



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

Year 1			
Autumn term		Spring term	Summer term
Yr1 – Read Write Inc programme – Pink Level	Literacy Shed Enrichment unit	Yr1 – Read Write Inc programme – orange Level Writing:	Yr1 – Read Write Inc programme – yellow level Writing: • Sentence construction
Writing: Lists Sentence construction Poetry Fact page Post card Poster	Man on the Moon Writing Focus: Instructional writing	 Sentence construction Character description Poetry Retelling and sequencing Fact page 	 Character description Story writing Instructional writing Poetry Fact page
Reading objectives: (RWI)	<u> </u>	Reading objectives: (RWI)	Reading objectives: (RWI)
Apply phonic knowledge		Apply phonic knowledge	Apply phonic knowledge
Respond speedily with the c		Respond speedily with the correct sound	Respond speedily with the correct sound
Read accurately by blending Read common exception wo		Read accurately by blending sounds Read common exception words	Read accurately by blending sounds Read common exception words
1		Read words of more than one syllable	Read words of more than one syllable
Read words of more than one syllable Read books aloud that are consistent with their phonic knowledge		Read words of fillore trial one synable Read suffixes (ing, ed, est, s, es, er) Read words with contractions	Read suffixes (ing, ed, est, s, es, er) Read words with contractions
Reread books to develop fluency and confidence		Read books aloud that are consistent with their	Read books aloud that are consistent with their
Link reading to own experiences		phonic knowledge	phonic knowledge
Discuss word meanings		Reread books to develop fluency and confidence	Reread books to develop fluency and confidence
Participate in discussions, taking turns and listening to		Check the sentence makes sense and begin to self	Check the sentence makes sense and begin to self
what is said		correct	correct
Retrieve key information from the text		Link reading to own experiences	Link reading to own experiences
Explain what clearly what is happening		Discuss word meanings	Discuss word meanings





Reading objectives: (CLPE) 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	Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Begin to make inferences based on what is said and done Begin to make predictions based on what has been read Explain what clearly what is happening Retell and sequence events Become familiar with fairy stories	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
Writing Objectives:	Writing Objectives:	Writing Objectives:
Use set 1 and 2 sounds in writing	Use set 1 and 2 sounds in writing	Use set 1, 2 and 3 sounds in writing
Begin to spell common exception words correctly in	Begin to use set 3 sounds in spelling	Spell many common exception words correctly in
writing	Begin to spell common exception words correctly in	writing
Sit correctly, hold a pencil correctly	writing	Form lower case letters correctly
Begin to form lower case letters correctly	Form lower case letters correctly	Form ascenders and descenders correctly
Leave spaces between words	Form ascenders and descenders correctly	Leave spaces between words
Form capital letters	Leave spaces between words	Form capital letters
Compose a sentence orally	Form capital letters	Begin to join letters
Use simple sentences	Compose a sentence orally	Compose a sentence orally
Write from memory sentences dictated	Use simple sentences	Use simple sentences
Begin to punctuate with a capital letter and full stop	Sequence sentences to form short narratives	Sequence sentences to form short narratives
Re read what they have written	Begin to use and to join clauses	Begin to use and to join clauses
Write simple lists	Begin to use because	Begin to use time words to sequence
Write simple non narrative facts	Write from memory sentences dictated	Begin to use because
Write and retell stories beginning to sequence events	Begin to punctuate with a capital letter and full stop	Write from memory sentences dictated
	Begin to use exclamation marks and question marks	Begin to punctuate with a capital letter and full stop
	Re read what they have written	Begin to use exclamation marks and question marks





