		Year 1	
Autumn term		Spring term	Summer term
Yr1 – Read Write Inc programme – Pink Level Writing:	Literacy Shed Enrichment unit Man on the Moon	Yr1 – Read Write Inc programme – orange Level Writing: • Sentence construction	Yr1 – Read Write Inc programme – yellow level Writing: Sentence construction Character description
 Lists Sentence construction Poetry Fact page Post card Poster 	Writing Focus: Instructional writing	 Character description Poetry Retelling and sequencing Fact page 	 Story writing Instructional writing Poetry Fact page
Reading objectives: (RWI) Apply phonic knowledge Respond speedily with the co Read accurately by blending s Read common exception wor Read words of more than one Read books aloud that are co knowledge Reread books to develop flue Link reading to own experien Discuss word meanings Participate in discussions, tak is said Retrieve key information fror Explain what clearly what is h Reading objectives: (CLPE) Listen to and discuss a wide r reading level Become very familiar with ke Make inferences Predict events and endings Sequence events and retell	sounds ds e syllable nsistent with their phonic ncy and confidence ces ing turns and listening to what n the text appening ange of stories beyond their	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 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 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	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 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

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 writing	Begin to use set 3 sounds in spelling	Spell many common exception words correctly in writing
Sit correctly, hold a pencil correctly	Begin to spell common exception words correctly in 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
while and reten stories beginning to sequence events	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
	white and recensiones beginning to sequence events	Write and retell stories beginning to sequence events
		while and reten stories beginning to sequence events
Spelling:	Spelling:	Spelling:
Spelling of set 1 and 2 RWI sounds	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 suffixes	Introduce vowels	Begin to use ing, ed, er, est, y, s and es
Spelling year 1 common exception 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 and 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	Literacy Shed/ CLPE/RWI	<u>Yr 2 Reading</u>	Yr 2 Reading
Read Write Inc – Blue Level	enrichment units	Read Write Inc – Blue/grey level	Read Write Inc – Grey Level
Year 2 Jane Considine	Man on the Moon		Year 2 Jane Considine Writing units
Writing units	Instructional writing	Year 2 Jane Considine Writing units	
			Stardust
The Way Back Home		Little Red Reading Hood	Narrative – Story
Narrative – science fiction	Excitable Edgar	Narrative – Traditional Tale	
	Narrative story		The Great Fire of London
George and the Dragon		Big Cats	Non- fiction – Diary
Narrative – Legend		Non-chronological report	
	How to make a Peach Treat		If I were in charge of the world
	Instructional Writing		Poetry
Reading Objectives (RWI)		Reading Objectives (RWI)	Reading Objectives (RWI)
Continue to apply phonic know	wledge	Continue to apply phonic knowledge	Continue to apply phonic knowledge
Read words accurately by bler	nding sounds taught	Read words accurately by blending sounds taught	Read words accurately by blending sounds taught
Read words of 2 or more syllal		Read words of 2 or more syllables	Read words of 2 or more syllables
Read words containing commo		Read words containing common suffixes	Read words containing common suffixes
Begin to read further common 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 different		Become confident with retelling a wide range of stories	Become confident with retelling a wide range of stories
ways		Be introduced to non fiction texts structured in different	Be introduced to non fiction texts structured in different
Discuss and clarify the meanings of words		ways	ways
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 ques		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	atc.	Ask and answer retrieval questions	Make inferences based on what is said and done
Sequence and summarise even Retrieve information that may		Make inferences based on what is said and done Predict what might happen	Predict what might happen Sequence and summarise events
Explain the difference betwee		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			
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 correctly	Segment words into phonemes spelling many 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 orientation	Form lower case letters of the correct size and orientation	Form lower case letters of the correct size and 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 question	Use full stops, capital letter, explanation marks, question
question marks	marks	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	Proof read their writing and begin to edit work for
omissions, corrections and additions	omissions, corrections and additions	omissions, corrections and additions
	,	,
Jane Considine writing objectives:	Jane Considine writing objectives:	Jane Considine writing objectives:
The Way Back Home:	Little Red Reading Hood:	Stardust:
Orally compose a sentence before writing it	• Develop positive attitudes towards and stamina for	• Develop positive attitudes towards and stamina for
 Sequence sentences to compose short narratives 	writing by writing narratives	writing by writing narratives
 Re read sentences to check they make sense 	 Plan by composing orally and writing down ideas 	 Plan by composing orally and writing down ideas
 Read aloud their writing 	and key words before writing	and key words before writing
-	 Write statement, exclamation, command, 	
Join clauses using and		
Use capital letters, full stops, question marks,	questions	questions
exclamation marks and capitals for names	Use expanded noun phrases	Use subordination and coordination
Use onomatopoeia	 Use past and present tense consistently through a through a structure. 	Use expanded noun phrases
Use repetition	throughout writing	Use past and present tense consistently
 Collect and use banks of adjectives, verbs and 	Use capital letters, full stops, question marks and	throughout writing
adverbs	exclamation marks	 Use capital letters, full stops, question marks and
Write questions	Make simple additions, revisions and corrections to	exclamation marks
Describe feelings	their own writing	 Use apostrophes for contractions and possession
Use similes	 Use apostrophes for contractions and possession 	Use commas in a list
Begin to write dialogue	Use commas in a list	 Make simple additions, revisions and corrections to
	Use repetition	their own writing
	Write dialogue	Use alliteration
	Use alliteration	• Use a hyphen
	Write complex sentences	Use Show not tell
George and the Dragon:	Use personification	• Collect and use a bank of adjectives, verbs and
• Develop positive attitudes towards and stamina for	• Use a simile	adverbs
writing by writing narratives	Use onomatopoeia	Use onomatopoeia
 Plan by composing orally and writing down ideas 	Use rhyme	Use repetition
and key words before writing	- Ose myme	oscrepetition

Write statement, exclamation, command,	Big cats:	The Great Fire of London:
 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 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 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 	 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 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 commatopoeia 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 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 personification 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 bullet points		 Introduce the poetry shape Use apostrophes for contractions
Use adjectives for precision		Write noun phrases
Use adverbs to describe verbs		Use repetitionUse senses

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

		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 s Read common exception wor Read words of more than one Read books aloud that are co knowledge Reread books to develop flue Link reading to own experient Discuss word meanings Participate in discussions, tak is said Retrieve key information from Explain what clearly what is h Reading objectives: Listen to and discuss a wide r reading level Become very familiar with key Make inferences Predict events and retell Discuss title and events	sounds ds e syllable nsistent with their phonic ncy and confidence ces ing turns and listening to what n the text appening ange of stories beyond their	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 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	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 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

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 and 2 sounds in writing
Begin to spell common exception words correctly in writing	Begin to use set 3 sounds in spelling	Begin to use set 3 sounds in spelling
Sit correctly, hold a pencil correctly	Begin to spell common exception words correctly in writing	Spell many common exception words correctly in writing
Begin to form lower case letters correctly	Form lower case letters correctly	Form lower case letters correctly
Leave spaces between words	Form ascenders and descenders correctly	Form ascenders and descenders correctly
Form capital letters	Leave spaces between words	Leave spaces between words
Compose a sentence orally	Form capital letters	Form capital 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
		Write and retell stories beginning to sequence events
Spelling:	Spelling:	Spelling:
Spelling of set 1 and 2 RWI sounds	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 suffixes	Introduce vowels	Begin to use ing, ed, er, est, y, s and es
Spelling year 1 common exception 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 and 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	Begin to recognise singular and plural
		Begin to recognise compound words
		Begin to recognise a question

		Year 2	
Yr 2 Reading	Literacy Shed/ CLPE	Yr 2 Reading	Yr 2 Reading
Read Write Inc – Blue Level	enrichment units	Read Write Inc – Blue/grey level	Read Write Inc – Grey Level
Year 2 Jane Considine	Alan's Big Scary Teeth		Year 2 Jane Considine Writing units
Writing units	Narrative Story	Year 2 Jane Considine Writing units	
			Stardust
The Way Back Home		Little Red Reading Hood	Narrative – Story
