

# Autumn Term

## Week 1

### Text

kenning kenning kenning  
kenning kenning kenning  
kenning kenning kenning  
kenning kenning kenning  
kenning kenning kenning  
kenning kenning kenning  
kenning kenning kenning

Various example of Kenning poems.

<https://www.tes.com/teaching-resource/kennings-a-one-off-lesson-6440464>

### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- Recognise simple recurring literary language in stories and poetry
- discuss favourite words and phrases
- making inferences on the basis of what is being said and done
- answering and asking questions
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

**Mixed words from a range of spelling patterns and rules from previous year.**

Annoy  
Dream  
Cried  
Instead  
Summer  
Blackberry  
Moon  
Hutch  
Fresher

### Grammar and Punctuation objectives

**Capital letters** To build on skills learnt in Year 1, children need to be able to use capital letters to demarcate sentences consistently. They should know from Year 1 that capital letters are also used for proper nouns (names of people, places, days of the week and months of the year) as well as for the personal pronoun 'I'. It is important that children can recognise when a capital letter has been used correctly and when it has been used incorrectly. Focused Questions. What type of letter should we always use for the start of a sentence? When do we use capital letters? Is it just at the start of a sentence?

**Full stops, question marks and exclamation marks** Children should demarcate sentences with full stops consistently. From Year 1, they should also know how to use a question mark and an exclamation mark. In this step, children will practice identifying whether the sentence needs a full stop, question mark or exclamation mark based on the structure of the sentence. Children should use question marks for question sentences (beginning with who, what, where, when, why or how) and exclamation marks for one word sentences or commands (for example Stop! or Put that down!) Children should know the difference

sketch

between a question and an exclamation sentence that begins with 'what' or 'how'. Focused Questions. What does a full stop look like? What does a question mark look like? When would we use a question mark? What does an exclamation mark look like? When would we use an exclamation mark?

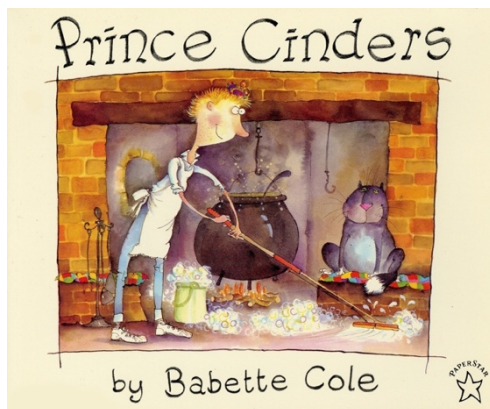
### Writing Objectives

Children to create their own Kenning poem

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives
- I can write poetry, choosing vocabulary for effect.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each line before I write it.
- I can proof read my work and edit at my level.

## Week 2

Text



Also, traditional version of Cinderella to compare.

Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- discussing the sequence of events in books
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases

- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**  
**The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y**

charge  
bulge  
village  
gem  
giant  
magic  
giraffe  
energy  
jacket  
adjust

**Grammar and Punctuation objectives**

**Recognising common nouns and proper nouns** Children apply their knowledge of common and proper nouns from Year 1. They should know that a proper noun includes names of people, names of places, days of the week and months of the year. This step will focus on when is a noun a common noun and when is it a proper noun, such as ‘his dad’ compared to ‘Dad’. Focused Questions. What is a noun? What makes something a proper noun? What makes something a common noun? What makes something a proper noun rather than a common noun?

**Recognising sentences** From Year 1, children should know how words can combine to make sentences. Children should know that a sentence needs a capital letter and a full stop/question mark/exclamation mark to punctuate it – depending on the sentence type (see step 2). Children should be able to identify whether a series of words makes a sentence or whether it has an element missing, such as a noun or a verb, a capital letter or a full stop/question mark/exclamation mark. Focused Questions. Do these words create a sentence that makes sense? What punctuation do you need in a sentence? Is this a sentence? Why? What is missing?

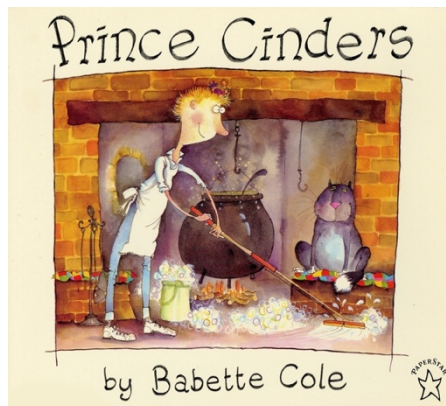
**Writing Objectives**

Planning/boxing up of a retell/ children to make up their own adaptations (TfW strategies)

- I can use my knowledge of sounds to spell some words correctly.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.

**Week 3**

## Text



Also, traditional version of Cinderella to compare

## Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- discussing the sequence of events in books
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Spelling

### Homophones and near homophones

There  
Their  
they're  
hear  
here  
quite  
quiet  
see  
sea  
one  
won

## Grammar and Punctuation objectives

**Recognising sentences using conjunctions** Children are now ready to build on their knowledge of sentences and how words can combine to make sentences. They should understand that two words or clauses can be joined by the word 'and'. In Year 1, the words 'but' and 'or' were also introduced to join clauses. These conjunctions should be revisited in this step and children should begin to understand whether to use 'and', 'but' or 'or' to join two clauses. Focused Questions. Why do we use the word 'and' ? What happens to the full stops and capital letters when you join these two sentences? What word should this be instead of 'and' ?

