

English Y1 Spring 1: Beegu

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs
- Read other words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading
- Re-read these books to build up their fluency and confidence in 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 (Y2)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2)

Reading Comprehension

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

- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Recognising simple recurring literary language in stories and poetry (Y2)
- Discussing word meanings, linking new meanings to those already known

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

- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Y2)

Writing Transcription (Spelling and Handwriting)

- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2)

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
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Writing poetry (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

Week	Objective	Phonics
1	Common exception words	✓
1	The sounds /r/, /l/, /k/, /t/ and /h/	✓
1	The /j/ sound spelt as before k	
1	Division of words into syllables	
1	-ch	
1	The /f/ sound at the end of words	
1	Adding s and es to words	
1	Adding the endings -ing, -ed and -er to verbs	
1	Adding -er and -est to adjectives	
1	Words ending in -y (/i/ or /i/)	
1	New consonant spellings ph and wh	
1	Using k for the /k/ sound	
1	Adding the prefix -un	
1	Compound words	
1	il, di, by, oy	
1	a, o, e, i, u, o, u, e	✓
1	at, ea, ee, (i), ee, (it)	✓
1	er, (er), er, (er), ir, ur	
1	oo, (oo), oo, (oo), oa, oa	
1	ow, ow, (ow), ow, (ow), oo, oo	
1	igh, (igh), igh, (igh), igh	
1	er, ar, ur, ur	
1	ir, er, (ir), er, (er), (er)	
1	adjunct consonants	✓
1	/ng/	
1	m, n, ng, mb	
1	Non-words	
1	revision	✓
2		✓

Common exception words coverage

be
he
me
she
we
friend
house

English Spring 1: The Odd Egg

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
- 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)

- Using the prefix un-
- 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]

Vocabulary, Grammar & Punctuation

- How the prefix un- changes the meaning of verbs and adjectives
- 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
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Reading Comprehension

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

- Being encouraged to link what they read or hear read to their own experiences
- Recognising and joining in with predictable phrases
- Discussing word meanings, linking new meanings to those already known

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

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

Week	Objective	Phonics
1	Common exception words	<input checked="" type="checkbox"/>
2	The sounds /r/, /l/, /z/ and /v/ spell ff, ll, ss, zz and ck	<input type="checkbox"/>
	The /j/ sound spells in before k	<input type="checkbox"/>
	Division of words into syllables	<input type="checkbox"/>
	sch	<input type="checkbox"/>
	The /r/ sound at the end of words	<input type="checkbox"/>
	Adding a silent s to words	<input type="checkbox"/>
	Adding the endings -ing, -ed and -er to verbs	<input checked="" type="checkbox"/>
	Adding -er and -est to adjectives	<input type="checkbox"/>
	Words ending in -y (/i/ or /j/)	<input type="checkbox"/>
	New consonant spellings ph and wh	<input type="checkbox"/>
	Using k for the /k/ sound	<input type="checkbox"/>
	Adding the prefix -un	<input type="checkbox"/>
	Compound words	<input type="checkbox"/>
	il, ol, oy, oy	<input type="checkbox"/>
	a, e, s, t, i, s, u, e, u, e	<input type="checkbox"/>
	a, i, ee, ee (/i:/), ee (/i:/)	<input type="checkbox"/>
	er (/ɜ:/), er (/ɜ:/), in, ur	<input type="checkbox"/>
	oo (/u:/), oo (/u:/), oo, oo	<input type="checkbox"/>
	ou, ow (/aʊ/), ow, (/aʊ/), oo, oo	<input type="checkbox"/>
	ed (/ɛd/), ed (/ɛd/), igh	<input type="checkbox"/>
	er, ous, ous, ous	<input type="checkbox"/>
	air, er (/ɛr/), er (/ɛr/)	<input type="checkbox"/>
	adjacent consonants	<input type="checkbox"/>
	/gg/	<input checked="" type="checkbox"/>
	m, ual, -mb	<input type="checkbox"/>
	Non-words	<input type="checkbox"/>
	evolution	<input type="checkbox"/>

Common exception words coverage

put
push
pull
full