ensure writing makes sense. Proofreading to check for errors in spelling, grammar and punctuation</p> <p>Begin to perform by: reading aloud their own writing with some intonation so that the meaning is clear.</p> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<p>Spring 2 Mission 4- Ahoy There! Outcomes <i>A letter to the hunter, Write a description of a pirate, A narrative linked to Africa,</i> <i>Report about the life of a pirate, Report about African animals, Letter to Nelson Mandela.</i></p> <p>Plan writing by: Compose a sentence orally before writing it, including new vocabulary planning what they want to say, sentence by sentence to form a short narrative.</p> <p>Evaluate and edit by: evaluating writing with teacher and other pupils re-reading to ensure writing makes sense and that verbs to indicate time. Able to proofreading to check for errors in spelling, grammar and punctuation</p> <p>Some of the time perform by: reading aloud their own writing with mostly appropriate intonation so that the meaning is clear</p> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>	<p>Summer 2 Mission to be continued from summer 1 Transition Unit- ready for new school.</p> <p>Outcomes <i>A narrative (linked to healthy food, persuasive text)</i> <i>Write a formal letter to the national robotic institute on behalf of Ant and Max. A report (on foods). A letter (to a food manufacture) To write an extended story about the discovery of the mini robot. Two diary extracts</i></p> <p>Plan writing by: Planning what they want to say, sentence by sentence to form narratives. Including new vocabulary chosen for effectiveness and different purposes. Drawing ideas from their reading.</p> <p>Evaluate and edit by: independently, evaluate writing , re-reading to ensure writing makes sense and that verbs to indicate time are used correctly including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation</p> <p>Perform by: reading aloud their own writing with appropriate intonation so that the meaning is clear. . Able to recognise how to improve their own performance.</p> <p>1 week per term writing activities linked to a book (can be topic related or stand alone).</p>

Year 2	Autumn	Spring	Summer
Grammar, Vocabulary and Punctuation	<p><u>Autumn 1</u> Begin to use accurately-</p> <ul style="list-style-type: none"> • full stops, capital letters, question marks, exclamation marks • Introduce how to use- • statement and question. • command and exclamation. • the present tenses correctly and consistently • the past tenses correctly and consistently <p>Vocabulary</p> <ul style="list-style-type: none"> • Noun • Statement • Question • Exclamation • Command • Adjective • Present tense • Past tense 	<p><u>Spring 1</u> Develop their understanding & use of the concepts- full stops, capital letters, apostrophes for contracted forms</p> <p>Learn how to use- command and exclamation. expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Begin to use: the present tenses correctly and consistently the past tenses correctly and consistently. subordination (using when, if, that, because) some features of written Standard English</p> <p>Vocabulary Noun Noun phrase Statement Question Exclamation Command Adjective Adverb Verb Present tense Past tense Apostrophe Comma</p>	<p><u>Summer 1</u> Use independently: some of the time- full stops, capital letters, question marks, exclamation marks</p> <p>Begin to use: commas for lists, apostrophes for contracted forms.</p> <p>Develop their use of- Statement and questions expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present tenses correctly and consistently the past tenses correctly and consistently.</p> <p>subordination (using when, if, that, because)</p>

Year 2	Autumn	Spring	Summer
Grammar, Vocabulary and Punctuation	<p><u>Autumn 2</u> Develop their understanding of the concepts-</p> <ul style="list-style-type: none"> • full stops, capital letters, question marks, exclamation marks <p>Learn how to use-</p> <ul style="list-style-type: none"> • statement and question. • command and exclamation. • the present tenses correctly and consistently • the past tenses correctly and consistently <p>Extra Autumn Vocabulary</p> <ul style="list-style-type: none"> • Adjective • Adverb • Verb • Present tense • Past tense 	<p><u>Spring 2</u> Master the use of capital letters and full stops. Develop their understanding and use of: Question marks, exclamation marks & commas for lists, the possessive (singular) Begin to use-expanded noun phrases to describe and specify [for example, the blue butterfly] Use mostly: the present tenses correctly and consistently the past tenses correctly and consistently. subordination (using when, if, that, because)</p> <p>Vocabulary Noun Noun phrase Question Exclamation Suffix Adjective Adverb Verb Present tense Past tense Apostrophe Comma</p>	<p><u>Summer 2</u> Use independently most of the time- full stops, capital letters, question marks, exclamation marks</p> <p>Use independently some of the time: commas for lists, apostrophes for contracted forms.</p> <p>Begin to use independently (some of the time)- Statement and questions expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present tenses correctly and consistently the past tenses correctly and consistently.</p> <p>subordination (using when, if, that, because)</p> <p>Summer 1 & 2 Vocabulary Noun Noun phrase Statement Question Exclamation Command Adjective Adverb Verb Present tense Past tense Apostrophe Comma</p>

Year 2	Autumn	Spring	Summer
Handwriting	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • Re-teach the: curly caterpillar, long ladder and robot families, focusing on shape, size, ascenders and descenders. <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> • Re-teach the zig-zag family and capital letters, focusing on shape and size. • Ensure there are appropriate gaps between words in sentences. 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> • Re-teach diagonal join between different families. • Re-teach the difference between diagonal and horizontal joins. Focusing on joining: o, r <p><u>Spring 2</u></p> <ul style="list-style-type: none"> • Recap all rules and patterns taught so far, according to assessment. • Teach joining descenders with a loop : g, y, f, j. Teach exception of q and z 	<p><u>Summer 1</u></p> <ul style="list-style-type: none"> • Apply joins taught so far to their independent writing. Encourage stamina for writing, e.g. copying a paragraph of their writing or copying out a poem. <p><u>Summer 2</u></p> <ul style="list-style-type: none"> • Habitually write in a style that is fluent, legible and well presented.