**Using conjunctions in sentences** Children should move on from recognising conjunctions in sentences to using conjunctions to join two sentences. From Year 1 and the previous step, children should be able to use 'and' consistently and begin to use 'but' and 'or' correctly when joining two clauses. Children should also begin to explain why they have chosen 'and', 'but' or 'or' to join the two clauses. Children should also be able to remove a conjunction and turn the sentence back into two separate sentences. Focused

Questions. What word should you use to join these two sentences? Why have you used 'and' instead of 'but' to join these sentences? How does it change the meaning of the sentence?

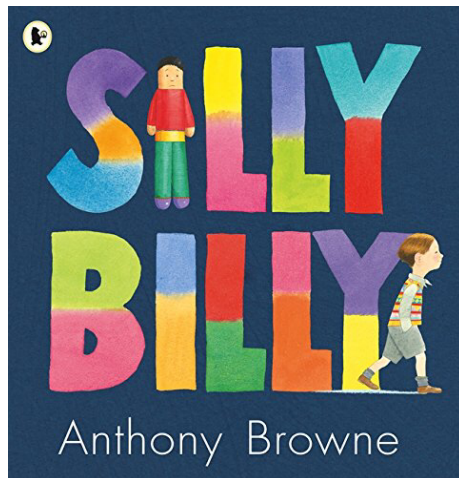
### Writing Objectives

Using planning from last week, children write a retell.

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can write narratives (real and fictional)
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 4

### Text Mental Health Week



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to, discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**  
The /i:/ sound spelt ey

Key  
Donkey  
Monkey  
Chimney  
Valley  
Journey  
Alley  
Honey  
Hockey  
money

**Grammar and Punctuation objectives**

**Recognising commas in a list** This step will introduce the job of a comma and how it is used in a list to separate items. Before children can independently use commas for a list, they should be able to recognise a comma punctuation mark and understand how it is used. Children may have seen a comma in books or resources in the classroom during Year 1 but they may not know what it is or why it is used. Children should know the term comma, how it differs from a full stop and be able to recognise its use in a list. Children should also recognise when not to use a comma, i.e. before the final item which is linked with 'and' instead. Focused Questions. What punctuation marks can you see in this list? What is a comma used for? Where are the commas in this list?

**Writing lists** Once children are able to recognise commas in lists, they should begin to write their own lists using commas.

Children should be able to correctly form a comma and keep it in proportion to the size of their writing. They should know that it sits on the line and the tail drops just below the line. Focused Questions. What punctuation mark should be used between the items in this list? Where should the commas go in this list? Should a comma go before the word 'and'?

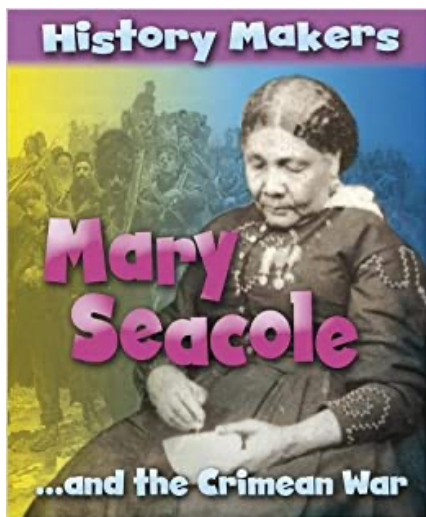
**Writing Objectives**

Write a guide on how to help get rid of your worries, based on own experiences and the book.

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 5

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Look at a range of non-fiction books that are structured in different ways
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

#### Exception words list

Move  
Prove  
Just  
Sure  
Sugar  
Eye  
Could  
Should  
Would  
Like  
Big  
then

### Grammar and Punctuation objectives

**What are nouns?** From Year 1, children should know what a noun is but they may not all be familiar with the term noun. Children should be able to identify common and proper nouns, and that proper nouns need capital letters. Children should learn about collective nouns and how they are used with common nouns, such as a flock

of birds, a crowd of people. Children are not expected to know every collective noun as there is a wide variety and some unusual collective nouns, such as a murder of crows. However, they should be able to identify which is the common noun and which is the collective noun. Focused Questions. What nouns are used in the following sentence? What type of nouns are used in the following sentence? Identify the common/proper/collective noun in the following sentence.

**What are adjectives?** Children may know that words can describe nouns but may not know or remember the term adjectives.

Adjectives are words that are used to give more information about a noun. The words can describe many things including colour, size and texture. Children should also be introduced to the term expanded noun phrase to refer to a noun which has been modified by one or more adjectives. Please note that other types of words can be used in an expanded noun phrase but this step focuses mainly on using adjectives.

Focused Question. What words can you use to describe this noun? Is this word an adjective or a noun?  
How do you know?

### Writing Objectives

Write about the life of Mary Seacole

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can write narratives (real and fictional)
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 6

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Recognise simple recurring literary language in stories and poetry
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher



