

Literacy – Long term Plan – Key stage 1 – Cycle 1

Year 1			
Autumn term		Spring term	Summer term
<p>Yr1 – Read Write Inc programme – Pink Level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Lists • Sentence construction • Poetry • Fact page • Post card • Poster • Descriptive writing 	<p>Literacy Shed Enrichment unit</p> <p>Man on the Moon</p> <p>Writing Focus: Instructional writing</p>	<p>Yr1 – Read Write Inc programme – orange Level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Sentence construction • Character description • Poetry • Retelling and sequencing • Fact page 	<p>Yr1 – Read Write Inc programme – yellow level</p> <p>Writing:</p> <ul style="list-style-type: none"> • Sentence construction • Story writing • Poetry • Instructions <p>Jane Considine – The storm Whale Writing focus - narrative</p>
<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Reading objectives: (CLPE)</p> <p>Listen to and discuss a wide range of stories beyond their reading level</p> <p>Become very familiar with key stories</p> <p>Make inferences</p> <p>Predict events and endings</p> <p>Sequence events and retell</p>		<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read suffixes (ing, ed, est, s, es, er)</p> <p>Read words with contractions</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Check the sentence makes sense and begin to self correct</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Begin to make inferences based on what is said and done</p> <p>Begin to make predictions based on what has been read</p> <p>Explain what clearly what is happening</p> <p>Retell and sequence events</p> <p>Become familiar with fairy stories</p>	<p>Reading objectives: (RWI)</p> <p>Apply phonic knowledge</p> <p>Respond speedily with the correct sound</p> <p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read suffixes (ing, ed, est, s, es, er)</p> <p>Read words with contractions</p> <p>Read books aloud that are consistent with their phonic knowledge</p> <p>Reread books to develop fluency and confidence</p> <p>Check the sentence makes sense and begin to self correct</p> <p>Link reading to own experiences</p> <p>Discuss word meanings</p> <p>Participate in discussions, taking turns and listening to what is said</p> <p>Retrieve key information from the text</p> <p>Explain what clearly what is happening</p> <p>Begin to make inferences based on what is said and done</p> <p>Begin to make predictions based on what has been read</p> <p>Retell and sequence events</p>

