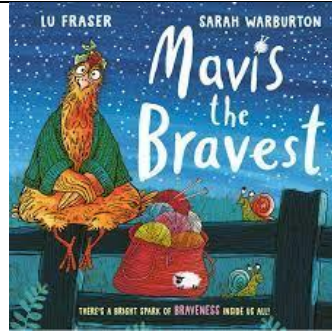
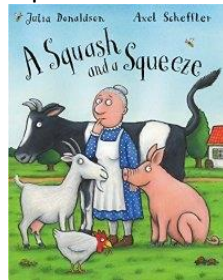
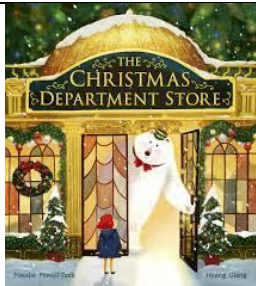
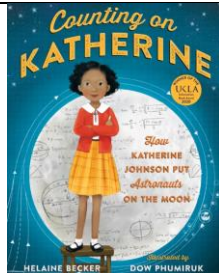
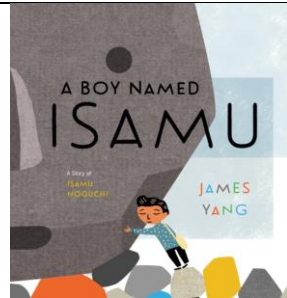
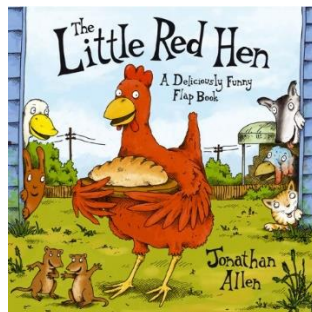
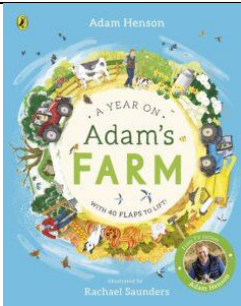


	Autumn term		Spring	Summer term		
Main book focus and genre	 Variations and parodies on traditional tales Plan and write own stories with a logical sequence of events, using complete sentences.  Year 1 to have Little Wandle as their main focus during Autumn Term.		 Recount Discuss the sequence of events recounted/ Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day	 Narrative Retell the story of the courageous chicken. Develop further by adding an ‘extra chapter’ into A Squash an a Squeeze where the lady invites another farm animal into her house. 		
Supporting book/media focus and genre	 Poetry -comment on which words have most effect, noticing alliteration - discuss simple poetry patterns - make adventurous word choices to describe closely observed experiences; - create a pattern or shape on the page; use simple repeating phrases or lines as model		 Sentence work: Character development Who is Katherine? Sentence work based on the facts retrieved from the book.	 Sentence work: Descriptive sentences What can you see around you? Where does your imagination/creative eye take you.	 Instructions How to make bread/cakes	 Information text/ non chronological text based on geographical knowledge
Little Wandle Revised Year 1	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor once laugh because eye	Phonics screening check review – no new GPCs or tricky words	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more busy beautiful pretty hour move improve parents shoe

Reading Comprehension-VIPERS	Year 2 V-discussing and clarifying the meanings of words; link new meanings to known vocabulary V- recognise some recurring language in stories and poems I-make inferences about characters’ feelings using what they say and do P-predicting what might happen on the basis of what has been read in terms of plot, character and language so far R-independently read and answer simple questions about what they have just read. S-discuss the sequence of events in books and how items of information are related.	Year 2 V-discussing their favourite words and phrases I-. infer basic points and begin, with support, to pick up on subtler references. I-answering and asking questions and modifying answers as the story progresses P-make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them E-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves E- express my own views about a book or poem R-asking and answering retrieval questions R-draw on previously taught knowledge	Year 2 I-use pictures or words to make inferences E-discuss some similarities between books E-listen to the opinion of others R- remember significant event and key information about the text that they have read R-Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read S-retell using a wider variety of story language. S-order events from the text. S-begin to discuss how events are linked focusing on the main content of the story
Reading fluency Year 1- 70WPM Year 2-90 WPM	Year 1 -recite some familiar complete rhymes and songs by heart; -use body percussion or instruments to hold the beat; Year 2 -continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band)	Year 1 -recognise and join in with predictable phrases; -read on sight the CE words for Y1; - say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; Year 2 -read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word -read many Y2 CE words automatically by sight	Year 1 -read aloud, checking that it ‘sounds right’ and that the text makes sense to them; -with support, notice sentence punctuation; -re-read favourite books to themselves, to gain confidence with word reading and fluency Year 2 -read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; -check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination
Sentence structure/punctuation objectives	Year 1 -sentence capital letter punctuation full stop -How words combine to make sentences. -Introduction to capital letters, full stops ... to demarcate sentences. -Capital letters for names and for the personal pronoun. Year 2 Use of capital letters, full stops to demarcate sentences. statement question exclamation command	Year 1 -Sequencing sentences to form short narratives. -Joining words and joining clauses using and Year 2 -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Year 1 read aloud, checking that it ‘sounds right’ and that the text makes sense to them; -with support, notice sentence punctuation; -re-read favourite books to themselves, to gain confidence with word reading and fluency Year 2 -Commas to separate items in a list. -Apostrophes to mark singular possession in nouns (for example, the girl’s name).
Grammar objectives	Year 2 -Subordination (using when, if, that, because) and co-ordination (using or, and, but).	Year 1 - Express position and time, pupils need to understand the meanings of many common prepositions, including between, on top of, afterwards, across. Year 2 -How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. -noun phrase compound adjective suffix comma -Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).	Year 2 -understand that an adverb can add detail to a sentence. -Correct choice and consistent use of present tense and past tense throughout writing.

Vocabulary and spelling objectives	Phase 5 GPCs Phase 5 GPCs and relevant homophones Phase 5 polysyllabic words /ai/ sound <i>/dʒ/ sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’</i> <i>/s/sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’</i> <i>/n/ sound spelt ‘kn’ and ‘gn’ at the beginning of words</i>	/aɪ/sound spelt ‘y’ Contractions (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>) Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it /i:/ sound spelt ‘ey’ r/ sound spelt ‘wr’ Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel spelt ‘a’ after ‘w’ and ‘qu’ ʒ/ spelt ‘s’, segmentation and syllable clapping Adding ‘-es’ to nouns and verbs ending in ‘y’ Adding ‘-es’ to nouns and verbs ending in ‘y’	Words ending ‘-tion’ The /l/ or /əl/ sound spelt ‘-el’ at the end of words Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’ Suffixes ‘-ment’ and ‘-ness’ The /ɜ:/ sound spelt ‘or’ after ‘w’ The /l/ or /əl/ sound spelt ‘-al’ at the end of words /ʌ/ sound spelt ‘o’ Homophones /l/ or /əl/ sounds spelt ‘il’ at the end of words Statutory word test Statutory word test Statutory word test
Handwriting Nelson Handwriting	Year 1 c a d g q o e s f Year 2 First join: un um ig id ed eg an or ing ung	Year 1 i l t u y j k r n m Year 2 Second join: ch sh th tl ll ill sli slu ck ack st sti ink unk	Year 1 h b p v w x z Year 2 Third join: od pg re ve oon oom Fourth join: wl vl of ff fl flo
End of Year Expectations	Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words phonetically. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children handwriting will show correct formation starting and endings in the correct places. Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix –ed and –ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when		