<p><b>Fairy tale version and TfW newspaper article linked to the story.</b></p>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> </ul>
<p style="text-align: center;"><b><u>Spelling</u></b></p> <p style="text-align: center;"><b>The /ɒ/ sound spelt a after w and qu</b></p> <p>want watch wander quantity squash wallet wasp quality quarry wash</p>	<p style="text-align: center;"><b><u>Grammar and Punctuation objectives</u></b></p> <p><b>Recognising adjectives in sentences?</b> Once children understand what an adjective is and how it is used in an expanded noun phrase, they should begin to recognise them in a full sentence. Children should be able to identify which word is an adjective and which noun it is modifying. Focused Questions. What words in the following sentence are adjectives? What information do the adjectives give us? Which noun is being modified by the adjective?</p> <p><b>Using adjectives in sentences?</b> Now that children are able to identify adjectives in sentences, they should be able to add in appropriate adjectives of their choice. Children should choose adjectives which appropriately describe the noun and be able to explain why they have (and have not) chosen a specific adjective. For example, choosing the adjective big instead of little when describing a giant. Children should also begin to widen their vocabulary choices and understand that words have similar meanings, so some adjectives are interchangeable. Focused Questions. What adjective could you add to this sentence to add extra information about the noun? What other adjective(s) could you use to describe this noun?</p> <p><b>Double adjectives with commas</b> This step moves onto using more than one adjective to describe a noun. Children should understand that more than one adjective is a list of adjectives and therefore requires a comma to separate them. Children should also understand that double adjectives are not required to describe a noun every time. Focused Questions. What punctuation mark should be used between the adjectives in this list? What two adjectives could be used to describe this noun?</p> <p><b>Adjectives after the noun</b> Now that children are confidently describing nouns using one or two adjectives, they can move on to adding adjectives in different locations within the sentence. Children should know that some words are needed to link the noun to the adjective, for example, The leaves on the tree are green. Focused Questions. Which words in the following sentence are adjectives? Where are the adjectives located in this sentence? Which noun is the adjective referring to? How can you move the adjective(s) in the following sentence so that it comes after the noun?</p>
<p style="text-align: center;"><b><u>Writing Objectives</u></b></p> <p style="text-align: center;">Boxing up and creating story maps. Use of drama to interview characters. Plan a newspaper report. (TfW strategies)</p> <ul style="list-style-type: none"> <li>▪ I can use my knowledge of sounds to spell some words correctly.</li> <li>▪ I can spell some of the Y1 and Y2 common exception words.</li> <li>▪ I am beginning to use spacing between words that reflects the size of the letters.</li> <li>▪ I am beginning to use the correct size when writing some of the capital letters and digits.</li> <li>▪ I can form most letters correctly.</li> </ul>	

- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can write narratives (real and fictional)
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.

## Week 7

### Text



**Fairy tale version and TFW newspaper article linked to the story.**

### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Recognise simple recurring literary language in stories and poetry
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

### Spelling

**The /3:/ sound spelt or after w and the /J/ sound spelt ar after w**

- word
- work
- worm
- world
- worth

### Grammar and Punctuation objectives

**Using 'so', 'and', 'but' and 'or'** From Year 1, children should be confident in using the conjunctions 'and', 'but' and 'or' to join two clauses together. During this step, children should be introduced to the conjunction 'so'. Children should understand that and, but, or and so are used to join two clauses together. These words are co-ordinating conjunctions, however children may not need to know this terminology as it is covered explicitly in Year 3. Children should know that it is acceptable to join three clauses together on occasion, but that joining two is more common. For example, I like to go swimming but I don't like the sea so I go to a swimming pool. Focused Questions. Which words can you use to join

war  
warm  
towards  
worthless  
worst

two sentences/clauses together? Should I use 'and' or 'so' to join these two sentences together? What happens to the capital letters and full stops when I join these two sentences together? Can I use more than one co-ordinating conjunction in a sentence? If I use a co-ordinating conjunction to join two sentences together, do I now have one sentence or still have two?

**Recognising 'because' and 'that'** The following steps in this block introduce subordinating conjunctions, however children may not need to know this terminology as it is covered explicitly in Year 3. This step introduces the conjunctions because and that. Children should understand that these two conjunctions are used to add extra information and be able to recognise their use in sentences. Children should recognise that because is used to explain more about the main clause, for example, 'My friend is having a party because it is her birthday.' – 'because it is her birthday' explains why the friend is having a party. Children should also recognise that that is used to explain a reason or a cause\*, for example, 'I am happy that my friend is coming for tea.' – 'that my friend is coming for tea' explains the reason for being happy.\*Please note: that can be used in many different ways but we recommend it is used to explain a reason or a cause at this point in Year 2. Focused Questions. Which word is used to explain more about the sentence? Which word is used to explain a reason or cause? Does the word 'because' make sense in this sentence? Why/why not. Does the word 'that' make sense in this sentence? Why/why not?

### Writing Objectives

#### Write newspaper style recount of the story

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to spell some words with contracted forms.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can expand sentences using the subordinating conjunction 'because'
- I can write narratives (real and fictional)
- I can write for a range of purposes
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

### Week 8

# SATs Practice week.

## Spelling

The suffixes -ment, -ness, -ful, -less and -ly

Enjoyment

Sadness

Careful

Playful

Hopeless

Plainness

Badly

Happiness

Employment

darkness

## Week 9

### Text



<https://youtu.be/QlaMeNmTG6c>

### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to, discuss and express 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**  
**Contractions**  
 can't  
 didn't  
 hasn't  
 couldn't  
 it's  
 I'm  
 they're  
 he's  
 you're  
 don't

**Grammar and Punctuation objectives**

**Using 'because' and 'that'** Once children are able to recognise because and that in sentences, children should begin to use them in their own work to add more information. Children may understand that other words can be used in place of because and that, depending on their knowledge of vocabulary. Focused Questions. Which word should you use in this sentence below? Why have you chosen that word?

**Recognising 'when' and 'if'** This step introduces the conjunctions when and if. Children should understand that these two conjunctions are also used to add extra information and be able to recognise their use in sentences. Children should recognise that when is used to explain the time that something happened, for example, 'I enjoyed learning French when I was at school.' – 'when I was at school' explains at what time the person enjoyed learning French. Children should also recognise that if is used to explain a condition, for example, 'We can stay inside at playtime if it is raining.' – 'if it is raining' explains the condition of being allowed to stay inside at playtime. Focused Questions. Which word is used to explain the time that something happened? Which word is used to explain a condition? Does the word 'when' make sense in this sentence? Why/why not? Does the word 'if' make sense in this sentence? Why/why not?