Narrative – science fiction	Excitable Edgar	Narrative – Traditional Tale	
	Narrative story – film unit		The Great Fire of London
George and the Dragon		Big Cats	Non- fiction – Diary
Narrative – Legend	How to make a Peach Treat	Non-chronological report	
	Instructional writing		If I were in charge of the world
			Poetry
Reading Objectives (RWI)		Reading Objectives (RWI)	Reading Objectives (RWI)
Continue to apply phonic know	-	Continue to apply phonic knowledge	Continue to apply phonic knowledge
Read words accurately by bler		Read words accurately by blending sounds taught	Read words accurately by blending sounds taught
Read words of 2 or more sylla		Read words of 2 or more syllables	Read words of 2 or more syllables
Read words containing commo		Read words containing common suffixes	Read words containing common suffixes
Begin to read further commor recognise grotty graphemes	rexception words and	Begin to read further common exception words and recognise grotty graphemes	Begin to read further common exception words and recognise grotty graphemes
	ched to the children's	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 flue	ancv.	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 to		Become confident with retelling a wide range of stories	Become confident with retelling a wide range of stories
ways		Be introduced to non fiction texts structured in different	Be introduced to non fiction texts structured in different
Discuss and clarify the meaning	ngs of words	ways	ways
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 eve	nts	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 betwee	n fiction and non fiction	Sequence and summarise events	Retrieve information that may not be obvious
Reading objectives(Literacy Sh	ned/CLPE)	Explain the difference between fiction and non fiction	Explain the difference between fiction and non fiction
Discuss the sequence of events			
Identify how characters/ settings are created using imagery			
Demonstrate empathy with characters			
Predict events and endings			

Make inferences		
Make inferences 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 select words for effect Begin to use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks and 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 • Re ad aloud their writing • Join clauses using and • Use conmatopoeia • Use onomatopoeia • Use repetition • Collect and use banks of adjectives, verbs and adverbs • Write questions • Describe feelings • Use similes • Begin to write dialogue	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 use simple co-ordinating and subordinating conjunctions Use full stops, capital letter, explanation marks and question 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 capital letters, full stops, question marks and exclamation marks • Use capital letters, full stops, question marks and exclamation marks • Use apostrophes for contractions and possession • Use apostrophes for contractions and possession • Use apostrophes for contractions and possession <td>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 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 subordination and coordination • Use expanded noun phrases • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Use alliteration • Use a</td>	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 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 subordination and coordination • Use expanded noun phrases • Use commas in a list • Make simple additions, revisions and corrections to their own writing • Use alliteration • Use a

 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 expanded noun phrases	 Develop positive attitudes towards and stamina for writing by writing about real events and stamina for writing by writing about real events 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 Write statement, exclamation, command, questions Use explanded noun phrases Use past and present tense consistently throughout writing Use capital letters, full stops, question marks and exclamation marks Use apation marks Use repetition Use explatal effects, full stops, question marks and exclamation marks Use apatient performation Use apatient performance Use prepositions Use apatient performance Use prepositions Use apatient performance Use apatient performance Use apatient performance Use approximation and corrections to their own writing Use approximation and corrections to their own writing Use approximation approximation		T	T
 Recognise language, structure and layout of instructions Write noun phrases 		 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 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 Use adverbial phrases 	 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 Collect and use a bank of adjectives and adverbs Use homophones Write dialogue 	 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 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 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 commas in a list