<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to spell common exception words correctly in writing</p> <p>Sit correctly, hold a pencil correctly</p> <p>Begin to form lower case letters correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Re read what they have written</p> <p>Write simple lists</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p> <p>Man on the moon:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Plan by composing orally • Write complete sentences • Write commands • Use coordination • Recognise language, structure and layout of instructions • Use bullet points to write a list • Use capital letters and full stops 	<p>Writing Objectives:</p> <p>Use set 1 and 2 sounds in writing</p> <p>Begin to use set 3 sounds in spelling</p> <p>Begin to spell common exception words correctly in writing</p> <p>Form lower case letters correctly</p> <p>Form ascenders and descenders correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Sequence sentences to form short narratives</p> <p>Begin to use and to join clauses</p> <p>Begin to use because</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Begin to use exclamation marks and question marks</p> <p>Re read what they have written</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p>	<p>Writing Objectives:</p> <p>Use set 1, 2 and 3 sounds in writing</p> <p>Spell many common exception words correctly in writing</p> <p>Form lower case letters correctly</p> <p>Form ascenders and descenders correctly</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Begin to join letters</p> <p>Compose a sentence orally</p> <p>Use simple sentences</p> <p>Sequence sentences to form short narratives</p> <p>Begin to use and to join clauses</p> <p>Begin to use time words to sequence</p> <p>Begin to use because</p> <p>Write from memory sentences dictated</p> <p>Begin to punctuate with a capital letter and full stop</p> <p>Begin to use exclamation marks and question marks</p> <p>Re read what they have written</p> <p>Write simple non narrative facts</p> <p>Write and retell stories beginning to sequence events</p> <p>Jane Considine writing objectives:</p> <p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by sequencing sentences to form short narratives.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p> <p>Join clauses using and and but</p> <p>Use onomatopoeia and simile</p> <p>Use senses to describe</p> <p>Describe feelings</p> <p>Use expanded noun phrases</p>
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Spelling: Spelling of set 1 and 2 RWI sounds Spelling of cvc cvcc ccvc and ccvcc Begin to use ing and ed suffixes Spelling year 1 common exception words		Spelling: Spelling of set 2 and 3 RWI sounds Begin to use ing, ed, er, est, y, s and es Introduce vowels Spelling year 1 common exception words	Spelling: Spelling of 2 and 3 RWI sounds Begin to select correct version of the sound Begin to use ing, ed, er, est, y, s and es Spelling rule for adding ing – never have an e with an ing Rule for c, k and ck Spelling year 1 common exception words
Grammar: Begin to recognise nouns and verbs		Grammar: Begin to recognise nouns, verbs and adjectives Begin to recognise singular and plural Begin to recognise a question and exclamation	Grammar: Begin to recognise nouns, verbs and adjectives Begin to recognise proper nouns Begin to recognise singular and plural Begin to recognise compound words Begin to recognise a question and exclamation
Year 2			
Yr 2 Reading Read Write Inc – Blue Level <u>Year 2 Jane Considine Writing units</u> The Way Back Home Narrative – science fiction George and the Dragon Narrative – Legend	<u>Literacy Shed/ CLPE/RWI enrichment units</u> Man on the Moon Instructional writing How to make a Peach Treat Instructional Writing	Yr 2 Reading Read Write Inc – Blue/grey level <u>Year 2 Jane Considine Writing units</u> Little Red Reading Hood Narrative – Traditional Tale Big Cats Non-chronological report	Yr 2 Reading Read Write Inc – Grey Level <u>Year 2 Jane Considine Writing units</u> The Great Fire of London Non- fiction – Diary The storm Whale – Narrative If I were in charge of the world Poetry
Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Become confident with retelling a wide range of stories Be introduced to non-fiction texts structured in different ways Discuss and clarify the meanings of words Refer back to the text for evidence		Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Read most words quickly and accurately Become confident with retelling a wide range of stories Be introduced to non fiction texts structured in different ways Discuss and clarify the meanings of words	
		Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Read most words quickly and accurately Become confident with retelling a wide range of stories Be introduced to non fiction texts structured in different ways Discuss and clarify the meanings of words	

<p>Check the text makes sense and self correct Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Retrieve information that may not be obvious Explain the difference between fiction and non fiction</p> <p>Reading objectives(Literacy Shed/CLPE) Discuss the sequence of events Predict events and endings Make inferences</p>	<p>Refer back to the text for evidence Check the text makes sense and self correct Retrieve information that may not be obvious Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Explain the difference between fiction and non fiction</p>	<p>Refer back to the text for evidence Check the text makes sense and self correct Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Retrieve information that may not be obvious Explain the difference between fiction and non fiction</p>
<p>Writing objectives (All writing): Write for a range of purposes Segment words into phonemes spelling many correctly Use common exception words in writing Form lower case letters of the correct size and orientation Continue to learn how to join letters Write capital letters of the correct size and orientation Begin to show variation in sentence opening Begin to select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks and question marks Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives: The Way Back Home:</p> <ul style="list-style-type: none"> Orally compose a sentence before writing it Sequence sentences to compose short narratives Re read sentences to check they make sense Read aloud their writing Join clauses using and Use capital letters, full stops, question marks, exclamation marks and capitals for names Use onomatopoeia Use repetition 	<p>Writing objectives (All writing): Write for a range of purposes Segment words into phonemes spelling many correctly Use common exception words in writing Form lower case letters of the correct size and orientation Continue to learn how to join letters Write capital letters of the correct size and orientation Show variation in sentence opening Begin to select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks and question marks Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives: Little Red Reading Hood:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives Plan by composing orally and writing down ideas and key words before writing Write statement, exclamation, command, questions Use expanded noun phrases Use past and present tense consistently throughout writing 	<p>Writing objectives (All Writing): Write for a range of purposes Segment words into phonemes spelling many correctly Use common exception words in writing Form lower case letters of the correct size and orientation Use joined handwriting Write capital letters of the correct size and orientation Show variation in sentence opening Begin to select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks, question marks and apostrophes for contractions Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives: Storm whale:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives Plan by composing orally and writing down ideas and key words before writing Write statement, exclamation, command, questions Use subordination and coordination Use expanded noun phrases Use past and present tense consistently throughout writing

