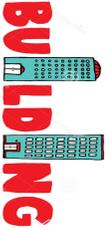




	<b>Year 1</b>	<b>Year 2</b>
 Phonics Bug word spelling Phonics & Whole	<ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes taught</li> <li>• Common exception words</li> <li>• The days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell common exception words</li> <li>• Distinguishing between homophones and near homophones</li> </ul>
 BUILDING spelling Other word building	<ul style="list-style-type: none"> <li>• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix -un</li> <li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of the root word</li> <li>• Apply simple spellings rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the possessive apostrophe (singular)</li> <li>• Learning to spell more words with contracted forms</li> <li>• Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li> <li>• Apply spelling rules and guidelines from Appendix 1</li> </ul>

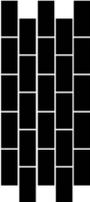


 <p>Text structure</p>	<p><b>Fiction</b>          Understand - beginning /middle /end to a story          Understand - 5 parts to a story: Opening Once upon a time...          Build-up One day... Problem / Dilemma Suddenly, /          Unfortunately, Resolution Fortunately, Ending Finally,</p> <p><b>Non-fiction</b>          Planning tools:          text map / washing line          Heading  <u>Introduction</u>          Opening factual statement  <u>Middle section(s)</u>          Simple factual sentences around a          them          Bullet points for instructions          Labelled diagrams  <u>Ending</u>          Concluding sentence</p>	<p><b>Fiction</b>          Plan opening around character(s),          setting, time of day and type of weather          Understanding 5 parts to a story with          more complex vocabulary  <u>Opening e.g.</u>          In a land far away....          One cold but bright morning...  <u>Build-up e.g.</u>          Later that day  <u>Problem / Dilemma e.g.</u>          To his amazement  <u>Resolution e.g.</u>          As soon as  <u>Ending e.g.</u>          Luckily, Fortunately,  <u>Ending</u> should be a section rather than one final sentence e.g. suggest          how the main character is feeling in the final situation.</p> <p><b>Non-Fiction</b>  <u>Introduction:</u>          Heading          Hook to engage reader          Factual statement / definition          Opening question  <u>Middle section(s)</u>          Group related ideas / facts into sections          Sub headings to introduce sentences/sections          Use of lists – what is needed / lists of steps to be taken Bullet points for          facts  <u>Diagrams Ending</u>          Make final comment to reader          Extra tips! / Did-you-know? facts / True or false?</p>
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		<ul style="list-style-type: none"><li>• The consistent use of present tense versus past tense throughout texts</li><li>• Use of the continuous form of verbs in the present and past tense to mark</li><li>• actions in progress (e.g. she is drumming, he was shouting)</li></ul>
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 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence structure</p>	<p><u>Introduce:</u> Types of sentences:</p> <ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamations</li> </ul> <p><u>Simple Connectives:</u> And, or, but, so, because, so, that, then, that, while, when, where</p> <p><u>Also as openers:</u> While... When... Where... <u>-‘ly’ openers</u> Fortunately,...Unfortunately, Sadly,...</p> <p><u>Simple sentences e.g.</u> I went to the park. The castle is haunted.</p> <p><u>Embellished Simple Sentences using adjectives</u> The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><u>Compound sentences using connectives (coordinating conjunctions)</u> and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p><u>Noun phrases</u> Adjective + noun (big elephant, red tent) <u>Regular simple past tense verb</u></p>	<p><u>Introduce:</u> Types of sentences:</p> <ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamations</li> <li>• Commands</li> </ul> <p>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><u>Vary openers to sentences</u> Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p><u>Secure use of compound sentences (Coordination) using connectives:</u> and/ or / but / so (coordinating conjunctions) <u>Complex sentences (Subordination)</u> Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p><u>Additional subordinating conjunctions:</u> what/while/when/where/ because/then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p><u>Use long and short sentences:</u> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><u>Expanded noun phrases</u> e.g. lots of people, plenty of food</p>
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	<p>He walked to school</p> <p><u>Complex sentences:</u></p> <p>Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest.</p> <p>There are many children who like to eat ice cream.</p> <p><u>'Run' - Repetition for rhythm e.g.</u> He walked and he walked and he walked.</p> <p><u>Repetition for description</u> e.g. a lean cat, a mean cat, a green dragon, a fiery dragon</p>	<p><u>List of 3 for description</u> e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>
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 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word construction</p>	<p><u>Prepositions:</u> Inside, outside, towards, across, under, up, down, in, into, out, to, onto, above</p> <p><u>Determiners:</u> the a my your an this that his her their some all lots of many more those these</p> <p><u>Adjectives to describe</u> e.g. The old house... The huge elephant...</p> <p><u>Alliteration</u> e.g. dangerous dragon, slimy snake, a cool cat, a sneaky snake</p> <p><u>Similes using as....as...</u> e.g. as tall as a house/as red as a radish /as big as an elephant</p> <p><u>Using specific nouns</u> e.g. 'Alsatian' rather than dog</p> <p><u>Comparative and superlative adjectives</u> – adding -er and -est to regular adjectives i.e. fast – faster – fastest</p> <p><u>Connectives</u> First, second, then (First person I and we, Second person you and third person he, she)</p>	<p><u>Prepositions:</u> Behind, above, along, before, between, after,</p> <p><u>Alliteration</u> e.g. wicked witch slimy slugs</p> <p><u>Similes using...like...</u> e.g.... like sizzling sausages, ...hot like a fire,</p> <p><u>Two adjectives to describe the noun</u> e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p><u>Adverbs for description</u> e.g. Snow fell gently and covered the cottage in the wood.</p> <p><u>Adverbs for information</u> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><u>Generalisers for information, e.g.</u> Most dogs.... Some cats....</p> <p><u>Formation of nouns using suffixes such as -</u> -ness, -er</p> <p><u>Formation of adjectives</u> using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix.)</p> <p><u>Use of the suffixes</u> -er and -est to form comparisons of adjectives and adverbs</p>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Oracy</p>	<ul style="list-style-type: none"> <li>• Read their writing aloud clearly enough to be heard by their peers and their teacher</li> <li>• To orally use simple co-ordinating conjunctions: and, but</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>