Spelling of set 1,2 and 3 RWI sounds (Get spelling programme)the correct version and learning rulesthe correct version and learning rulesSpelling year 2 common exception wordsJane Considine Spelling Programme: ee, ea, y, ie, iJane Considine Spelling programme: a making arJane Considine Spelling Programme: ee, ea, y, ie, iJane Considine Spelling programme: a making ar2 rd half term: jane Considine Spelling programme: ay, ai, ae, a, eigh, aigh o making u e.g. brother li, e, il, e, il contractionsJane Considine Spelling Programme: ee, ea, y, ie, iJane Considine Spelling Programme: a making ar ee, ea, y, ie, i1ge, e, e, y, ie, i dge, e, ed, id o making u e.g. brother li, e, il, e, il contractionso making u ee, ex, ex, ie o making u e.g. brother li, e, il, e, il a making or e.g. warn suffixes e.g. er, ing, ed, er, ness, less, ful y making ee e.g. happy Compound wordsDoubling the consonant before adding a suffix e.g. a making or e.g. warm contractionsSwap to ran Leg. copy-copiedDoubling the consonant before adding a suffix e.g. patted to making gi e.g. cry eyCompound words contractionsCompound words contractionsSwap to ran Leg. copy-copiedDoubling the consonant before adding a suffix e.g. patted to making ar e.g. spand is a postrophe for possession a making ar e.g. half th wordswroor tionar making er e.g. sugarwroor tionger considine writing Spelling Objectives: Big Cats: Use stand es to pluraliseswap the y for an i apostrophe for possession and making er e.g. word apostrophe for possessionJane Considine Writing Spelling	djectives for precision		
i*hafterm:Continue to spell with set 1,2 and 3 RWI sounds selectingContinue to spell with set 1,2 and 3 RWI sounds selectingSpelling of set 1,2 and 3 RWI sounds (Get spellingSpelling ver 2 common exception wordsthe correct version and learning rulesSpelling year 2 common exception wordsSpelling year 2 common exception words exceptionthe correct version and learning rulesSpelling year 2 common exception wordsJane Considine Spelling Programme:Jane Considine Spelling Programme:2rd half term:igh, ie, y, ie, icmaking ar1 and considine Spelling programme:dege, g, j and gcmaking aray, ai, ae, a, eigh, aighsion and tioneyo making u e.g. brotherle, el, al, ilmaking or e.g. wartli making igh e.g. behinda making or e.g. warmboubling the consonant before adding a suffix e.g.o making e.g. cellsuffixes - un, dis, reQuy making e.e.g. cellsuffixes - un, dis, reQuy making e.e.g. copy-copiedboubling the consonant before adding a suffix e.g. othera making or e.g. sugarordsuffixes - un, dis, rea making orarmaking or e.g. sugarordcmaking is e.g. copy-copiedboubling the consonant before adding a suffix e.g. pathedordsuffixes - un, dis, rea making orordarmaking er e.g. sugarwrordarmaking	dverbs to describe verbs		
Speling of set 1,2 and 3 RWI sounds (Get speling the correct version and learning rules the correct version and learning rules Speling year 2 common exception words Speling year 2 common exception words exception words exception words exception Speling year 2 common exception words exception words exception Speling year 2 common exception words Jane Considine Speling Programme: Jane Considine Speling Programme: Jane Considine Speling Programme: 2 rd half term: igh, ie, y, ie, i ie, el, a, i, el, e, a, ii, ii ia making ar 3 and e, dig, aigh Gge, ge, j, and g cmaking se omaking u 3 and e, dig, aigh contractions omaking u omaking u 0 making u e.g. brother ie, el, al, ii ie, el, al, ii iii ie, al, ie, ii ar making or e.g. warn Suffixes er, er, ing, ed, er, ness, less, ful ie, al, ie, ii ar making or e.g. warn Doubling the consonant before adding a suffixe e.g. ful, ment, ing, er Suffixes - ness, ful, ly, less, est, er, ed W speling ward Compound words Compound words contractions Kn, gn and wr Homophones and near homophones swap thor an i e.g. copy-copied Doubling the	ç	Spelling:	Spelling:
programme) Seleting vera 2 common exception wordsSpelling vera 2 common exception wordsSpelling vera 2 common exception words exception seleting vera 2 common exception wordsSpelling vera 2 common exception words exception seleting vera 2 common exception wordsSpelling vera 2 common exception words exception anaking ar amaking ar a making ar a making ar a making ar a making ar a, ai, a, e, a, eigh, aigh de, e, a, y, e, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, y, ie, i de, e, e, a, i, e, e, e, e, y, ie, i de, e, e, a, i, i de, e, e, a, i, e, e, e, e, y, ie, i de, e, e, a, i, e, e, e, e, y, ie, i de, e, e, a, i, i de, e, e, a, i, e, e, e, e, y, ie, i de, e, e, a, i, e, e, e, e, y, ie, i de, e, e, a, i, e,	(Continue to spell with set 1,2 and 3 RWI sounds selecting	Continue to spell with set 1,2 and 3 RWI sounds selecting
Select the correct version of the sound and learn rules Jane Considine Spelling Programme: Jane Considine Spelling Programme: 2rd half term: igh, i-e, y, ie, i igh, i-e, y, ie, i ie, el, al, ii Jane Considine Spelling programme: dge, ge, j and g c making ar y, al, a-e, a, eigh, aigh sion and tion ey ey dge, contractions o making u prefixes - dis, un, re I making igh e.g. behind a making or e.g. want suffixes est, er, ing, ed, er, ness, less, ful le, al, le, li ar making or e.g. want suffixes est, er, ing, ed, er, ness, less, ful le, al, le, li ar making or e.g. warm Doubling the consonant before adding a suffix e.g. ful, ment, ing, er suffixes - ness, ful, ly, less, est, er, ed Qu y making ee e.g. happy Compound words Compound words Contractions Kn, gn and wr a making or a making or Swap for an I e.g. copy-copied Doubling the consonant before adding a suffix e.g. patta ar making ar e.g. sugar wr oor ar making ar e.g. sugar wr ar making ar e.g. sugar mr oor or making ar e.g. sugar wr ar making or	1,2 and 3 RWI sounds (Get spelling t	the correct version and learning rules	the correct version and learning rules