<ul style="list-style-type: none"> • Collect and use banks of adjectives, verbs and adverbs • Write questions • Describe feelings • Use similes • Begin to write dialogue <p>George and the Dragon:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use repetition • Use similes • Collect synonyms • Use alliteration • Use onomatopoeia • Write dialogue • Collect and use a range of adjectives, verbs and adverbs • Use prepositions • Use adverbial phrases <p>Man on the moon/How to make a peach treat:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use apostrophes for contractions and possession • Use commas in a list • Use repetition • Write dialogue • Use alliteration • Write complex sentences • Use personification • Use a simile • Use onomatopoeia • Use rhyme <p>Big cats:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Introduce the non-chronological report shape and subheadings • Use headings • Use alliteration • Write rhetorical questions • Use time adverbials • Use onomatopoeia • Write labels • Write captions • Use similes • Collect and use a bank of adjectives and adverbs 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Use onomatopoeia and simile • Use Show not tell • Collect and use a bank of adjectives, verbs and adverbs <p>The Great Fire of London:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for a range of purposes • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Introduce the shape of a diary • Use senses • Collect and use a bank of adjectives, verbs and adverbs • Use personification • Use repetition • Use onomatopoeia • Use time adverbials • Describe feelings
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<ul style="list-style-type: none"> Plan by composing orally and writing down ideas and key words before writing Make simple additions, revisions and corrections to their own writing Write statement, exclamation, command, questions Use subordination and coordination Use past and present tense consistently throughout writing Recognise language, structure and layout of instructions Write rhetorical questions Use bullet points Use adjectives for precision Use adverbs to describe verbs 	<ul style="list-style-type: none"> Use homophones Write dialogue Collect information and make notes 	<p>If I were in charge of the world:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing poetry. Plan by composing orally and writing down ideas and key words before writing Make simple additions, revisions and corrections to their own writing Use commas in a list Introduce the poetry shape Use apostrophes for contractions Write noun phrases Use repetition Use senses
<p>Spelling: 1st half term: Spelling of set 1,2 and 3 RWI sounds (Get spelling programme) Select the correct version of the sound and learn rules Spelling year 2 common exception words Add suffixes – ed, er, s, es, ing, est,</p> <p><u>Jane Considine Writing spelling objectives:</u> The way back home: Use s and es to pluralise</p> <p>George and the Dragon: Use the suffixes er, ness Use compound words Use an apostrophe for a contraction</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Or spelt a before l and ll Soft c Adding the suffix y and ly Kn and gn lgh spelt y Adding ing to words ending in e O spelt a after qu and w</p> <p>Jane Considine Writing Spelling Objectives: Big Cats: Use suffixes er, est, ly</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Contractions Apostrophe for possession Wr Le spelt el al and il Es, er and est rules – swap the y for an i Suffixes – ment, less, ness, ful</p> <p><u>Jane Considine Writing Spelling Objectives:</u></p> <p>The Great Fire of London: Use suffixes er, est, ly</p>
<p>Grammar: Review noun, verb and adjective Adverbs Proper nouns</p>	<p>Grammar: Review Autumn term</p>	<p>Grammar: Review all grammar from Autumn and Spring term</p>

Noun phrase Compound words Singular and plural Present tense and past tense Homophones		
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Literacy – Long term Plan – Key stage 1 – Cycle 2

Year 1			
Autumn term		Spring term	Summer term
Yr1 – Read Write Inc programme – Pink Level Writing: <ul style="list-style-type: none"> • Lists • Sentence construction • Poetry • Fact page • Post card • Poster 	Literacy Shed Enrichment Cycle 1 – Alan’s Big Scary Teeth Writing Focus: Narrative story writing	Yr1 – Read Write Inc programme – orange Level Writing: <ul style="list-style-type: none"> • Sentence construction • Character description • Poetry • Retelling and sequencing • Fact page 	Yr1 – Read Write Inc programme – yellow level Writing: <ul style="list-style-type: none"> • Sentence construction • Poetry • Story writing • Instructional writing Jane Considine unit – Red Riding Hood
Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound		Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound

