



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Where in the world am I?	Why was the Gire so Great?	Why save the Rainforest?	Could you live like Robin Hood?	Who was Zacgariah Green?	
Core text: Read other texts by same author during story	 		 	 		
British Values	Tolerance debating differences	Mutual respect – helping each other as they put out the fire Democracy Giving opinions about why	Rule of Law and respect. Where the dragons belonged/the rules for dragons Respect – were the dragons respectful?	Rule of Law and respect -Amelia Jane	Tolerance of differences Respect for our world and what each others need.	Tolerance and respect
Author	Troll Swap by Leigh Hodgkinson	The Great Fire of London by Emma	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke,	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield

	Trolls Go Home by Alan MacDonald	Adams and James Weston Lewis	The Dragonsitter by Josh Lacey	Naughty Amelia Jane by Enid Blyton		
Film link:		BBC Magic Grandad Samuel Pepys	How to Train a Dragon		Animated versions of the traditional story	
Poetry: P2W		Poetry unit: The owl and the pussy cat		Poetry unit: Night Sounds		Poetry unit: Fox
Fiction text type:	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN
	Write a story with focus on characters		Write an adventure story			Write a story with a moral focus
Non-fiction text type:	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM
		Write a fact sheet		Diary entry of historical events from character's point of view	Letter - write a letter in role as the character persuading others to save the trees.	
<b>Reading</b>	<u>Shared Reading texts:</u> That's not my hat Whatever next Paper Dolls	<u>Shared Reading texts:</u> Can't you sleep little bear? The Great Fire of London NF Vlad and the Great Fire of London Christmas activities	<u>Shared Reading texts:</u> Pumpkin Soup The Leopard's drum The Great Kapok tree	<u>Shared Reading texts:</u> Ruby's Worry Robin Hood The Go-Away Bird	<u>Shared Reading texts:</u> The Smartest Giant Jack and the Jellybean stalk Grandad's Island	<u>Shared Reading texts:</u> 'Fossils' NF Dinosaurs in the Supermarket The Flower Dinosaurs and all that rubbish

<p>SPAG-1 weekly session a week</p>	<p>Wk 1 Capital letters and full stops Wk 2 Proper nouns  Wk 3 Types of sentences- command Wk 4 Types of sentences-questions Wk 5 Using 'and' to extend sentences Wk 6 Independent piece of writing demonstrating using SPAG taught</p>	<p>Wk 1 Vocab focus/Speaking tasks Wk 2 Improving sentences using conjunctions or noun phrases Wk 3 Past tense – irregular verbs Wk 4 Adding suffixes Wk 5 Speaking &amp; listening activities</p>	<p>Questions Spelling rules –and kn/gn &amp; mb/wr Noun phrases Conjunctions</p>	<p>Types of sentences Adding suffixes Plural and Singular SATS questions</p>	<p>SATS questions SATS questions SATS questions Spelling or as a 'ball' and the sound or as ar 'war'</p>	<p>The 'i' sound spelt 'ey' e.g chimney, donkey The 'o' sound spelt 'a' after 'w' and 'qu' e.g want, watch The 'er' sound spelt 'ar' after w e.g word, work, worm, world, worth The 'u' sound spelt 'o' e.g mother, other, brother, nothing The 'z' sounds spelt as 's' e.g treasure, measure, usual</p>
<p>Spelling Year 2 ELS</p>	<p>Vowels and consonants Spelling of ai Spellings of /ee/ Spellings of /igh/ Spellings of /oa/ Spellings of /yoo//j/ spelled g/j/ spelled/n/ spelled/n/ spelled/r/ spelled/ee/ spelled/s/ spelled/l/ spelled/or/ spelled Common Words: because, most/igh/ spelled</p>	<p>/zh/ spelled /ur/ spelled /j/ spelled /j/ spelled /u/ spelled /oo/ spelled /j/ spelled /zh/ spelled /or/ spelled /n/ spelled /n/ spelled /zh/ spelled or /h/ spelled /o/ spelled Homophones Homophones /s/ spelled /ee/ spelled /r/ spelled /ai/ spelled /or/ spelled /</p>	<p>/l/ spelled Doubling consonants of CVC words when adding a suffix -ed /id/ Doubling consonants of CVC words when adding a suffix -er Doubling consonants of CVC words when adding a suffix -y Homophones /oa/ spelled /l/ spelled Doubling consonants of CVC words when adding a suffix -ed /t/ Doubling consonants of CVC words when adding a suffix -er Doubling consonants of CVC words when adding a suffix -est Homophones /e/ and /ee/ spelled /l/ spelled Doubling consonants of CVC words when adding a suffix -ed /d/ Doubling consonants of CVC words when adding a suffix -er Doubling consonants of CVC words when adding a suffix -ing Homophones /oa/ spelled</p>	<p>Apostrophes for contraction Drop and add suffix -ing Drop and add suffix -ed /id/ Drop and add suffix -er Drop and add suffix -y -tion endings Apostrophes for contraction Drop and add suffix -ing Drop and add suffix -ed /t/ Drop and add suffix -er Drop and add suffix -est Common Words: people, busy, water Apostrophes for possession Drop and add suffix -ing Drop and add suffix -ed /d/ Drop and add suffix -er spelled /ar/ and other Common Words: would, should, could /oo/ spelled &lt;oul</p>	<p>How suffixes affect the verb Suffix -ly with no change to the root word Suffix -ful with no change to the root word Suffix -less with no change to the root word Adding -ly after another suffix (-ful/ -less) Suffix -ness after adding -ful/-less Suffix -ment with no change to the root word Suffix -ly with no change to the root word Suffix -ful with no change to the root word Suffix -less with no change to the root word Adding -ly after another suffix (-ful/ -less) Suffix -ness with no change to the root word Suffix -ment with no change to the root word Suffix -ly with no change to the root word Suffix -ful with no change to the root word</p>	<p>spelling /igh/ or /ee/ Plurals where dropping add an add -es <i>Comparatives vs superlatives Doubling consonants of CVC words when adding a suffix -y</i> <i>Common Words: sugar, eye, again Review any previously taught content to ensure children have additional practice where required. Day 2 Drop the , add an add -ed Where is spelling /igh/ Drop the add an add -es Where is spelling /igh/ Drop the add an add -er Where root word has a doubled consonant and added drop the add an add -er</i> <i>Common Words: any, many, beautiful, hour Day 3 Drop the , add an add</i></p>

