



Longtown Primary School English Long Term Plan 2017-2018

Year 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Autumn		Spring		Summer	
Narrative	Traditional tales – Fairy tales (3 weeks)	Book study (3 weeks)	Stories with recurring literacy language (3 weeks)	Book study (3 weeks)	Traditional tales – Myths (creation stories) (3 weeks)	Book study (3 weeks)
Grammar focus	2.3.b.1 2.3.b.2 2.3.a.1 2.3.b.3 2.3.c.1 (capital letters . ? !)	2.3.a.1 2.3.b.1 2.3.b.2 2.3.b.3 2.3.c.1 (capital letters . ? !)	2.3.b.1 2.3.a.1 2.3.b.2 2.3.b.3 2.3.b.4 2.3.c.1 (capital letters . ? ! , for lists apostrophes)	2.3.a.1 2.3.b.1 2.3.b.2 2.3.b.3 2.3.c.1 (capital letters . ? !)	2.3.b.1 2.3.a.1 2.3.b.2 2.3.b.3 2.3.b.4 2.3.c.1 (capital letters . ? !)	2.3.a.1 2.3.b.1 2.3.b.2 2.3.b.3 2.3.c.1 (singular possession apostrophe)
Writing focus	2.2.c.1 2.2.d.1 2.2.a.4 2.2.b.1 2.2.a.1 2.1.c.1	2.2.a.4 2.2.c.2 2.2.b.2 2.1.c.1	2.2.a.4 2.2.b.3 2.2.a.1 2.2.d.1 2.2.c.3 2.1.c.1	2.2.a.4 2.2.c.1 2.2.b.1 2.1.c.1	2.2.a.4 2.2.b.2 2.2.a.1 2.2.d.1 2.2.c.1	2.2.a.4 2.2.c.3 2.2.b.3 2.1.c.1
Final written outcome	Write a re-telling of a traditional story.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.	Use a familiar story as a model to write a new story.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.	Write a creation myth based on ones read e.g. how the zebra got his stripes.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Non-fiction	Recount (2 weeks)	Explanation (2 weeks)	Instructions (2 weeks)	Report (2 weeks)	Explanations (2 weeks)	
Grammar focus	2.3.b.1 2.3.b.2 2.3.a.1 2.3.b.3 2.3.c.1 (capital letters . ? ! , lists apostrophes)	2.3.b.1 2.3.b.2 2.3.a.1 2.3.b.3 2.3.b.4 2.3.c.1 (capital letters . ? !)	2.3.b.1 2.3.b.2 2.3.a.1 2.3.b.3 2.3.c.1 (capital letters . ? ! , lists)	2.3.b.1 2.3.a.1 2.3.b.2 2.3.b.3 2.3.c.1 (capital letters . ? ! apostrophe singular possession)	2.3.b.2 2.3.b.3 2.3.b.1 2.3.a.1 2.3.b.4 2.3.c.1 (singular possession apostrophe)	
Writing focus	2.2.c.3 2.2.a.2 2.2.b.3 2.2.d.1 2.2.a.4 2.1.c.1	2.2.a.2 2.2.c.1 2.2.b.1 2.1.c.1	2.2.a.2 2.2.c.2 2.2.b.1 2.2.a.4 2.1.c.1	2.2.c.2 2.2.b.3 2.2.a.2 2.2.a.4 2.1.c.1	2.2.a.2 2.2.d.1 2.2.b.2 2.2.c.3 2.1.c.1	
Final written outcome	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintain consistency in tense and person.	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	Write a series of fiction-based instructions (e.g. how to trap an ogre) including diagrams.	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.	Produce a flowchart, ensuring content is clearly sequenced.	
Extended writing week	Extended writing week	Extended writing week	Extended writing week	Extended writing week	Extended writing week	Poetry (3 week)
Poetry Outcome						Take one poet Recite poems by heart Poetry performance to parents Calligrams, list poems, shape, free verse Read, write & perform
Reading focus	2.1.a.1 2.1.a.2 2.1.a.3 2.1.a.4 2.1.a.5 2.1.a.6 2.1.a.7 2.1.a.8 2.2.a.1 2.2.b.1 2.2.d.1 2.2.e.1 2.2.f.1 2.2.g.1 2.2.i.1 2.2.j.1 2.2.j.2	2.1.a.1 2.1.a.2 2.1.a.3 2.1.a.4 2.1.a.5 2.1.a.6 2.1.a.7 2.1.a.8 2.2.a.1 2.2.b.2 2.2.d.1 2.2.e.2 2.2.f.2 2.2.g.1 2.2.h.1 2.2.i.1 2.2.j.1 2.2.j.2	2.1.a.1 2.1.a.2 2.1.a.3 2.1.a.4 2.1.a.5 2.1.a.6 2.1.a.7 2.1.a.8 2.2.a.1 2.2.b.1 2.2.d.1 2.2.e.3 2.2.f.1 2.2.g.1 2.2.i.1 2.2.j.1 2.2.j.2	2.1.a.1 2.1.a.2 2.1.a.3 2.1.a.4 2.1.a.5 2.1.a.6 2.1.a.7 2.1.a.8 2.2.a.1 2.2.b.2 2.2.d.1 2.2.e.1 2.2.f.2 2.2.g.1 2.2.h.1 2.2.j.1 2.2.j.2	2.1.a.1 2.1.a.2 2.1.a.3 2.1.a.4 2.1.a.5 2.1.a.6 2.1.a.7 2.1.a.8 2.2.a.1 2.2.b.1 2.2.d.1 2.2.e.2 2.2.f.1 2.2.g.1 2.2.i.1 2.2.j.1 2.2.j.2	2.1.a.1 2.1.a.2 2.1.a.3 2.1.a.4 2.1.a.5 2.1.a.6 2.1.a.7 2.1.a.8 2.2.a.1 2.2.b.2 2.2.d.1 2.2.e.3 2.2.f.2 2.2.g.1 2.2.h.1 2.2.j.1 2.2.j.2
Spelling focus (from spelling scheme)	2.1.a.3 2.1.a.1 2.1.a.2	2.1.a.3 2.1.a.1 2.1.a.2 2.1.a.4 2.1.b.2	2.1.a.3 2.1.a.1 2.1.a.2 2.1.b.3	2.1.a.3 2.1.a.1 2.1.a.2 2.1.a.4 2.1.b.3	2.1.a.3 2.1.a.1 2.1.a.2 2.1.b.3	2.1.a.3 2.1.a.1 2.1.a.2 2.1.b.1 2.1.b.3
Handwriting	2.1.d.1 2.1.d.2 2.1.d.3 2.1.d.4					