<p>Read accurately by blending sounds Read common exception words Read words of more than one syllable Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening</p> <p>Reading objectives: Listen to and discuss a wide range of stories beyond their reading level Become very familiar with key stories Make inferences Predict events and endings Sequence events and retell Discuss title and events</p>	<p>Read accurately by blending sounds Read common exception words Read words of more than one syllable Read suffixes (ing, ed, est, s, es, er) Read words with contractions Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Retell and sequence events Become familiar with fairy stories</p>	<p>Read accurately by blending sounds Read common exception words Read words of more than one syllable Read suffixes (ing, ed, est, s, es, er) Read words with contractions Read books aloud that are consistent with their phonic knowledge Reread books to develop fluency and confidence Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Retell and sequence events</p>
<p>Writing Objectives: Use set 1 and 2 sounds in writing Begin to spell common exception words correctly in writing Sit correctly, hold a pencil correctly Begin to form lower case letters correctly Leave spaces between words Form capital letters Compose a sentence orally Use simple sentences Write from memory sentences dictated Begin to punctuate with a capital letter and full stop Re read what they have written Write simple lists Write simple non narrative facts Write and retell stories beginning to sequence events</p>	<p>Writing Objectives: Use set 1 and 2 sounds in writing Begin to use set 3 sounds in spelling Begin to spell common exception words correctly in writing Form lower case letters correctly Form ascenders and descenders correctly Leave spaces between words Form capital letters Compose a sentence orally Use simple sentences Sequence sentences to form short narratives Begin to use and to join clauses Begin to use because Write from memory sentences dictated Begin to punctuate with a capital letter and full stop Begin to use exclamation marks and question marks Re read what they have written Write simple non narrative facts Write and retell stories beginning to sequence events</p>	<p>Writing Objectives: Use set 1 and 2 sounds in writing Begin to use set 3 sounds in spelling Spell many common exception words correctly in writing Form lower case letters correctly Form ascenders and descenders correctly Leave spaces between words Form capital letters Compose a sentence orally Use simple sentences Sequence sentences to form short narratives Begin to use and to join clauses Begin to use time words to sequence Begin to use because Write from memory sentences dictated Begin to punctuate with a capital letter and full stop Begin to use exclamation marks and question marks Re read what they have written Write simple non narrative facts</p>

		<p>Write and retell stories beginning to sequence events</p> <p>Jane Considine writing objectives:</p> <p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by sequencing sentences to form short narratives.</p> <p>Write sentences by re-reading what they have written to check that it makes sense.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p> <p>Join clauses using and and but</p> <p>Use repetition, alliteration and simile</p> <p>Use senses to describe</p> <p>Describe feelings</p> <p>Use expanded noun phrases</p> <p>Begin to use dialogue</p>
<p>Spelling:</p> <p>Spelling of set 1 and 2 RWI sounds</p> <p>Spelling of cvc cvcc ccvc and ccvcc</p> <p>Begin to use ing and ed suffixes</p> <p>Spelling year 1 common exception words</p>	<p>Spelling:</p> <p>Spelling of set 2 and 3 RWI sounds</p> <p>Begin to use ing, ed, er, est, y, s and es</p> <p>Introduce vowels</p> <p>Spelling year 1 common exception words</p>	<p>Spelling:</p> <p>Spelling of 2 and 3 RWI sounds</p> <p>Begin to select correct version of the sound</p> <p>Begin to use ing, ed, er, est, y, s and es</p> <p>Spelling rule for adding ing – never have an e with an ing</p> <p>Rule for c, k and ck</p> <p>Spelling year 1 common exception words</p>
<p>Grammar:</p> <p>Begin to recognise nouns and verbs</p>	<p>Grammar:</p> <p>Begin to recognise nouns, verbs and adjectives</p> <p>Begin to recognise singular and plural</p> <p>Begin to recognise a question</p>	<p>Grammar:</p> <p>Begin to recognise nouns, verbs and adjectives</p> <p>Begin to recognise proper nouns</p> <p>Begin to recognise singular and plural</p> <p>Begin to recognise compound words</p> <p>Begin to recognise a question</p>