**Writing Objectives**

Boxing up/story map activities for the story (TfW strategies)

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.

**Week 10**

**Text**



<https://youtu.be/QlaMeNmTG6c>

**Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**Words ending in -tion**

- Station
- Fiction
- Solution
- Section
- Motion
- Creation
- Celebration
- Nation
- Caution
- position

**Grammar and Punctuation objectives**

**Using 'because', 'that', 'when' and 'if'** Now that children can recognise and use the four subordinating conjunctions because, that, when and if, they should be able to use all four confidently with an understanding of why each one may be used. Children should also begin to use the four conjunctions interchangeably – such as 'I play outside because it is sunny.', 'I play outside when it is sunny', 'I play outside if it is sunny.' – and understand when the conjunctions cannot be interchanged – such as 'I play outside that it is sunny.' Focused Questions. What punctuation mark should be used between the items in this list? Where should the commas go in this list? Should a comma go before the word 'and'?

**Writing Objectives**

Day 1 - Changing our model text. Use boxing up to adapt and Change Evil Pea's cunning plan.

Day 2 – writing the problem

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can expand sentences using the subordinating conjunction 'because'
- I can write narratives (real and fictional)
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 11

### Text



<https://youtu.be/QlaMeNmTG6c>

### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done

- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**Spelling**  
**Exception words list**

Door  
 Floor  
 Poor  
 Because  
 Find  
 Kind  
 Have  
 Behind  
 Child  
 Children  
 Help  
 will

**Grammar and Punctuation objectives**

**Recognising questions** From Year 1, children should know what a question mark looks like and that it is used to demarcate sentences that are questions. Also from Year 1, children should know what a question is and some of the words that can be used to open a question, such as: what, how, where, when, who, why. The main focus of this step is direct questions where it is expected that an answer be given. In this step, children should recognise different types of question openers from those listed above, such as: are, may, if, can, could, should, do. Children should begin to recognise that a question sentence usually starts with a question opener, then a verb and then a noun (or a pronoun). For example, 'When are you coming out to play?' where 'when' is the question opener, 'are' is the verb and 'you' is the pronoun. Focused Questions. What question openers are there?

'Where are we going?' Can you think of another question opener that would work instead? How does that change the meaning of the question? Is this sentence a question? How do you know?

**Using questions** Once children can recognise questions and question openers, they should move onto using them.

Children should be able to choose an appropriate question opener to start their question sentence and explain why they have chosen this opener. Children should be able to follow the basic structure of writing a sentence (a question opener, then a verb and then a noun [or a pronoun]). Some children may be able to play with the structure, based on their understanding of questions openers such as 'are', for example 'Are you coming out to play?' Children should also be able to form questions based on given answers. Focused Questions. Why has the question opener 'where/when/who/are/may/etc.' been used in this question? How does changing the opener affect the meaning of the question? Does a question always follow the structure of a question opener, verb, noun/pronoun? Can you give an example of when this is not the case. What direct question could have been asked to get this answer?

**Writing Objectives**

Day 1 – writing the resolution

Day 2 – writing the ending

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.



- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can expand sentences using the subordinating conjunction 'because'
- I can write narratives (real and fictional)
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 12

### Text



**Twinkl instructions (various versions)**

### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Look at a range of non-fiction texts that are structured in different ways
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- answering and asking questions
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

#### **Consolidating from this term's spellings**

Not  
Look

### Grammar and Punctuation objectives

**Recognising commands** From Year 1, children should know how to recognise and use one word commands with exclamations.

Word  
Work  
Hopeless  
Celebration  
Behind  
Giraffe  
Quiet  
Journey  
Sugar  
wander

The main focus of this step is recognising commands using simple verbs, and how and where commands may be used.  
In this step, children should recognise different verbs that can be used to form a more detailed command. For example: Stand over there. Sit on the carpet. Children should begin to recognise that a command can be demarcated using either a full stop or an exclamation mark depending on its meaning, such as a polite request versus a direct order. For example, 'Stop that!' compared to 'Walk quietly in school please.' When used in a command sentence, verbs should be in the imperative form.  
Focused Questions. What is a command? Is this sentence a command? How do you know? Does this command need an exclamation mark or a full stop? How do you know?  
**Using commands** Once children can recognise commands, they should move onto using them. Children should be able to choose an appropriate verb and punctuation to indicate whether the command is a polite request or a direct order. They should also be able to explain why they have chosen a specific verb based on how or where the command is being used. Focused Questions. Is this command a polite request or a direct order? How do you know? Why has an exclamation mark been used in this command? Can you change the wording so that it uses a full stop instead?

### Writing Objectives

Write instructions to make salt dough ornaments.

