

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The me	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
<p>Handwriting objectives to run throughout the year:</p> <p>Year 1: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Year 2: form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters</p>						
Year 1						
Alongside daily phonics (Little Wandle) sessions and group reading sessions, children should be taught to:						
For Year 1 children reading will be assessed through Little Wandle group reading as well as 1:1 reading and during whole class inputs.						
Reading	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>link what they read or hear read to their own experiences</p> <p>recognising and joining in with predictable phrases</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>discussing the significance of the title and events</p> <p>participate in discussion about what is read to them, taking turns and listening to what others</p>	<p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>link what they read or hear read to their own experiences</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>discussing the significance of the title and events</p> <p>participate in discussion about what is read to them, taking turns and listening to what others</p> <p>explain clearly their understanding of what is read to them</p>	<p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>participate in discussion about what is read to them, taking turns and listening to what others</p>	<p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>re-read books to build up their fluency and confidence in word reading.</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>explain clearly their understanding of what is read to them</p>
Writing	<p>Objectives name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>leaving spaces between words</p>	<p>Objectives name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>compose a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>sequence sentences to form short narratives</p>	<p>Objectives using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un–</p> <p>compose a sentence orally before writing it</p> <p>sequence sentences to form short narratives</p> <p>leaving spaces between words</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>sequence sentences to form short narratives</p> <p>joining words and joining clauses using and</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>use the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sequence sentences to form short narratives</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

		beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	read aloud their writing clearly enough to be heard by their peers and the teacher. joining words and joining clauses using and	Regular plural noun suffixes –s or –es joining words and joining clauses using and
Genre Lists/labels Postcard Stories by the same author – Benji Davies Roald Dahl day poetry	Genre Letter List Recount of events Stories with a familiar pattern – happy ever after Learn poems by heart	Genre Traditional tales Retell Non-chronological report	Genre Explanation Fantasy stories Recount of events Instructions	Genre Wanted poster – persuasion Novel as a theme Rhyming couplets Poetry appreciation	Genre Persuasion in a letter Stories from another culture Poetry appreciation	
Enrichment opportunities Parent workshop Grandparent’s day celebration Roald Dahl day	Enrichment opportunities Day in the dark	Enrichment opportunities Traditional Tales Day National story telling week	Enrichment opportunities Visit to the library Beegu’s space landing World Book Day World Poetry day	Enrichment opportunities Story teller visit	Enrichment opportunities Beach clean up – link to story	

Year 2

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Year 2 will review phase 5 and then move on to Little Wandle spelling units. Reading fluency will run alongside group reading sessions.

Reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	read accurately words of two or more syllables that contain the same graphemes as above	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	read words containing common suffixes	read accurately words of two or more syllables that contain the same graphemes as above	read words containing common suffixes	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	re-read these books to build up their fluency and confidence in word reading
	listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	discuss the sequence of events in books and how items of information are related	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	be introduced to non-fiction books that are structured in different ways
	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	be introduced to non-fiction books that are structured in different ways	discuss the sequence of events in books and how items of information are related	be introduced to non-fiction books that are structured in different ways	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	discussing their favourite words and phrases
	recognise simple recurring literary language in stories and poetry	drawing on what they already know or on background information and vocabulary provided by the teacher	become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	discussing their favourite words and phrases	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	participate in discussion about books, poems and other works that are read to them	making inferences on the basis of what is being said and done	recognise simple recurring literary language in stories and poetry	discussing their favourite words and phrases	drawing on what they already know or on background information and vocabulary provided by the teacher	checking that the text makes sense to them as they read and correcting inaccurate reading
		predicting what might happen on the basis of what has been read so far	making inferences on the basis of what is being said and done	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	checking that the text makes sense to them as they read and correcting inaccurate reading	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
		participate in discussion about books, poems and other works that are read to them	predicting what might happen on the basis of what has been read so far	answering and asking questions	answering and asking questions	

Writing	<p>Objectives</p> <p>planning or saying out loud what they are going to write about</p> <p>writing about real events</p> <p>learning to spell common exception words</p> <p>full stops, capital letters, exclamation marks</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Objectives</p> <p>planning or saying out loud what they are going to write about</p> <p>writing about real events</p> <p>learning to spell common exception words</p> <p>distinguishing between homophones and near-homophones</p> <p>question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>statements and questions</p> <p>the present and past tenses correctly and consistently including the progressive form</p>	<p>Objectives</p> <p>planning or saying out loud what they are going to write about</p> <p>writing narratives about personal experiences and those of others</p> <p>learning to spell common exception words</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>questions, statements, commands, and exclamations</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Writing down new vocabulary</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>evaluating their writing with the teacher and other pupils</p>	<p>Objectives</p> <p>planning or saying out loud what they are going to write about</p> <p>writing about real events</p> <p>writing narratives about personal experiences and those of others</p> <p>learning to spell common exception words</p> <p>questions, statements, commands, and exclamations</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Writing down new vocabulary</p> <p>writing poetry</p> <p>Learn a poem by heart.</p> <p>evaluating their writing with the teacher and other pupils</p>	<p>Objectives</p> <p>planning or saying out loud what they are going to write about</p> <p>writing about real events</p> <p>learning to spell common exception words</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly] and use of synonyms.</p> <p>Writing down new vocabulary</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>evaluating their writing with the teacher and other pupils</p>	<p>Objectives</p> <p>planning or saying out loud what they are going to write about</p> <p>writing about real events</p> <p>writing narratives about personal experiences and those of others</p> <p>learning to spell common exception words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly] and use of synonyms.</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>evaluating their writing with the teacher and other pupils</p>
	<p>Genre</p> <p>Recount</p> <p>Character description</p> <p>Setting description</p> <p>Retell of an adventure story</p>	<p>Genre</p> <p>Biography</p> <p>Non-chronological report</p> <p>Postcard/letter</p> <p>Instructions</p>	<p>Genre</p> <p>Traditional tales</p> <p>Persuasion</p> <p>Recount</p> <p>Letter</p> <p>Retell of the story</p>	<p>Genre</p> <p>Character description</p> <p>Diary entry</p> <p>Recount</p> <p>Learn a poem by heart</p> <p>Poetry appreciation</p>	<p>Genre</p> <p>Stories from another culture</p> <p>Explanation</p>	<p>Genre</p> <p>Novel as a theme</p> <p>Structured riddles</p>
	<p>Enrichment opportunities</p> <p>Roald Dahl Day</p> <p>Visit to the library</p>	<p>Enrichment opportunities</p>	<p>Enrichment opportunities</p> <p>Traditional Tales Day</p> <p>National story telling week</p>	<p>Enrichment opportunities</p> <p>World Book Day</p>	<p>Enrichment opportunities</p> <p>Story teller visit</p>	<p>Enrichment opportunities</p>