Spelling year 2 common exception words Jane Considine Spelling Programme: a making ar 2 nd half term: igh, ie, y, ie, i a making ar Jane Considine Spelling programme: deg, eg, i and g c making s ay, al, a-e, a, eigh, aigh solo and tion ey deg, contactions o making u ey o making u eg, brother le, el, al, il prefixes – dis, un, re l making igh e.g. behind a making or e.g. warm builting the excess, leas, edil, and ea l making se g, edil ar making or e.g. warm Qu ful, ment, ing, er suffixes – un, dis, re Qu ful, ment, ing, er suffixes – un, dis, re Qu v making e e.g. happy Compound words Compound words Contractions Kn, gn and wr Homophones and near homophones swap v for an 1.e.g. copy-copied Doubling the consonant before adding a suffix e.g. patted apostrophe for possession or ar making ar e.g. suffixe swap the y for an i apostrophe for possession ve or or making er e.g. sugar wr ve or or making er e.g. word armaking er a making ar e.g. half homophones re making ar kwords or making er e.g. sugar wr	ç	Spelling year 2 common exception words exception words	Spelling year 2 common exception words exception words
ee, ea, y, e, e-e, ey, iea making ar2md half term:igh, ie, y, ie, iie, el, al, ilJane Considine Spelling programme:dge, ge, j and gcmaking say, al, a-e, a, eigh, aighsion and tioneydge,contractionso making uo making ue, a, brotherie, el, al, ilprefixes – dis, un, reI making igh e.g. behinda making or e.g. warmbubling the consonant before adding a suffixe e.g.c making se, g. cellar making or e.g. warmQuful, ment, ing, ersuffixes - mes, ful, ly, less, est, er, edY making gh and eev making ee e.g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap to for a l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. pathvc making ar e.g. sugara making or e.g. warmoora making or e.g. warma making or e.g. warmY making ig he.g. copy-copiedDoubling the consonant before adding a suffix e.g. pathY making ig he.g. cryc making ar e.g. sugara making orY making ar e.g. hapfc making er e.g. sugara making oroorar making or e.g. sugarif onora making er e.g. sugarif onora making er e.g. worda making er e.g. wardapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessiong.g. arc considine Writing Spelling Obj	ect version of the sound and learn rules		
ee, ea, y, e, e-e, ey, iea making ar2m half term:igh, ie, y, ie, iie, el, al, ilJane Considine Spelling programme:dge, ge, j and gc making say, al, a-e, a, eigh, aighsion and tioneydge,contractionso making uo making u e.g. bortherie, el, al, ilprefixes – dis, un, reI making jeh e.g. behinda making or e.g. warmbubling the consonant before adding a suffixe e.g.c making se.g. cellar making or e.g. warmQuful, ment, ing, ersuffixes - ens, ful, ly, less, est, er, edY making gh and eey making ee e.g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap tor an le.g. copy-copiedDoubling the consonant before adding a suffix e.g. patha making or e.g. making or e.g. warmoora making or e.g. sugarware e.g. happya making or e.g. warmoorc making se e.g. happyc making se g. est, ful, ly, less, est, er, eda making or e.g.Y making ig he.g. cryCompound wordsa making orY making ig he.g. cryc making se e.g. happya making oroora raking ora making ory making ee e.g. happyc making se e.g. sugarwroora raking er e.g. sugarwrveora raking er e.g. sugarin a making era making ar e.g. halfhomophonesin a making erkn wordswra raking er e.g. wordsava the y for an ia postrophe for possess	common exception words	Jane Considine Spelling Programme:	Jane Considine spelling programme:
Jane Considine Spelling programme:deg, g, j ad gc making say, ai, a-e, a, eigh, aighsion and tioneydge,contractionsomaking uo making u e.g. brotherle, el, al, ilprefixes - dis, un, reI making igh e.g. behinda making o e.g. wantsuffixes est, er, ing, ed, er, ness, less, fulle, al, lia making or e.g. warmDoubling the consonant before adding a suffix e.g.cmaking s e.g. cellprefixes - un, dis, reQuful, ment, ing, ersuffixes - ness, ful, ly, less, est, er, edY making igh and eecontractionsKn, gn and wrHomophones and near homophonesSwap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making ororc making sar making er e.g. sugarwreySwap the y for an ia postrophe for possessiona making oroora making ar e.g. shalfhomophonesre making er e.g. sugarwrveooror making er e.g. worda making er e.g. worda making era postrophe for possessionwhar making erar making era postrophe for possessionwhar making erar making era postrophe for possessionmmar making erar making era postrophe for possessiongr <t< td=""><td>e</td><td>ee, ea, y, e, e-e, ey, ie</td><td></td></t<>	e	ee, ea, y, e, e-e, ey, ie	