- I can use my knowledge of sounds to spell some words correctly.
- I can spell some of the Y1 and Y2 common exception words.
- I am beginning to use spacing between words that reflects the size of the letters.
- I am beginning to use the correct size when writing some of the capital letters and digits.
- I can form most letters correctly.
- I can use full stops and capital letters correctly in my writing with some reminders.
- I can use question marks and exclamation marks in my writing with some reminders.
- I can use and recognise adjectives in sentences.
- I can expand sentences using some coordinating conjunctions.
- I can expand sentences using the subordinating conjunction 'because'
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

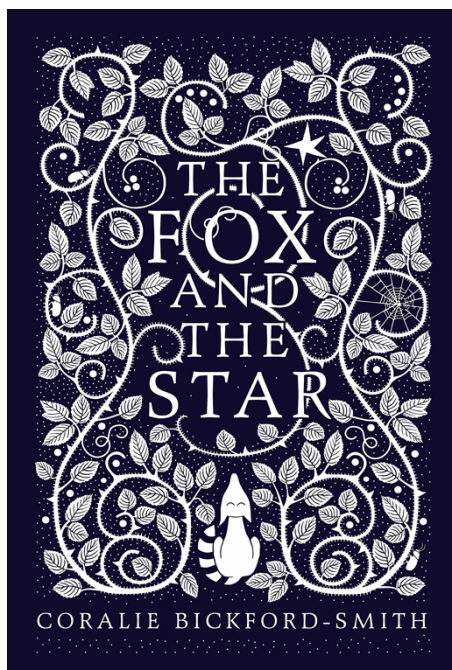
### Week 13

This week has been left blank to allow for faith week activities, engineering week etc.

## Spring Term

### Week 1

#### Text



#### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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 and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

#### Spelling

The /l/ or /el/ sound spelt -le at the end of words.

Table

Apple

Bottle

Little

Middle

Example

Battle

#### Grammar and Punctuation objectives

**Different types of verbs** From Autumn Block 3, children should be able to recognise and use nouns and adjectives.

Some children may have heard the term 'verb' (this is included in our Year 1 coverage) but this may be unfamiliar. In this step, children will learn to identify a verb within a sentence and begin to distinguish between different types of verbs: Action verbs are commonly called 'doing words' because they name an action that someone does, for example: Tyler ran for the bus. Note that this can be a way of recognising verbs but it doesn't reliably distinguish verbs from nouns, as nouns can be used to name the action, for

Terrible  
Struggle  
possible

example: The run for the bus was tiring. This distinction may not be necessary for Year 2 but equally can be a misconception. The verb 'to be' which describes a state of being, for example: Tom is nine years old. Linking verbs which links the noun (or pronoun) to the rest of the sentence, for example: She likes ice cream. Please note: In the lesson resource pack for this step, Greater Depth will look at using more than one verb in a sentence, but it will not look at defining the verb forms such as participle. This will be covered in later years. Focused Questions. Does this verb describe an action or state? Identify the verb in this sentence. What type of verb is used in the sentence?

**What are adverbs?** Some children may have heard the term 'adverb' but for most this may be unfamiliar. Some children may have seen adverbs in texts that they have read in class. In this step, children will learn what an adverb is and how they are used to add extra information about a verb only (adverbs to modify other word classes will be covered in Year 3). We recommend that the adverbs are used directly before or after the verb, as adverbs at the front of sentences are covered in Year 4 with fronted adverbials. Year 2 children should use adverbs to explain how a verb has been done (adverbs to explain how often, when or where a verb is done will also be covered in Year 3), for example: Claire shouted loudly. Please note: In the lesson resource pack for this step, Greater Depth will look at using more than one verb in a sentence, but it will not look at defining the verb forms such as participle. This will be covered in later years. Focused Questions. What is an adverb? Which word in the sentence is an adverb?

**Adding -ly (to words)** In this step, children will learn that the suffix -ly can be added to an adjective to describe how something is done, creating an adverb. For example: Sofia ran to the park. The adjective 'rapid' could be used to describe how Sofia ran. Adding -ly to 'rapid' creates the adverb 'rapidly' which can be added to the sentence: Sofia ran rapidly to the park.

Children should also learn that the suffix -ly cannot always be added to an adjective to create an adverb (for example: fast, clean, shine/shiny) For Greater Depth, children should discover that adding -ly does not work for adjectives that already end in 'y'. For example: happy, where the 'y' is replaced by 'i' before adding -ly. Focused Questions. Add the suffix -ly to this adjective to create an adverb. Has the suffix -ly been added correctly to this word? Replace this adverb with another to change how the verb was done.

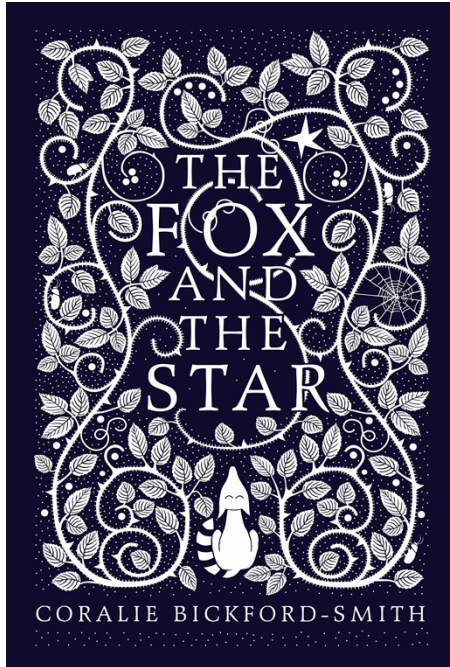
### Writing Objectives

Planning using story map. Add key words and phrases. Rehearse story telling.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can write expanded noun phrases, sometimes with support.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.

## Week 2

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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 and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

#### Homophones and near homophones

Bare  
Bear  
Sun  
Son  
To  
Too  
Two  
Be  
Bee  
Night  
knight

### Grammar and Punctuation objectives

**Recognising Adverbs in sentences** In the previous steps, children have learned what adverbs are, how to add -ly to an adjective to create an adverb and that there are exceptions to the rule. For example: fast, clean, shine/shiny. In this step, children will learn to recognise adverbs within sentences. Focused Questions. Circle the adverb in this sentence. How do you know which word is the adverb?

