

English Y1 Spring 2: Dinosaurs and all that Rubbish

Word Reading

- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- 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

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- 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

- 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
- Subordination (using when, if, that, because) and co-ordination (using or, and, but) (Y2)
- Sequencing sentences to form short narratives
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- 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] (Y2)
- 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:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- 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:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Participating in discussion about what is read to them, taking turns and listening to what others say

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
- Discussing what they have written with the teacher or other pupils

Week	Objective	Phonics
1	✓	<p>Common exception words</p> <p>The sounds /r/, /l/, /k/ and /v/ spell /r/, /l/, /s/, /z/ and /k/</p> <p>The /j/ sound spell a before k</p> <p>Division of words into syllables</p> <p>sch</p> <p>The /r/ sound at the end of words</p> <p>Adding s and es to words</p> <p>Adding the endings -ing, -ed and -er to verbs</p> <p>Adding -er and -ed to adjectives</p> <p>Words ending in -y (/i/ or /i/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>ai, oi, ay, oy</p> <p>a, e, s, i, s, i, s, u, e</p> <p>ai, es, ee (/i/), ee (/e/)</p> <p>er (/r/), er (/a/), li, ur</p> <p>oo (/u/), oo (/o/), oo, ee</p> <p>oo, oo (/oo/), oo, (/oo/), oo, ee</p> <p>le (/l/), le (/r/), i, ph</p> <p>er, oo, oo, oo</p> <p>ai, er, oo (/oo/), oo (/oo/)</p> <p>adjacent consonants</p> <p>/ng/</p> <p>m sailing -mb</p> <p>Non-words</p> <p>reuben</p>
2		<p>so</p> <p>of</p> <p>by</p> <p>go</p>

English Y1 Spring 2: Stanley's Stick

Word Reading

- 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 words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- 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
- 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 accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words
- 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
- Segmenting spoken words into phonemes and representing these by graphemes
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Vocabulary, Grammar & Punctuation

- 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
- Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Correct choice and consistent use of present tense and past tense throughout writing
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Reading Comprehension

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known
- 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
- 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 (Y2)
- Discussing the sequence of events in books and how items of information are related (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
- 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.
- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Encapsulating what they want to say, sentence by sentence (Y2)
- Evaluating their writing with the teacher and other pupils (Y2)

Week	Objective	Phonics
1	Common exception words The sounds /i/, /j/, /z/ and /z/ spell it, it, ss, zz and ck. The /j/ sound spell it before k. Division of words into syllables -ck The /f/ 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 (f/er/y) New consonant spellings sh and wh Using k for the /k/ sound Adding the prefix -un Compounded words a, e, i, o, u, y a, e, i, o, u, y ai, ee, ea (i), ea (i) er (a), er (a), ir, ur oo (oo), oo (oo), oo (oo), un, oo h (a), h (a), gh er, oo, oo, oo ai, ai (ai), ai (ai) adjacent consonants ph m using mb Non-words revision	✓
2		✓

Common
exception
words
coverage

is
his
friend
school