										Suffix -less with no change to the root word Adding -ly after another suffix (-ful/ -less) Suffix -ness with no change to the root word	-ed Where is spelling /ee/ Drop the add an add -es Where is spelling /ee/ Drop the add an add -est Where root word has a doubled consonant and added drop the add an add -est Common Words: parents, sure, clothes	
CEW / HRS	sugar water steak	could should would	told great after	cold busy Christmas	climb floor most	fast wild because	people class old	path bath child	money every even	Pretty poor May	last break pass	everybody clothes whole
Days of the week	cold told find	any September October	kind behin d sure door	November December hold	grass eye plants	beautiful many January February	children past both	mind March April	gold again father	June July August	Mr Mrs parents hour	who only half move prove improve
Phonic GPC spelling throughout phonics and topic words in literacy – English Appendix 2 phonics taught through ELS												
Phonics & Spelling (transcription)												

# Assessment Map

<ul style="list-style-type: none"> <li>➤ Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly and making phonetically plausible attempts at others</li> <li>➤ Evidence of phase 5 and some phase 6 (ly in poetry and instructional writing) and e ding in diary writing</li> <li>➤ Begin to spell some common exception words (22)</li> <li>➤ Begin to add suffixes to spell some words correctly in their writing eg) -ly - ed - ing</li> <li>➤ Begin to spelling rules and guidelines from Appendix I</li> <li>➤ Kn, wr, c, dge, ge, g, le, el, il, al, y, ies</li> </ul> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far (see review week and assessment grid)</p>	<ul style="list-style-type: none"> <li>➤ Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly and making phonetically plausible attempts at others</li> <li>➤ Evidence of phase 5 and many phase 6 (er, est in report writing)</li> <li>➤ Begin to spell some common exception (44+)</li> <li>➤ Use suffixes to spell some words correctly in their writing eg) -ly - ed - ing</li> <li>➤ Begin to use spelling rules and guidelines from Appendix adding er, er, est words ending in y, ing to words ending in y, words ending in e, doubling the consonant, al words, u spelt like o, a after w, stressed er spelt or, zh</li> </ul>	<p><b>Working at the Expected Standard - Key Objectives</b></p> <ul style="list-style-type: none"> <li>➤ Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly and making phonetically plausible attempts at others</li> <li>➤ Evidence of consistent use of both phase 5 and phase 6 in writing.</li> <li>➤ Spelling many common exception words from Y1 &amp; Y2 list (55+)</li> </ul> <p><b>Other objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Spell some words which demonstrate new ways of spelling phonemes for which one or more spellings are already know including for a few common homophones</li> <li>➤ Apply spelling rules and guidelines from Appendix I</li> <li>➤ Begin to use spelling rules and guidelines from Appendix ment, ness, ful, ly, tion, contractions, possessive apostrophes, homophones and near homophones,</li> </ul> <p><b>Working at Greater Depth:</b></p> <ul style="list-style-type: none"> <li>- Add suffixes to spell some words correctly in their writing eg) -ment -ness - ful, -less -ly</li> <li>- Use the punctuation taught in KS1 mostly correctly (e.g possessive apostrophes)</li> <li>- Spelling most common exception words</li> <li>- Spelling most words with contracted forms</li> <li>- Add suffixes to spell most words correctly in their writing e.g (ment, ness, ful, less, ly)</li> </ul>
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## Handwriting

