

English Autumn 2: I want my hat back

Word Reading

- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Writing Transcription (Spelling and Handwriting)

- Apply simple spelling rules and guidance, as listed in English Appendix 1

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Separation of words with spaces
- Joining words and joining clauses using and
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun /

Reading Comprehension

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

- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participating in discussion about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discussing what they have written with the teacher or other pupil

Coverage for this Seed

Week	Objective	Phonics
	Common exception words	
	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	
	The /n/ sound spelt n before k	
	Division of words into syllables	
	-tch	
	The /v/ sound at the end of words	✓
	Adding s and es to words	
	Adding the endings -ing, -ed and -er to verbs	
	Adding -er and -est to adjectives	
	Words ending in -y (/i:/ or /ɪ/)	
	New consonant spellings ph and wh	
	Using k for the /k/sound	
	Adding the prefix - un	✓
	Compound words	
	ai, oi, ay, oy	
	a-e, e-e, i-e, o-e, u-e	✓
	ai, ee, ea (/i:/), ea (/i:/)	✓
	er (/ɜ:/), er (/ə/), ir, ur	
	oo (/u:/), oo (/ʊ/), oa, oe	
	ou, ow (/aʊ/), ow, (/əʊ/), ue, ew	
	ie (/aɪ/), ie (/i:/), igh	
	or, ore, aw, au	
	air, ear (/ɛə/), earare (/ɛə/)	✓
	adjacent consonants	
	/ng/	
	m using -mb	
	Non-words	
	revision	✓
1		
2		
3	✓	

Common exception words coverage

has
I
no
my
love

Autumn 2 - Send for a Superhero

Vocabulary, Grammar & Punctuation

- Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Reading Comprehension

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

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

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
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far

Writing Transcription (Spelling and Handwriting)

- Common exception words
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]
- Formation of adjectives using suffixes such as -ful, -less

Week	Objective	Phonics
1	Common exception words	✓
2	The sounds /l/, /ll/, /ll/, /ll/ and /ll/ split in ll, ss, zz and ck	
3	The /j/ sound split in before k	✓
	Division of words into syllables	
	-tch	
	The /k/ sound at the end of words	
	Adding s and es to words	
	Adding the endings -ing, -ed and -er to verbs	
	Adding -er and -est to adjectives	
	Words ending in y (/i/ or /i/)	
	New consonant spellings ph and wh	✓
	Using k for the /k/ sound	
	Adding the prefix -un	
	Compound words	
	ai, oi, ay, oy	
	a-e, e-e, i-e, o-e, u-e	
	ar, er, ee, ea (/i:/), ea (/i:/)	
	er (/ɜ:/), er (/ə/), /r, ur	
	oo (/u:/), oo (/o:/), oo, oe	✓
	ou, ow (/aʊ/), ow, (aʊ/), ue, ew	✓
	ie (/aɪ/), ie (/i:/), igh	
	or, ore, aw, au	
	air, ear (/aɪ/), earare (/aɪ/)	
	adjacent consonants	
	/ng/	
	m using -mb	
	Non-words	
	revision	✓

Common exception words coverage

are
were
was
you
they