ay, ai, a-e, a, eigh, aighsion and tioneydge,contractionso making uo making u e.g. brotherle, el, al, ilprefixes - dis, un, reI making igh e.g. behinda making or e.g. wartsuffixes est, er, ing, ed, er, ness, less, fulle, al, le, liar making or e.g. warmDoubling the consonant before adding a suffix e.g.cmaking s e.g. cellprefixes - un, dis, reQuful, ment, ing, ersuffixes - ness, ful, ly, less, est, er, edQuful, ment, ing, erCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making ororc making sar making er e.g. sugarar making oreyorar making er e.g. sugarwrveorar making er e.g. sugarwrveorar making er e.g. wordasotrophe for possessionund sing ar e.g. halfhomophonesmaking er e.g. wordswap they for an iapostrophe for possessionor making er e.g. wordswap they for an iapostrophe for possessionor making er e.g. wordswap they for an iapostrophe for possessionapostrophe for possessiongnfilthomophonesapostrophe for possessiongnapostrophe for possessionapostrophe for possessiongnlane Considine Writing spelling objectives:Big Cats:Swap they for an ilane Considine Writing Spelling Objectives	i	igh, i-e, y, ie, i	le, el, al, il
ay, ai, a-e, a, eigh, aighsion and tioneydge,contractionso making uo making u e.g. brotherle, el, al, ilprefixes - dis, un, reI making igh e.g. behinda making or e.g. wartsuffixes ext, er, ing, ed, er, ness, less, fulle, al, le, iiar making or e.g. warmDoubling the consonant before adding a suffix e.g.cmaking s e.g. cellprefixes - un, dis, reQuful, ment, ing, ersuffixes - ness, ful, ly, less, est, er, edQuful, ment, ing, ercompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making oreycmaking sar making er e.g. sugarar making oreycmaking ar e.g. shaftwrwrveoora making er e.g. sugarwrveoora making er e.g. wordas ting era making ar e.g. halfhomophoneswhar making erhowophone for possessionor making er e.g. wordswap trey for an iapostrophe for possessionor making er e.g. wordswap trey for an iapostrophe for possessionapostrophe for possessiongnjanconsidine Writing spelling objectives:apostrophe for possessiongnjacconsidine Writing spelling objectives:Big Cats:swap trey for an ijacconsidine Writing Spelling Objectives:Big Cats:Jane Considine Writing Spelling Objectives:big Cats:Use suff	e Spelling programme:	dge, ge, j and g	c making s
dge,contractionso making uo making u e.g. brotherle, el, al, ilprefixes – dis, un, rel making o e.g. brothera making o e.g. wantsuffixes est, er, ing, ed, er, ness, less, fulle, al, le, ilar making or e.g. warmDoubling the consonant before adding a suffix e.g.c making s e.g. cellprefixes – un, dis, reQuful, ment, ing, erSuffixes ness, ful, ly, less, est, er, edYmaking igh and eec making s e.g. cellcompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making ory making eh, e.g. cryGwapte de g. sugara making or e.g. sugara making areeySwap the y for an ia postrophe for possessionar making eroorar making er e.g. sugarwrwrveoorea making er e.g. sugartiona making are e.g. halfhomophonesar making erar making erkn wordsor making er e.g. wordar making erar making era postrophe for possessionor making er e.g. wordsaya the y for an iapostrophe for possessionmaking er e.g. wordsaya the y for an iapostrophe for possessionmaking er e.g. wordsaya the y for an iapostrophe for possessionmaking ersaya the y for an iapostrophe for possessionmaking ersaya the y for an iapostrophe for possessionmaking ersardusti <td></td> <td>sion and tion</td> <td>ey</td>		sion and tion	ey
o making ue.g. brotherle, el, al, ilprefixes – dis, un, reI making igh e.g. behinda making o.g. wantsuffixes est, er, ing, ed, er, ness, less, fulle, al, le, ilar making or e.g. warmDoubling the consonant before adding a suffix e.g.c making s e.g. cellprefixes – un, dis, reQuful, ment, ing, erSuffixes - ness, ful, ly, less, est, er, edY making igh and eey making ee e.g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l.e.g. copy-copiedDoubling the consonant before adding a suffix e.g. pattera making ory making igh e.g. cryc making sar making era making oreySwap the y for an iapostrophe for possessionapostrophe for possessionoorar making er e.g. sugarwrveoorea making er e.g. sugarwrkn wordsynaking er e.g. wordar making eramaking erapostrophe for possessionor making er e.g. wordar making erar making era postrophe for possessionor making er e.g. wordar making erar making era postrophe for possessionor making er e.g. wordgngna postrophe for possessionor making er e.g. wordswap the y for an igna postrophe for possessiongngnfild for fold fold fold fold fold fold fold fold		contractions	
I making je e, behinda making o e, g. wantsuffixes est, er, ing, ed, er, ness, less, fulle, al, le, ilar making or e, g. warmDoubling the consonant before adding a suffix e, gc making s e, g. cellprefixes – un, dis, reQuful, ment, ing, erSuffixes - ness, ful, ly, less, est, er, edQuy making ge e, g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an le, g. copy-copiedDoubling the consonant before adding a suffix e, g. patterY making gip e, g. copy-copiedCompound wordsar making orY making ig he, g. copy-copiedSwap to for an ia making oroorar making er e, g. sugarar making are e, g. bapterY weoore amaking are e, g. baffoorar making are e, g. bafftiontionplurals – s, es and iestiona apostrophe for possessionor making er e, g. wordar making era postrophe for possessionor making er e, g. wordswap to for an iapostrophe for possessionor making er e, g. wordswap to for an iapostrophe for possessionmaking er e, g. wordswap to for an iapostrophe for possessiongnswap to for an iapostrophe for possessiongnswap to for an iapostrophe for possessiongnswap te for an iapostrophe for possessiongnswap te for an iapostrophe for possessiongnswap te for an iapostrophe for possessiongn<	. brother	le, el, al, il	-