		Write simple non narrative facts	Re read what they have written
		Write and retell stories beginning to sequence events	Write simple non narrative facts
		Trice and recensiones segmining to sequence events	Write and retell stories beginning to sequence events
Spelling:		Spelling:	Spelling:
Spelling of set 1 and 2 RWI s	ounds	Spelling of set 2 and 3 RWI sounds	Spelling of 2 and 3 RWI sounds
Spelling of cvc cvcc ccvc and	ccvcc	Begin to use ing, ed, er, est, y, s and es	Begin to select correct version of the sound
Begin to use ing and ed suffi	xes	Introduce vowels	Begin to use ing, ed, er, est, y, s and es
Spelling year 1 common exce	eption words	Spelling year 1 common exception words	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:		Grammar:	Grammar:
Begin to recognise nouns an	d verbs	Begin to recognise nouns, verbs and adjectives	Begin to recognise nouns, verbs and adjectives
		Begin to recognise singular and plural	Begin to recognise proper nouns
		Begin to recognise a question and exclamation	Begin to recognise singular and plural
			Begin to recognise compound words
			Begin to recognise a question and exclamation
		Year 2	
Yr 2 Reading	<u>Literacy Shed/ CLPE/RWI</u>	Yr 2 Reading	Yr 2 Reading
Read Write Inc – Blue	enrichment units	Read Write Inc – Blue/grey level	Read Write Inc – Grey Level
Level			
	Man on the Moon		Year 2 Jane Considine Writing units
	Instructional writing	Year 2 Jane Considine Writing units	





Year 2 Jane Considine			Stardust
Writing units		Little Red Reading Hood	Narrative – Story
	Excitable Edgar	Narrative – Traditional Tale	·
The Way Back Home	Narrative story		The Great Fire of London
Narrative – science fiction	-	Big Cats	Non- fiction – Diary
		Non-chronological report	,
George and the Dragon	How to make a Peach		If I were in charge of the world
Narrative – Legend	Treat		Poetry
	Instructional Writing		
Reading Objectives (RWI)		Reading Objectives (RWI)	Reading Objectives (RWI)
Continue to apply phonic kno	owledge	Continue to apply phonic knowledge	Continue to apply phonic knowledge
Read words accurately by ble	ending sounds taught	Read words accurately by blending sounds taught	Read words accurately by blending sounds taught
Read words of 2 or more syll	ables	Read words of 2 or more syllables	Read words of 2 or more syllables
Read words containing comm	non suffixes	Read words containing common suffixes	Read words containing common suffixes
Begin to read further commo	on exception words and	Begin to read further common exception words and	Begin to read further common exception words and
recognise grotty graphemes		recognise grotty graphemes	recognise grotty graphemes
Read aloud books closely matched to the children's		Read aloud books closely matched to the children's	Read aloud books closely matched to the children's
improving phonic knowledge		improving phonic knowledge	improving phonic knowledge
Re-read books to build up fluency		Re-read books to build up fluency	Re-read books to build up fluency
Become confident with retelling a wide range of stories		Read most words quickly and accurately	Read most words quickly and accurately
Be introduced to non-fiction texts structured in		Become confident with retelling a wide range of	Become confident with retelling a wide range of
different ways		stories	stories
Discuss and clarify the meani	ings of words	Be introduced to non fiction texts structured in	Be introduced to non fiction texts structured in
Refer back to the text for evi	dence	different ways	different ways
Check the text makes sense and self correct		Discuss and clarify the meanings of words	Discuss and clarify the meanings of words
Ask and answer retrieval questions		Refer back to the text for evidence	Refer back to the text for evidence
Make inferences based on what is said and done		Check the text makes sense and self correct	Check the text makes sense and self correct
Predict what might happen		Retrieve information that may not be obvious	Ask and answer retrieval questions
Sequence and summarise events		Ask and answer retrieval questions	Make inferences based on what is said and done
Retrieve information that may not be obvious		Make inferences based on what is said and done	Predict what might happen
Explain the difference between fiction and non fiction		Predict what might happen	Sequence and summarise events
		Sequence and summarise events	Retrieve information that may not be obvious