Year 2			
<u>Yr 2 Reading</u> Read Write Inc – Blue Level <u>Year 2 Jane Considine Writing units</u> The Way Back Home Narrative – science fiction George and the Dragon Narrative – Legend	<u>Literacy Shed/ CLPE enrichment units</u> Alan’s Big Scary Teeth Narrative Story Excitable Edgar Narrative story – film unit How to make a Peach Treat Instructional writing	<u>Yr 2 Reading</u> Read Write Inc – Blue/grey level <u>Year 2 Jane Considine Writing units</u> Little Red Reading Hood Narrative – Traditional Tale Big Cats Non-chronological report	<u>Yr 2 Reading</u> Read Write Inc – Grey Level <u>Year 2 Jane Considine Writing units</u> Red Riding Hood Narrative – Story The Great Fire of London Non- fiction – Diary If I were in charge of the world Poetry
Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Become confident with retelling a wide range of stories Be introduced to non-fiction texts structured in different ways Discuss and clarify the meanings of words Refer back to the text for evidence Check the text makes sense and self correct Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Retrieve information that may not be obvious Explain the difference between fiction and non fiction Reading objectives(Literacy Shed/CLPE) Discuss the sequence of events		Reading Objectives (RWI) Continue to apply phonic knowledge Read words accurately by blending sounds taught Read words of 2 or more syllables Read words containing common suffixes Begin to read further common exception words and recognise grotty graphemes Read aloud books closely matched to the children’s improving phonic knowledge Re-read books to build up fluency Read most words quickly and accurately Become confident with retelling a wide range of stories Be introduced to non fiction texts structured in different ways Discuss and clarify the meanings of words Refer back to the text for evidence Check the text makes sense and self correct Retrieve information that may not be obvious Ask and answer retrieval questions Make inferences based on what is said and done Predict what might happen Sequence and summarise events Retrieve information that may not be obvious Explain the difference between fiction and non fiction	

<p>Identify how characters/ settings are created using imagery</p> <p>Demonstrate empathy with characters</p> <p>Predict events and endings</p> <p>Make inferences</p>		
<p>Writing objectives (All writing):</p> <p>Write for a range of purposes</p> <p>Segment words into phonemes spelling many correctly</p> <p>Use common exception words in writing</p> <p>Form lower case letters of the correct size and orientation</p> <p>Continue to learn how to join letters</p> <p>Write capital letters of the correct size and orientation</p> <p>Begin to show variation in sentence opening</p> <p>Begin to select words for effect</p> <p>Begin to use simple co-ordinating and subordinating conjunctions</p> <p>Use full stops, capital letter, explanation marks and question marks</p> <p>Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives:</p> <p>The Way Back Home:</p> <ul style="list-style-type: none"> Orally compose a sentence before writing it Sequence sentences to compose short narratives Re read sentences to check they make sense Read aloud their writing Join clauses using and Use capital letters, full stops, question marks, exclamation marks and capitals for names Use onomatopoeia Use repetition Collect and use banks of adjectives, verbs and adverbs Write questions Describe feelings Use similes Begin to write dialogue 	<p>Writing objectives (All writing):</p> <p>Write for a range of purposes</p> <p>Segment words into phonemes spelling many correctly</p> <p>Use common exception words in writing</p> <p>Form lower case letters of the correct size and orientation</p> <p>Continue to learn how to join letters</p> <p>Write capital letters of the correct size and orientation</p> <p>Show variation in sentence opening</p> <p>Begin to select words for effect</p> <p>Begin to use simple co-ordinating and subordinating conjunctions</p> <p>Use full stops, capital letter, explanation marks and question marks</p> <p>Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives:</p> <p>Little Red Reading Hood:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives Plan by composing orally and writing down ideas and key words before writing Write statement, exclamation, command, questions Use expanded noun phrases Use past and present tense consistently throughout writing Use capital letters, full stops, question marks and exclamation marks Make simple additions, revisions and corrections to their own writing Use apostrophes for contractions and possession Use commas in a list Use repetition Write dialogue Use alliteration Write complex sentences Use personification 	<p>Writing objectives (All Writing):</p> <p>Write for a range of purposes</p> <p>Segment words into phonemes spelling many correctly</p> <p>Use common exception words in writing</p> <p>Form lower case letters of the correct size and orientation</p> <p>Use joined handwriting</p> <p>Write capital letters of the correct size and orientation</p> <p>Show variation in sentence opening</p> <p>Begin to select words for effect</p> <p>Begin to use simple co-ordinating and subordinating conjunctions</p> <p>Use full stops, capital letter, explanation marks, question marks and apostrophes for contractions</p> <p>Proof read their writing and begin to edit work for omissions, corrections and additions</p> <p>Jane Considine writing objectives:</p> <p>Red Riding Hood:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives Plan by composing orally and writing down ideas and key words before writing Write statement, exclamation, command, questions Use subordination and coordination Use expanded noun phrases Use past and present tense consistently throughout writing Use capital letters, full stops, question marks and exclamation marks Use apostrophes for contractions and possession Use commas in a list Make simple additions, revisions and corrections to their own writing Use alliteration and simile Use Show not tell Collect and use a bank of adjectives, verbs and adverbs