le, al, le, ilar making or e.g. warmDoubling the consonant before adding a suffix e.g. Quc making s e.g. cellprefixes - un, dis, reQuful, ment, ing, erSuffixes - ness, ful, ly, less, est, er, edY making igh and eeful, ment, ing, erSuffixes - ness, ful, ly, less, est, er, edY making igh and eecompound wordsCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making orY making igh e.g. cryc making sar making oreySwap the y for an iapostrophe for possessionoorar making ar e.g. halfwrkn wordsortiona making ar e.g. halfhomophonesar making erkn wordsormaking er e.g. wordar making erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionar making er e.g. wordar making erapostrophe for possessionmotion possessiongnJane Considine Writing spelling objectives:Jane Considine Writing Spelling Objectives:gnBig Cats:Use suffixes er, est, lyJane Considine Writing Spelling Objectives:Use tu fixes er, nessUse suffixes er, est, lyJane Considine Writing Spelling Objectives:			
c making s e.g. cellprefixes – un, dis, reQuful, ment, ing, ersuffixes - ness, ful, ly, less, est, er, edY making igh and eey making ee e.g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making orY making igh e.g. cryc making sa rmaking oreySwap the y for an iapostrophe for possessionoorar making er e.g. sugarwrveoorea making ai e.g. breaktionplurals – s, es and iestona making ar e.g. halfhomophonesarmaking erkn wordsor making er e.g. wordapostrophe for possessionapostrophe for possessionor making er e.g. wordarmaking erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordapostrophe for possessionJane Considine Writing spelling objectives:mbgnUse s and es to pluraliseJane Considine Writing Spelling Objectives:gnBig Cats:Use suffixes er, est, lyJane Considine Writing Spelling Objectives:Use the suffixes er, nessUse suffixes er, est, lyJane Considine Writing Spelling Objectives:			Doubling the consonant before adding a suffix e.g. patted
ful, ment, ing, ersuffixes - ness, ful, ly, less, est, er, edY making igh and eey making ee e.g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an I e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making orY making igh e.g. cryc making sa making oreySwap the y for an iapostrophe for possessionar making a e.g. barphe for possessionoorar making er e.g. sugarwrveoore amaking ai e.g. breaktiona making ar e.g. halfhomophonesre making erkn wordswhar making era sugtrophe for possessiona postrophe for possessionor making er e.g. wordar making era postrophe for possessionor or anaking er e.g. wordar making era postrophe for possessionor making er e.g. wordswap the y for an ia postrophe for possessionor making er e.g. wordswap the y for an ia postrophe for possessionor making er e.g. wordswap the y for an ia postrophe for possessiongostrophe for possessiongnJane Considine Writing spelling objectives:gnswap the y for an iBig Cats:Jane Considine Writing Spelling Objectives:Jane Considine Writing Spelling Objectives:Big Cats:Use suffixes er, nessJane Considine Writing Spelling Objectives:Use the suffixes er, nessJane Considine writing Spelling Objectives:Jane Considine Writing Spelling Objectives: <td></td> <td></td> <td></td>			
y making ee e.g. happyCompound wordsCompound wordsContractionsKn, gn and wrHomophones and near homophonesSwap y for an l.e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making orY making igh e.g. cryc making sa making oreySwap the y for an ia postrophe for possessionoora r making er e.g. sugarwrveoorea making ai e.g. breaktionplurals – s, es and iestiona making ar e.g. halfhomophonesre making erkn wordsor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessiongnswap the y for an iJane Considine Writing spelling objectives:gnswap the y for an iBig Cats:Jane Considine Writing Spelling Objectives:Jane Considine Writing Spelling Objectives:Use the suffixes er, nessUse suffixes er, est, lyJane Considine Writing Spelling Objectives:			
ContractionsKn, gn and wrHomophones and near homophonesSwap y for an I e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making orY making igh e.g. cryc making sar making oreySwap the y for an iapostrophe for possessionoorar making er e.g. sugarwrveoorea making ar e.g. beaktionplurals - s, es and iestiona making ar e.g. halfhomophonesre making erkn wordswhar making er e.g. wordawap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordgnapJane Considine Writing spelling objectives:mbUse s and es to pluraliseJane Considine Writing Spelling Objectives:jane Considine Writing Spelling Objectives:Big Cats:Use suffixes er, est, lyJane Considine Writing Spelling Objectives:Use the suffixes er, nessSuffixes er, est, lyJane Considine Writing Spelling Objectives:			
Swap y for an l e.g. copy-copiedDoubling the consonant before adding a suffix e.g. patteda making orY making igh e.g. cryc making sar making oreySwap the y for an iapostrophe for possessionoorar making er e.g. sugarwrveoorea making ai e.g. breaktionplurals – s, es and iestiona making ar e.g. halfhomophonesre making erkn wordswhar making er e.g. wordar making erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iJane Considine Writing spelling objectives:mbswap the y for an iThe way back home:Jane Considine Writing Spelling Objectives:gnUse s and es to pluraliseJane Considine Writing Spelling Objectives:Jane Considine Writing Spelling Objectives:Big Cats:Use suffixes er, nessJane Considine Writing Spelling Objectives:		•	