Reading objectives(Literacy Shed/CLPE) Discuss the sequence of events	Explain the difference between fiction and non fiction	Explain the difference between fiction and non fiction
Predict events and endings		
Make inferences		
Writing objectives (All writing):	Writing objectives (All writing):	Writing objectives (All Writing):
Write for a range of purposes	Write for a range of purposes	Write for a range of purposes
Segment words into phonemes spelling many correctly	Segment words into phonemes spelling many	Segment words into phonemes spelling many
Use common exception words in writing	correctly	correctly
Form lower case letters of the correct size and	Use common exception words in writing	Use common exception words in writing
orientation	Form lower case letters of the correct size and	Form lower case letters of the correct size and
Continue to learn how to join letters	orientation	orientation
Write capital letters of the correct size and orientation	Continue to learn how to join letters	Use joined handwriting
Begin to show variation in sentence opening	Write capital letters of the correct size and	Write capital letters of the correct size and
Begin to select words for effect	orientation	orientation
Begin to use simple co-ordinating and subordinating	Show variation in sentence opening	Show variation in sentence opening
conjunctions	Begin to select words for effect	Begin to select words for effect
Use full stops, capital letter, explanation marks and	Begin to use simple co-ordinating and subordinating	Begin to use simple co-ordinating and subordinating
question marks	conjunctions	conjunctions
Proof read their writing and begin to edit work for	Use full stops, capital letter, explanation marks and	Use full stops, capital letter, explanation marks,
omissions, corrections and additions	question marks	question marks and apostrophes for contractions
	Proof read their writing and begin to edit work for	Proof read their writing and begin to edit work for
Jane Considine writing objectives: The Way Back Home:	omissions, corrections and additions	omissions, corrections and additions
 Orally compose a sentence before writing it 	Jane Considine writing objectives:	Jane Considine writing objectives:
Sequence sentences to compose short	Little Red Reading Hood:	Stardust:
narratives	Develop positive attitudes towards and	Develop positive attitudes towards and
Re read sentences to check they make sense	stamina for writing by writing narratives	stamina for writing by writing narratives
Read aloud their writing	 Plan by composing orally and writing down 	Plan by composing orally and writing down
Join clauses using and	ideas and key words before writing	ideas and key words before writing
 Use capital letters, full stops, question marks, 	 Write statement, exclamation, command, 	Write statement, exclamation, command,
exclamation marks and capitals for names	questions	questions
Use onomatopoeia	 Use expanded noun phrases 	 Use subordination and coordination





- Use repetition
- Collect and use banks of adjectives, verbs and adverbs
- Write questions
- Describe feelings
- Use similes
- Begin to write dialogue

George and the Dragon:

- 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

- 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
- Use a simile
- Use onomatopoeia
- Use rhyme

Big cats:

- 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 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
- Use a hyphen
- Use Show not tell
- Collect and use a bank of adjectives, verbs and adverbs
- Use onomatopoeia
- Use repetition

The Great Fire of London:

- 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





•	Write	dia	logue
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- Collect and use a range of adjectives, verbs and adverbs
- Use prepositions
- Use adverbial phrases

Man on the moon/How to make a peach treat:

- 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
- Recognise language, structure and layout of instructions
- Write rhetorical questions
- Use bullet points
- Use adjectives for precision
- Use adverbs to describe verbs

- 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

Spelling:

Collect information and make notes

- 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

If I were in charge of the world:

- 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

Spelling:

Spelling:

Working Together, Aiming High, Shining Brightly Let your light shine before others - Matthew 5:16



Use s and es to pluralise

George and the Dragon:



		C of E Primary
1 st half term:	Continue to spell with set 1,2 and 3 RWI sounds	Continue to spell with set 1,2 and 3 RWI sounds
Spelling of set 1,2 and 3 RWI sounds (Get spelling	selecting the correct version and learning rules	selecting the correct version and learning rules
programme)	Spelling year 2 common exception words exception	Spelling year 2 common exception words exception
Select the correct version of the sound and learn rules	words	words
Spelling year 2 common exception words		
	Jane Considine Spelling Programme:	Jane Considine spelling programme:
2 nd half term:	ee, ea, y, e, e-e, ey, ie	a making ar
Jane Considine Spelling programme:	igh, i-e, y, ie, i	le, el, al, il
ay, ai, a-e, a, eigh, aigh	dge, ge, j and g	c making s
dge,	sion and tion	ey
o making u e.g. brother	contractions	o making u
I making igh e.g. behind	le, el, al, il	prefixes – dis, un, re
le, al, le, il	a making o e.g. want	suffixes est, er, ing, ed, er, ness, less, ful
c making s e.g. cell	ar making or e.g. warm	Doubling the consonant before adding a suffix e.g.
ful, ment, ing, er	prefixes – un, dis, re	patted
y making ee e.g. happy	suffixes - ness, ful, ly, less, est, er, ed	Qu
Contractions	Compound words	Y making igh and ee
Swap y for an I e.g. copy-copied	Kn, gn and wr	Compound words
Y making igh e.g. cry	Doubling the consonant before adding a suffix e.g.	Homophones and near homophones
ey	patted	a making or
oor	c making s	ar making or
ve	Swap the y for an i	apostrophe for possession
tion	ar making er e.g. sugar	wr
a making ar e.g. half	oor	ea making ai e.g. break
kn words	plurals – s, es and ies	tion
apostrophe for possession	homophones	re making er
	wh	ar making er
Jane Considine Writing spelling objectives:	or making er e.g. word	swap the y for an i
The way back home:	apostrophe for possession	gn
The state of the s	1 .	1

Jane Considine Writing Spelling Objectives:

mb





Use the suffixes er, ness Use compound words Use an apostrophe for a contraction	Big Cats: Use suffixes er, est, ly	Jane Considine Writing Spelling Objectives: Stardust: Use suffixes er, est, ly The Great Fire of London: Use suffixes er, est, ly
Grammar:	Grammar:	Grammar:
Review noun, verb and adjective	Review Autumn term	Review all grammar from Autumn and Spring term
Adverbs		
Proper nouns		
Noun phrase Compound words		
Singular and plural		
Present tense and past tense		
Homophones		





Literacy – Long term Plan – Key stage 1 – Cycle 2

Year 1			
Autumn term		Spring term	Summer term
Yr1 – Read Write Inc programme – Pink Level	Literacy Shed Enrichment Cycle 1 –	Yr1 – Read Write Inc programme – orange Level Writing:	Yr1 – Read Write Inc programme – yellow level Writing: • Sentence construction
Writing: Lists Sentence construction Poetry Fact page Post card Poster	Alan's Big Scary Teeth Writing Focus: Narrative story writing	 Sentence construction Character description Poetry Retelling and sequencing Fact page 	 Character description Story writing Instructional writing Poetry Fact page
Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the co Read accurately by blending Read common exception wo Read words of more than on Read books aloud that are co knowledge Reread books to develop flue Link reading to own experien Discuss word meanings	sounds rds e syllable onsistent with their phonic ency and confidence nces	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound 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	Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the correct sound 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
Participate in discussions, taking turns and listening to what is said Retrieve key information from the text Explain what clearly what is happening		Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings	Check the sentence makes sense and begin to self correct Link reading to own experiences Discuss word meanings





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	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	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
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	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	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





Muito sincello pero populativo fosto	
Write simple non narrative facts	Re read what they have written
Write and retell stories beginning to sequence events	Write simple non narrative facts
	Write and retell stories beginning to sequence events
Spelling:	Spelling:
Spelling of set 2 and 3 RWI sounds	Spelling of 2 and 3 RWI sounds
Begin to use ing, ed, er, est, y, s and es	Begin to select correct version of the sound
Introduce vowels	Begin to use ing, ed, er, est, y, s and es
Spelling year 1 common exception words	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:	Grammar:
Begin to recognise nouns, verbs and adjectives	Begin to recognise nouns, verbs and adjectives
Begin to recognise singular and plural	Begin to recognise proper nouns
Begin to recognise a question	Begin to recognise singular and plural
	Begin to recognise compound words
	Begin to recognise a question
	Spelling: 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 Grammar: Begin to recognise nouns, verbs and adjectives Begin to recognise singular and plural