<ul style="list-style-type: none"> <li>➤ Begin to form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>➤ Begin to use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>➤ More consistently form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>➤ More consistently to use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Working at the Expected Standard - Key Objectives</b></p> <ul style="list-style-type: none"> <li>➤ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>➤ Use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Working at Greater Depth:</b></p> <ul style="list-style-type: none"> <li>- Using the diagonal and horizontal strokes needed to join some letters</li> </ul>
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## Composition

<ul style="list-style-type: none"> <li>➤ <b>Begin to</b> evaluate their writing with teachers and other pupils</li> <li>➤ <b>Begin to</b> re-read to check that their writing makes sense</li> <li>➤ <b>Begin to</b> Proof- read to check for errors in spelling, grammar and punctuation</li> <li>➤ <b>Begin to</b> read aloud what they have written with the appropriate intonation making the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>More consistently</b> evaluate their writing with teachers and other pupils</li> <li>➤ <b>More consistently</b> re-read to check that their writing makes sense</li> <li>➤ <b>More consistently</b> Proof- read to check for errors in spelling, grammar and punctuation</li> <li>➤ <b>More consistently</b> read aloud what they have written with the appropriate intonation.</li> </ul>	<p><b>Working at the expected standard</b></p> <ul style="list-style-type: none"> <li>➤ <b>Writing narratives about personal experiences and those of others (real and fictional)</b></li> <li>➤ <b>Writing about real events recording these simply and clearly</b></li> <li>➤ Evaluating their writing with teachers and other pupils</li> <li>➤ Re-reading to check that their writing makes sense and that verbs to indicate time are used consistently and correctly, including verbs in the continuous form</li> <li>➤ Proof- reading to check for errors in spelling, grammar and punctuation</li> <li>➤ Read aloud what they have written with the appropriate intonation making the meaning clear</li> </ul>
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## Vocabulary, Grammar and Punctuation

<ul style="list-style-type: none"> <li>➤ <b>Within a piece</b> of writing demarcate <b>some</b> sentences with capital letters and full stops</li> <li>➤ <b>To use</b> a capital letters for names of people, places, the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Within a piece</b> of writing demarcate <b>many</b> sentences with capital letters and full stops</li> <li>➤ <b>Sometimes</b> use a question mark where required</li> </ul>	<p><b>Working at the Expected Standard - Key Objectives</b></p> <ul style="list-style-type: none"> <li>➤ Demarcate most sentences with capital letters and full stops and use question marks correctly when required</li> <li>➤ Using past and present tense mostly correctly and consistently</li> </ul>
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- **Begin to** use a question mark where required
- **Begin to** use expanded noun phrases to describe and specify (for example, the blue butterfly)
- **Begin to** use the present and past tenses correctly
- **Begin to** use coordination – **and, or, but**
- **Begin to** use subordination- **because, when, that, if**

- **Some use** of expanded noun phrases to describe and specify (for example, the blue butterfly)
- **Use** the present and past tense correctly some of the time
- More often use coordination – and or but
- Begin to use subordination- because, when, that, if

- Use coordination – and but or and some subordination (e.g when / if / that because) to join clauses.
- Working at Greater Depth:
- Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing
  - Using the full range of punctuation taught at KS1 correctly (See Appendix 2)