**Using adverbs in sentences** Once children have learned how to recognise adverbs within sentences, they can move onto using them in sentences. Children should be able to identify how their choice of adverb affects 'how' the verb has been done. Focused Questions. Change the adverb in this sentence to alter how the verb had been done. Is the adverb in the correct place in this sentence? Create a sentence using this adverb.

## Writing Objectives

Rewrite the story from Fox's perspective.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can use a range of coordinating conjunctions.
- I am beginning to use some subordinating conjunctions e.g. When, if, that, because.
- I can write narratives (real and fictional)
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 3

### **Text (Poetry) If I had wings – Pie Corbett**



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to, discuss and express 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
- Recognise simple recurring literary language in stories and poetry
- discuss favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- making inferences on the basis of what is being said and done
- answering and asking questions
- 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

- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**The /l/or /el/ sound spelt -el at the end of words.**

- Camel
- Tunnel
- Squirrel
- Travel
- Towel
- Tinsel
- Vowel
- Enamel
- Angel
- level

**Grammar and Punctuation objectives**

**Recognising single contractions** This step introduces the punctuation mark apostrophe. In this first step, children will begin to recognise apostrophes used in simple contractions to mark where letters are missing. Children need to know that the apostrophe is always placed where the letter has been removed. For example: can not becomes can't; it is becomes it's; I will becomes I'll. Children should be able to recognise apostrophes in simple contractions and identify which missing letters they replace. Focused Questions. Identify the apostrophe in the sentence. What letters are missing from the words? Which word is the contraction in the sentence?

**Using simple contractions** Now that children can recognise apostrophes in simple contractions, they need to move on to using them. This step focuses specifically on using apostrophes in simple contractions to mark where letters are missing. Children need to know that the apostrophe is always placed where the letter or letters have been removed. For example: can't (can not), didn't (did not), hasn't (has not), couldn't (could not), it's (it is), I'll (I will). Children should be able to identify missing apostrophes and correctly insert them, for example didnt should be corrected to didn't. Children should be able to use apostrophes in simple contractions and explain which letters it replaces. Focused Questions. Which words can be put together? Which letter needs to be removed? Where does the apostrophe go? Has this apostrophe been put in the correct place? How do you know? What are the missing letters in this contraction?

**Writing Objectives**

Children to create their own "If I could fly' poem

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can use a range of coordinating conjunctions.
- I am beginning to use a range of subordinating conjunctions e.g. When, if, that, because.
- I can write poetry, choosing vocabulary for effect.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 4

### Text



<https://www.literacyshed.com/little-boat.html>

### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- discussing the sequence of events in stories and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories.
- Understand stories by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been seen so far
- explain and discuss understanding of stories.

### Spelling

The /l/ or /el/ sound spelt -al at the end of words.

### Grammar and Punctuation objectives



metal  
pedal  
capital  
hospital  
animal  
magical  
signal  
mammal  
general  
formal

**Introducing possession** Please note: this step focuses specifically on apostrophes to show possession in singular nouns only. Possession using plural nouns will be covered in Year 4 Spring Block 1. Children need to understand the term possession and that it shows that something belongs to something else, for example, the car belongs to the man so it is the man's car. Children need to know that the apostrophe is always placed before the -s to show singular possession, for example: the dog's toy; the boy's father. There is a variety of guidance on apostrophes for possession when the singular noun ends in -s. It is grammatically correct to use both James' bag and James's bag to show possession. The main rule is that the use of apostrophes are consistent across the piece of writing. We suggest using the following guidance to ensure consistency. For a singular noun or proper noun ending in -s, add 's to show possession, for example Thomas's book. This then allows the use of just an apostrophe for any plural nouns ending in -s (which is covered in Year 4). Focused Questions. Which word is missing an apostrophe to show possession? Who does the dog belong to in this sentence? (For example, the man's dog was old.) What type of apostrophe has been used in this sentence? Words with apostrophes for possession and those for simple contractions.

### Writing Objectives

Boxing up, story map, key phrases and vocabulary. Plan a retell from the perspective of the little boat.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can write expanded noun phrases, sometimes with support.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

### Week 5

**Text**



<https://www.literacyshed.com/little-boat.html>

**Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- discussing the sequence of events in stories and how items of information are related
- becoming increasingly familiar with and retell a wider range of stories.
- Understand stories by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been seen so far
- explain and discuss understanding of stories.

**Spelling**

**Exception words list**

Wild  
 Climb  
 Most  
 Only  
 Both  
 Old  
 Cold  
 Gold  
 Into  
 Told  
 called

**Grammar and Punctuation objectives**

**Plural or Possessive** One major misconception that some children have is using apostrophes for plural nouns. This misconception will be addressed in this step. Children should begin to spot the difference between words ending in -s because there is more than one object (plural) and words ending in -'s because it indicates possession. Children should be able to recognise singular nouns and identify the plural form, for example: boy (singular) turns to boys (plural). Plural forms of nouns that end in -s are called regular plurals. Some nouns, such as child or man cannot add -s to make plural nouns. These are called irregular plurals. Children should be able to identify plural forms of nouns and know that an apostrophe is not used to make a noun plural, for example: the girls played together (girls is plural, therefore no apostrophe). Children should also be able to identify when to use an apostrophe to show possession of a singular noun, for example: the girl's coat (girl's is showing possession so an apostrophe is used). Focused Questions. Which words are plural? Which words show possession? Identify the words with the correctly placed apostrophes.