SPAG focus for the term - fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.b.4 Learn how to use: some features of written Standard English.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.b.4 Learn how to use: some features of written Standard English.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>



Writing focus for the term - fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2.1.c.1 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>2.2.d.1 Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p> <p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p>	<p>2.1.c.1 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>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p>	<p>2.1.c.1 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>2.2.d.1 Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</p> <p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p> <p>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p>	<p>2.1.c.1 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>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p>	<p>2.1.c.1 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>2.2.d.1 Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p> <p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p>	<p>2.1.c.1 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>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</p>



SPAG focus for the term – non-fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.b.4 Learn how to use: some features of written Standard English.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly.</p> <p>2.3.b.4 Learn how to use: some features of written Standard English.</p> <p>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p>	<p>Poetry focus</p>



Writing focus for the term – non-fiction

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2.1.c.1 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>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p> <p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events.</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</p> <p>2.2.d.1 Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>	<p>2.1.c.1 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>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events.</p> <p>2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p> <p>2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p>	<p>2.1.c.1 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>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events.</p> <p>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p> <p>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>	<p>2.1.c.1 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>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</p> <p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events.</p> <p>2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>	<p>2.1.c.1 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>2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p> <p>2.2.d.1 Read aloud what they have written with appropriate intonation.</p> <p>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p> <p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events.</p>	Poetry focus

Reading focus for the term



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>2.1.a.4 Read words containing common suffixes.</p> <p>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>2.1.a.8 Re-read these books to build up their fluency and confidence in word reading.</p> <p>2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>2.1.a.4 Read words containing common suffixes.</p> <p>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>2.1.a.8 Re-read these books to build up their fluency and confidence in word reading.</p> <p>2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry.</p> <p>2.2.d.1 Develop pleasure in reading, motivation to read,</p>	<p>2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>2.1.a.4 Read words containing common suffixes.</p> <p>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>2.1.a.8 Re-read these books to build up their fluency and confidence in word reading.</p> <p>2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>2.1.a.4 Read words containing common suffixes.</p> <p>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>2.1.a.8 Re-read these books to build up their fluency and confidence in word reading.</p> <p>2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry.</p> <p>2.2.d.1 Develop pleasure in reading, motivation to read,</p>	<p>2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>2.1.a.4 Read words containing common suffixes.</p> <p>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words 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Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>2.1.a.4 Read words containing common suffixes.</p> <p>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>2.1.a.8 Re-read these books to build up their fluency and confidence in word reading.</p> <p>2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>2.2.b.2 Develop pleasure 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<p>2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related.</p> <p>2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done.</p> <p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far.</p> <p>2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways.</p> <p>2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions.</p> <p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far.</p> <p>2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases.</p> <p>2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways.</p> <p>2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done.</p> <p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far.</p> <p>2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways.</p> <p>2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related.</p> <p>2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions.</p> <p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far.</p> <p>2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases.</p> <p>2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done.</p> <p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far.</p> <p>2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways.</p> <p>2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions.</p> <p>2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far.</p> <p>2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases.</p> <p>2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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Spelling focus for the term



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2.1.a.3 Spell by: learning to spell common exception words.</p> <p>2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>2.1.a.4 Spell by: distinguishing between homophones and near homophones.</p> <p>2.1.b.2 Spell by: learning to spell more words with contracted forms.</p> <p>2.1.a.3 Spell by: learning to spell common exception words.</p> <p>2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p> <p>2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. the girl's book.</p> <p>2.1.a.3 Spell by: learning to spell common exception words.</p> <p>2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>2.1.a.4 Spell by: distinguishing between homophones and near homophones.</p> <p>2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p> <p>2.1.a.4 Spell by: distinguishing between homophones and near homophones.</p> <p>2.1.a.3 Spell by: learning to spell common exception words.</p> <p>2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p> <p>2.1.a.3 Spell by: learning to spell common exception words.</p> <p>2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p> <p>2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. the girl's book.</p> <p>2.1.a.3 Spell by: learning to spell common exception words.</p> <p>2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>



Handwriting focus for the term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>3.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>2.1.d.1 Form lower-case letters of the correct size relative to one another.</p> <p>2.1.d.2 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.</p> <p>2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>2.1.d.4 Use spacing between words that reflects the size of the letters.</p>					