 <p>Planning Writing</p>	<ul style="list-style-type: none"> <li>To say out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>To plan or say out loud what they are going to write about</li> </ul>
 <p>Drafting Writing</p>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> </ul>
 <p>Editing Writing</p>	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or peers</li> <li>Use a red pen to edit mistakes in work i.e. spellings or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with teacher or peers</li> <li>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>
 <p>Handwriting</p>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly (tripod grip)</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (Martin Harvey scheme – caterpillar, smile letters etc) and to practice these</li> <li>TNT/BBC terminology used and adhered to</li> <li>Clear use of solid lines and dotted lines in most work</li> </ul>	<ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to one another</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters</li> <li>TNT/BBC terminology used and adhered to</li> <li>Clear use of solid lines and dotted lines in most work</li> </ul>
 <p>Punctuation</p>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Capital letters for proper nouns (people and places)</li> <li>Capital letters for personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, exclamation marks and question marks accurately</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>

<p>Grammar</p>	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes (s, -es)</li> <li>• Verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• Un prefix to change meaning of adjectives/adverbs</li> <li>• Conjunctions to combine sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• Separation of words with spaces</li> <li>• Sentence demarcation (,?!)</li> <li>• Capital letters for names and pronoun I</li> <li>• Capital letters for days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• The present and past tenses used correctly and consistently including the progressive form</li> <li>• Subordination (using when, if, that, or, because) and co-ordination (using or, and or but)</li> <li>• Some features of written standard English</li> <li>• Suffixes to form new words (-ful, -er, -ness)</li> <li>• Sentences demarcation</li> <li>• Commas in list</li> <li>• Apostrophes for omission and singular possession</li> </ul>
<p>Terminology</p>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• capital</li> <li>• word</li> <li>• singular</li> <li>• plural</li> <li>• sentence</li> <li>• punctuation</li> <li>• full stop</li> <li>• capital letter</li> <li>• exclamation mark</li> <li>• question mark</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• noun phrase</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• compound</li> <li>• suffix</li> <li>• adjective</li> <li>• adverb</li> <li>• verb</li> <li>• tense (past, present)</li> <li>• apostrophe</li> <li>• comma</li> </ul>