**Writing Objectives**

Children to retell the story as if they are the little boat.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.

- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can often use the past and present tense (including verbs that indicate time was/were) correctly.
- I can use a range of coordinating conjunctions.
- I am beginning to use a range of subordinating conjunctions e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write narratives (real and fictional)
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 6

# SATs Practice Week

### Spelling

Consolidating from this half term's spellings

Little

Terrible

Possible

Too

Tunnel

Hospital

General

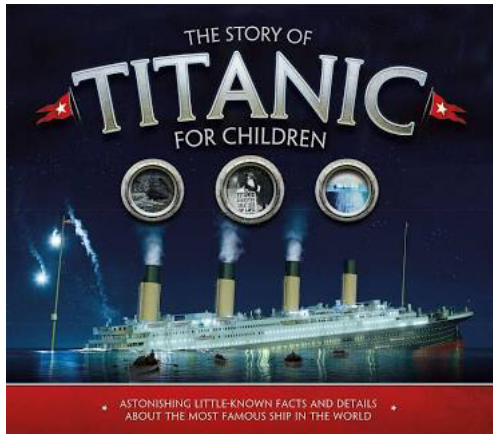
Climb

Most

called

## Week 7

**Text**



**Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Look at a range of non-fiction books that are structured in different ways
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- answering and asking questions
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**The possessive apostrophe (singular nouns)**

- Megan's
- Ravi's
- girl's
- child's
- man's
- boy's
- bike's
- computer's
- school's
- parent's

**Grammar and Punctuation objectives**

**Recognising exclamations** From Year 1, children should know what an exclamation mark looks like and that it is used to demarcate sentences that are exclamations. Children should know how to recognise and use one word commands with exclamations. An exclamation is usually used to indicate a sudden outburst or words spoken conveying an emotion such as anger, surprise or pain. From Autumn Block 5, children should be familiar with questions. In this step, children will move on to looking at the difference between a question and an exclamation. In this step, children should recognise that 'what' and 'how' can be used as sentence openers when writing an exclamation sentence. Children should begin to recognise that an exclamation sentence usually follows the pattern: what + noun phrase + pronoun + verb!, How + adjective + pronoun/determiner + verb! Focused Questions. Is this sentence an exclamation? How do you know? Is this sentence an exclamation or a question?

**Using exclamations** Once children can recognise exclamations, they should move onto using them. Children should be able to create an exclamation using the openers how and what. For example: What a surprise! How great she played! Children should be able to follow the basic structure of writing a sentence: what + noun phrase + pronoun + verb!, How + adjective + pronoun/determiner + verb! For example: What a sunny day it is! How beautifully they sang! Focused Questions. Rewrite this sentence so that it is an exclamation.

**Recognising statements** From previous learning, some children may be able to recognise statements in their own writing and books they have read. A statement tells the reader information and should be demarcated

using a full stop. In this step, children should recognise a statement and be able to begin to explain the differences which makes a sentence a statement rather than a question or a command. Focused Questions. What is a statement?. Is this sentence a statement? How do you know?  
**Using statements** Once children can recognise statements, they should move onto using them. Children should be able to choose an appropriate statement and punctuate using a full stop. Most children should be able to change their sentence type to and from a statement. Focused Questions. Is this a statement? How do you know? Change this command to a statement. Change this statement to a question.

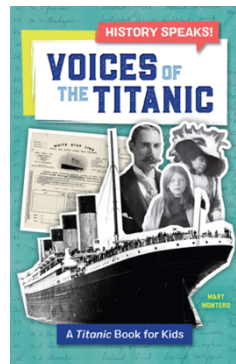
**Writing Objectives**

Planning and collecting information in preparation of creating a non-chronological report.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can write expanded noun phrases, sometimes with support.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.

**Week 8**

**Text**



**Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Look at a range of non-fiction books that are structured in different ways
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- answering and asking questions

explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.**

Copied  
Copier  
Happier  
Happiest  
Cried  
Replied  
Copying  
Crying  
Replying  
relied

**Grammar and Punctuation objectives**

**All four sentence types** Now that children have covered all four types of sentences, they can begin to identify all within a piece of work. Children should know the differences between each type and be able to use each independently. Focused Questions.

What type of sentence is this? How do you know? Identify the statement. Which sentence is a question?

**Writing Objectives**

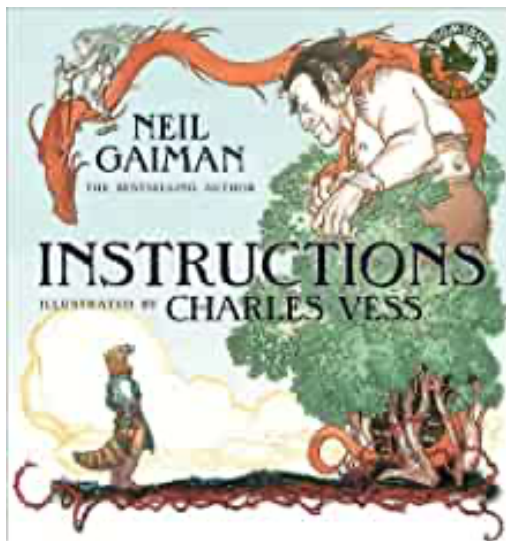
Write an information text about Titanic.