<p>George and the Dragon:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing narratives • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Make simple additions, revisions and corrections to their own writing • Use repetition • Use similes • Collect synonyms • Use alliteration • Use onomatopoeia • Write dialogue • Collect and use a range of adjectives, verbs and adverbs • Use prepositions • Use adverbial phrases <p>How to make a Peach Treat:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing 	<ul style="list-style-type: none"> • Use a simile • Use onomatopoeia • Use rhyme <p>Big cats:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for different purposes • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Introduce the non-chronological report shape and subheadings • Use headings • Use alliteration • Write rhetorical questions • Use time adverbials • Use onomatopoeia • Write labels • Write captions • Use similes • Collect and use a bank of adjectives and adverbs • Use homophones • Write dialogue • Collect information and make notes 	<ul style="list-style-type: none"> • Use onomatopoeia • Use repetition <p>The Great Fire of London:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing about real events and for a range of purposes • Plan by composing orally and writing down ideas and key words before writing • Write statement, exclamation, command, questions • Use subordination and coordination • Use expanded noun phrases • Use past and present tense consistently throughout writing • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Introduce the shape of a diary • Use senses • Collect and use a bank of adjectives, verbs and adverbs • Use personification • Use repetition • Use onomatopoeia • Use time adverbials • Describe feelings <p>If I were in charge of the world:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing poetry. • Plan by composing orally and writing down ideas and key words before writing • Make simple additions, revisions and corrections to their own writing • Use commas in a list • Introduce the poetry shape • Use apostrophes for contractions
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<ul style="list-style-type: none"> • Recognise language, structure and layout of instructions • Write rhetorical questions • Use bullet points • Use adjectives for precision • Use adverbs to describe verbs 		<ul style="list-style-type: none"> • Write noun phrases • Use repetition • Use senses
<p>Spelling: 1st half term: Spelling of set 1,2 and 3 RWI sounds (Get spelling programme) Select the correct version of the sound and learn rules Spelling year 2 common exception words Add suffixes – ed, er, s, es, ing, est,</p> <p><u>Jane Considine Writing spelling objectives:</u> The way back home: Use s and es to pluralise</p> <p>George and the Dragon: Use the suffixes er, ness Use compound words Use an apostrophe for a contraction</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Or spelt a before l and ll Soft c Adding the suffix y and ly Kn and gn lgh spelt y Adding ing to words ending in e O spelt a after qu and w</p> <p>Jane Considine Writing Spelling Objectives: Big Cats: Use suffixes er, est, ly</p>	<p>Spelling: Continue to spell with set 1,2 and 3 RWI sounds selecting the correct version and learning rules Spelling year 2 common exception words exception words</p> <p>Contractions Apostrophe for possession Wr Le spelt el al and il Es, er and est rules – swap the y for an i Suffixes – ment, less, ness, ful</p> <p><u>Jane Considine Writing Spelling Objectives:</u> The Great Fire of London: Use suffixes er, est, ly</p>
<p>Grammar: Review noun, verb and adjective Adverbs Proper nouns Noun phrase Compound words Singular and plural Present tense and past tense Homophones</p>	<p>Grammar: Review Autumn term</p>	<p>Grammar: Review all grammar from Autumn and Spring term</p>