	Year 2			
Yr 2 Reading	Literacy Shed/ CLPE	Yr 2 Reading	Yr 2 Reading	
Read Write Inc – Blue	enrichment units	Read Write Inc – Blue/grey level	Read Write Inc – Grey Level	
Level				
	Alan's Big Scary Teeth		Year 2 Jane Considine Writing units	
Year 2 Jane Considine	Narrative Story	Year 2 Jane Considine Writing units		
Writing units			Stardust	
		Little Red Reading Hood	Narrative – Story	
The Way Back Home	Excitable Edgar	Narrative – Traditional Tale		
Narrative – science	Narrative story – film unit		The Great Fire of London	
fiction		Big Cats	Non- fiction – Diary	
	How to make a Peach	Non-chronological report		
George and the Dragon	Treat		If I were in charge of the world	
Narrative – Legend	Instructional writing		Poetry	
Reading Objectives (RWI)		Reading Objectives (RWI)	Reading Objectives (RWI)	
Continue to apply phonic knowledge		Continue to apply phonic knowledge	Continue to apply phonic knowledge	
Read words accurately by blending sounds taught		Read words accurately by blending sounds taught	Read words accurately by blending sounds taught	
Read words of 2 or more sy	yllables	Read words of 2 or more syllables	Read words of 2 or more syllables	
Read words containing cor	nmon suffixes	Read words containing common suffixes	Read words containing common suffixes	
Begin to read further comr	non exception words and	Begin to read further common exception words and	Begin to read further common exception words and	
recognise grotty grapheme	25	recognise grotty graphemes	recognise grotty graphemes	
Read aloud books closely matched to the children's		Read aloud books closely matched to the children's	Read aloud books closely matched to the children's	
improving phonic knowledge		improving phonic knowledge	improving phonic knowledge	
Re-read books to build up fluency		Re-read books to build up fluency	Re-read books to build up fluency	
Become confident with retelling a wide range of		Read most words quickly and accurately	Read most words quickly and accurately	
stories		Become confident with retelling a wide range of	Become confident with retelling a wide range of	
Be introduced to non-fiction texts structured in		stories	stories	
different ways		Be introduced to non fiction texts structured in	Be introduced to non fiction texts structured in	
Discuss and clarify the meanings of words		different ways	different ways	





	B: 1 1 16 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1	S: 1.1.1C.11 : C.1
Refer back to the text for evidence	Discuss and clarify the meanings of words	Discuss and clarify the meanings of words
Check the text makes sense and self correct	Refer back to the text for evidence	Refer back to the text for evidence
Ask and answer retrieval questions	Check the text makes sense and self correct	Check the text makes sense and self correct
Make inferences based on what is said and done	Retrieve information that may not be obvious	Ask and answer retrieval questions
Predict what might happen	Ask and answer retrieval questions	Make inferences based on what is said and done
Sequence and summarise events	Make inferences based on what is said and done	Predict what might happen
Retrieve information that may not be obvious	Predict what might happen	Sequence and summarise events
Explain the difference between fiction and non fiction	Sequence and summarise events	Retrieve information that may not be obvious
	Explain the difference between fiction and non fiction	Explain the difference between fiction and non fiction
Reading objectives(Literacy Shed/CLPE)		
Discuss the sequence of events		
Identify how characters/ settings are created using		
imagery		
Demonstrate empathy with characters		
Predict events and endings		
Make inferences		
Writing objectives (All writing):	Writing objectives (All writing):	Writing objectives (All Writing):
Write for a range of purposes	Write for a range of purposes	Write for a range of purposes
Segment words into phonemes spelling many	Segment words into phonemes spelling many	Segment words into phonemes spelling many
correctly	correctly	correctly
Use common exception words in writing	Use common exception words in writing	Use common exception words in writing
Form lower case letters of the correct size and	Form lower case letters of the correct size and	Form lower case letters of the correct size and
orientation	orientation	orientation
Continue to learn how to join letters	Continue to learn how to join letters	Use joined handwriting
Write capital letters of the correct size and orientation	Write capital letters of the correct size and orientation	Write capital letters of the correct size and orientation
Begin to show variation in sentence opening	Show variation in sentence opening	Show variation in sentence opening
Begin to select words for effect	Begin to select words for effect	Begin to select words for effect
Begin to use simple co-ordinating and subordinating	Begin to use simple co-ordinating and subordinating	Begin to use simple co-ordinating and subordinating
conjunctions	conjunctions	conjunctions
Use full stops, capital letter, explanation marks and	Use full stops, capital letter, explanation marks and	Use full stops, capital letter, explanation marks,
question marks	question marks	question marks and apostrophes for contractions