Y making igh e.g. cryc making sar making oreySwap the y for an iapostrophe for possessionoorar making er e.g. sugarwrveoorea making ai e.g. breaktionplurals – s, es and iestiona making ar e.g. halfhomophonesre making er e.g. wordkn wordsor making er e.g. wordar making er e.g. wordapostrophe for possessionor making er e.g. wordswap the y for an iJane Considine Writing spelling objectives: The way back home:mbswap the y for an iUse s and es to pluraliseJane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Big Cats:George and the Dragon: Use the suffixes er, nessUse suffixes er, est, lyJane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Big Cats:		-	
eySwap the y for an iapostrophe for possessionoorar making er e.g. sugarwrveoorea making ai e.g. breaktionplurals – s, es and iestiona making ar e.g. halfhomophonesre making erkn wordswhar making er e.g. wordar making erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionor making er e.g. wordswap the y for an iJane Considine Writing spelling objectives:jane Considine Writing Spelling Objectives:gnUse s and es to pluraliseJane Considine Writing Spelling Objectives:jane Considine Writing Spelling Objectives:George and the Dragon:Use suffixes er, nessUse suffixes er, est, lyJane Considine Writing Spelling Objectives:Use the suffixes er, nessSuffixes er, est, lyJane Considine Writing Spelling Objectives:			-
oorar making er e.g. sugarwrveoorea making ai e.g. breaktionplurals – s, es and iestiona making ar e.g. halfhomophonesre making erkn wordswhar making erapostrophe for possessionor making er e.g. wordswap the y for an iJane Considine Writing spelling objectives:mbgnUse s and es to pluraliseJane Considine Writing Spelling Objectives:Jane Considine Writing Spelling Objectives:George and the Dragon:Use suffixes er, nessUse suffixes er, est, lyJane Considine Writing Spelling Objectives: Big cats:		-	-
veoorea making ai e.g. breaktionplurals – s, es and iestiona making ar e.g. halfhomophonesre making erkn wordswhar making erapostrophe for possessionor making er e.g. wordswap the y for an iJane Considine Writing spelling objectives:mbgnThe way back home:Jane Considine Writing Spelling Objectives:gnUse s and es to pluraliseJane Considine Writing Spelling Objectives:Jane Considine Writing Spelling Objectives:George and the Dragon:Use suffixes er, nessJane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Big Cats:			
tionplurals – s, es and iestiona making ar e.g. halfhomophonesre making erkn wordswhar making erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessionapostrophe for possessiongnJane Considine Writing spelling objectives:mb			ea making ai e.g. break
a making ar e.g. halfhomophonesre making erkn wordswhar making erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessiongnJane Considine Writing spelling objectives:mb	r	plurals – s, es and ies	
kn wordswhar making erapostrophe for possessionor making er e.g. wordswap the y for an iapostrophe for possessiongnJane Considine Writing spelling objectives:mb		-	re making er
apostrophe for possessionor making er e.g. word apostrophe for possessionswap the y for an i gnJane Considine Writing spelling objectives: The way back home: Use s and es to pluralisemb			
Jane Considine Writing spelling objectives: The way back home: Use s and es to pluraliseapostrophe for possession mbgnJane Considine Writing Spelling Objectives: Big Cats: Use suffixes er, nessJane Considine Writing Spelling Objectives: Big Cats: Use suffixes er, est, lyJane Considine Writing Spelling Objectives: Big Cats: Stardust:	r possession	or making er e.g. word	-
Jane Considine Writing spelling objectives: mb The way back home: Jane Considine Writing Spelling Objectives: Use s and es to pluralise Jane Considine Writing Spelling Objectives: Big Cats: Big Cats: George and the Dragon: Use suffixes er, est, ly Use the suffixes er, ness Jane Considine Writing Spelling Objectives:	-		
The way back home: Jane Considine Writing Spelling Objectives: Use s and es to pluralise Jane Considine Writing Spelling Objectives: Big Cats: Big Cats: George and the Dragon: Use suffixes er, est, ly Use the suffixes er, ness Jane Considine Writing Spelling Objectives:			
Use s and es to pluraliseJane Considine Writing Spelling Objectives: Big Cats:Jane Considine Writing Spelling Objectives: Dig Cats:George and the Dragon:Use suffixes er, est, lyJane Considine Writing Spelling Objectives: Stardust:Use the suffixes er, nessStardust:			
Big Cats:George and the Dragon:Use suffixes er, est, lyUse the suffixes er, nessJane Considine Writing Spelling Objectives: Stardust:		Jane Considine Writing Spelling Objectives:	
George and the Dragon:Use suffixes er, est, lyJane Considine Writing Spelling Objectives:Use the suffixes er, nessStardust:	-		
Use the suffixes er, ness Stardust:		-	Jane Considine Writing Spelling Objectives:
	•	· · · ·	
	•		Use suffixes er, est, ly
Use an apostrophe for a contraction			
The Great Fire of London:			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		