

Word Reading

- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1)
- Read other words of more than one syllable that contain taught GPCs (Y1)
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Writing Transcription (Spelling and Handwriting)

Add prefixes and suffixes:

- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Vocabulary, Grammar & Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Correct choice and consistent use of present tense and past tense throughout writing
- Commas to separate items in a list

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes

Consider what they are going to write before beginning by:

- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Week	Objective
1	Common exception words The /g/ sound spelt as ge and dige at the end of words, and some-times spelt as g elsewhere in words before e, and y The /k/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /l/ sound spelt w at the beginning of words The /l/ or /bl/ sound spelt -le at the end of words The /l/ or /bl/ sound spelt -al at the end of words Words ending -ll The /h/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter The /z/ sound spelt a before l and ll The /k/ sound spelt o The /t/ sound spelt -oy The /b/ sound spelt a after w and qu The /z/ sound spelt or after w The /z/ sound spelt ar after w The /j/ sound spelt s The suffixes -ment, -ness, -ful, -less and -ly Contractions The possessive apostrophe (singular nouns) Words ending in -tion Homophones and near-homophones
2	
3	

Common exception words coverage

- because
- cold
- could
- could
- every
- find
- grass
- kind
- plant
- prove
- should

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes

Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning to spell more words with contracted forms
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in English Appendix 1

Vocabulary, Grammar & Punctuation

- Capital letters for names and for the personal pronoun I [Revision of Year 1]
- Formation of adjectives using suffixes such as -ly
- Subordination (using when, if, that, because)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Understand both the books they can already read accurately and fluently and those they listen to by:

- Answering and asking questions

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Week	Objective
1	Common exception words
2	The /g/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, and y
3	The /f/ sound spelt c before e, i and y
	The /n/ sound spelt kn and (less often) gn at the beginning of words
	The /l/ sound spelt wr at the beginning of words
	The /l/ or /bl/ sound spelt -le at the end of words
	The /l/ or /bl/ sound spelt -el at the end of words
	The /l/ or /bl/ sound spelt -al at the end of words
	Words ending -il
	The /ai/ sound spelt -y at the end of words
	Adding -es to nouns and verbs ending in -y
	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
	Adding -ing, -ed, -er, -est & -y to w of one syllable ending in a single consonant letter after a single vowel letter
	The /z/ sound spelt a before l and ll
	The /z/ sound spelt o
	The /i:/ sound spelt -ey
	The /l/ sound spelt a after w and qu
	The /z/ sound spelt or after w
	The /z/ sound spelt ar after w
	The /j/ sound spelt s
	The suffixes -ment, -ness, -ful, -less and -ly
	Contractions
	The possessive apostrophe (singular nouns)
	Words ending in -tion
	Homophones and near-homophones

Common exception words coverage

water
hold
move
people
old
beautiful
wild
children
plant
bath
every