Proof read their writing and begin to edit work for omissions, corrections and additions

Jane Considine writing objectives:

The Way Back Home:

- 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

Proof read their writing and begin to edit work for omissions, corrections and additions

Jane Considine writing objectives: Little Red Reading Hood:

- 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
- Use a simile
- Use onomatopoeia
- Use rhyme

Big cats:

Proof read their writing and begin to edit work for omissions, corrections and additions

Jane Considine writing objectives: Stardust:

- 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
- Use a hyphen
- Use Show not tell
- Collect and use a bank of adjectives, verbs and adverbs
- Use onomatopoeia
- Use repetition

The Great Fire of London:

George and the Dragon:

 Develop positive attitudes towards and stamina for writing by writing narratives

> Working Together, Aiming High, Shining Brightly Let your light shine before others - Matthew 5:16





- 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

How to make a Peach Treat:

- 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

- 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

- 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

If I were in charge of the world:

 Develop positive attitudes towards and stamina for writing by writing poetry.





 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 		 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
Spelling:	Spelling:	Spelling:
1 st half term:	Continue to spell with set 1,2 and 3 RWI sounds	Continue to spell with set 1,2 and 3 RWI sounds
Spelling of set 1,2 and 3 RWI sounds (Get spelling	selecting the correct version and learning rules	selecting the correct version and learning rules
programme)	Spelling year 2 common exception words exception	Spelling year 2 common exception words exception
Select the correct version of the sound and learn rules	words	words
Spelling year 2 common exception words		
	Jane Considine Spelling Programme:	Jane Considine spelling programme:
2 nd half term:	ee, ea, y, e, e-e, ey, ie	a making ar
Jane Considine Spelling programme:	igh, i-e, y, ie, i	le, el, al, il
ay, ai, a-e, a, eigh, aigh	dge, ge, j and g	c making s
dge,	sion and tion	ey
o making u e.g. brother	contractions	o making u
I making igh e.g. behind	le, el, al, il	prefixes – dis, un, re
le, al, le, il	a making o e.g. want	suffixes est, er, ing, ed, er, ness, less, ful
c making s e.g. cell	ar making or e.g. warm	Doubling the consonant before adding a suffix e.g.
ful, ment, ing, er	prefixes – un, dis, re	patted
y making ee e.g. happy	suffixes - ness, ful, ly, less, est, er, ed	Qu
Contractions	Compound words	Y making igh and ee
Swap y for an I e.g. copy-copied	Kn, gn and wr	Compound words
Y making igh e.g. cry		Homophones and near homophones





	-	·
ey	Doubling the consonant before adding a suffix e.g.	a making or
oor	patted	ar making or
ve	c making s	apostrophe for possession
tion	Swap the y for an i	wr
a making ar e.g. half	ar making er e.g. sugar	ea making ai e.g. break
kn words	oor	tion
apostrophe for possession	plurals – s, es and ies	re making er
	homophones	ar making er
Jane Considine Writing spelling objectives:	wh	swap the y for an i
The way back home:	or making er e.g. word	gn
Use s and es to pluralise	apostrophe for possession	
	mb	
George and the Dragon:		
Use the suffixes er, ness	Jane Considine Writing Spelling Objectives:	
Use compound words	Big Cats:	Jane Considine Writing Spelling Objectives:
Use an apostrophe for a contraction	Use suffixes er, est, ly	Stardust:
		Use suffixes er, est, ly
		The Great Fire of London:
		Use suffixes er, est, ly
Grammar:	Grammar:	Grammar:
Review noun, verb and adjective	Review Autumn term	Review all grammar from Autumn and Spring term
Adverbs		
Proper nouns		
Noun phrase		
Compound words		
Singular and plural		
Present tense and past tense		
Homophones		