Create a non-chronological report about Titanic.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can use a range of coordinating conjunctions.
- I am beginning to use a range of subordinating conjunctions e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write for a range of purposes
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 9

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
  - read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
  - read accurately words of two or more syllables
  - read words containing common suffixes
  - read further common exception words, noting unusual correspondences between spelling and sound.
  - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
  - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
  - listen to , discuss and express 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
  - Look at a range of non-fiction books that are structured in different ways
  - Recognise simple recurring literary language in stories and poetry
  - discuss and clarifying the meanings of words, linking new meanings to known vocabulary
  - discuss favourite words and phrases
  - continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
  - Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense when reading, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

**Adding the endings – ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.**

Hiking

### Grammar and Punctuation objectives

**Recognising simple past and present tenses** In this step, children will be introduced to the terms simple present and simple past. Simple present and past describes something that is happening, or happened, at a

Hiked  
Hiker  
Nicer  
Nicest  
Shiny  
Describing  
Described  
Wiring  
tiled

particular moment. For example, start/started. Children need to be able to recognise the different forms of tenses within sentences and be able to explain when it is used. They should be able to identify the past and present tenses in their simple form. Focused Questions. What tense is this sentence in? Is this sentence in the simple past or simple present tense? Explain how you know.

**Using simple past and present tenses** Now that children can recognise simple past and present tenses, they should begin to use the different forms of tenses within sentences and be able to explain their meaning. Simple past and present describes something that is happening, or happened, at a particular moment. For example, start/started. Children should be able to use the past and present tenses in their simple form. Focused Questions. Is this sentence in the present tense? How do you know? Change this sentence so that it is in the past tense.

### Writing Objectives

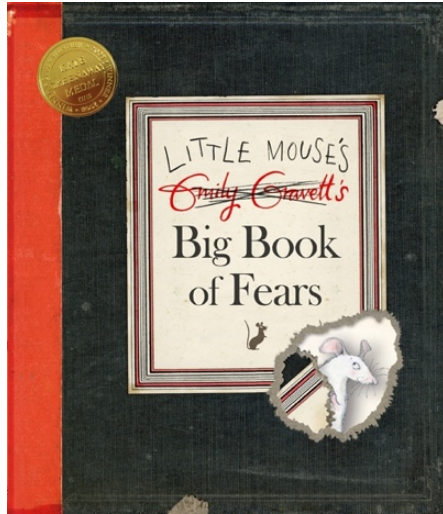
Create story maps and plan key vocabulary then write instructions to travel through fairytale land. (Draw on existing knowledge of fairytales)

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can often use the past and present tense (including verbs that indicate time was/were) correctly.
- I can use a range of coordinating conjunctions.
- I am beginning to use a range of subordinating conjunctions e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write narratives (real and fictional)
- I can write poetry, choosing vocabulary for effect.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.



## Week 10

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- Recognise simple recurring literary language in stories and poetry
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

### Spelling

**Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter**

patting  
patted  
humming  
hummed  
dropping  
dropped  
sadder  
saddest  
fatter  
fattest

### Grammar and Punctuation objectives

**Recognising past progressive tense** In this step, children will be introduced to the term past progressive. Past progressive describes an ongoing action that was happening at some point in the past and is no longer happening now. The past progressive is formed using the auxiliary verb 'to be' in the past tense, followed by the present participle of the verb in the sentence. For example, I was riding my scooter. Children need to be able to recognise the past progressive tense within sentences and be able to explain when it is used. They should be able to identify the progressive past in its simple form.

**Focused Questions.** What is the past progressive tense? What would you look for when deciding if a sentence is in the past progressive form? Is this sentence in the past progressive form? How do you know?

**Using past progressive tense** Once children can recognise the past progressive form, they can move on to using it in their sentences. Past progressive describes an ongoing action that was happening at some point in the past and is no longer happening. The past progressive is formed using the auxiliary verb 'to be' in the past tense, followed by the present participle of the verb in the sentence, e.g. I was riding my scooter.

Children need to be able to use the past progressive tense within sentences and be able to explain when it is used. Focused Questions. Change this sentence so that it is written in the past progressive form

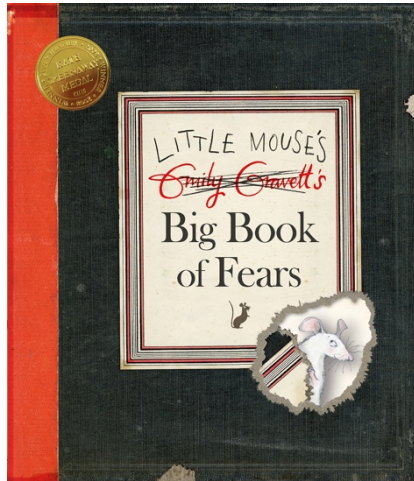
### Writing Objectives

Choose one of Mouse's fears. Plan – How did he develop his fear? How did he overcome his fear? (Use TfW planning strategies)

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can plan my writing (verbally or written) using key words and new vocabulary.

## Week 11

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
  - read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
  - read accurately words of two or more syllables
  - read words containing common suffixes
  - read further common exception words, noting unusual correspondences between spelling and sound.
  - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
  - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
  - listen to, discuss and express 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
  - Recognise simple recurring literary language in stories and poetry
  - discuss and clarifying the meanings of words, linking new meanings to known vocabulary
  - discuss favourite words and phrases
  - Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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

**Spelling**  
**Exception words list**

Every  
Everybody  
Even  
Great  
Break  
From  
Pretty  
Beautiful  
After  
Fast  
asked

**Grammar and Punctuation objectives**

**Recognising present progressive tense** In this step, children will be introduced to the term present progressive. Present progressive indicates a continuing action that is happening now and is an ongoing occurrence. The present progressive tense is formed using the auxiliary verb 'to be' in the present tense, followed by the present participle of the verb in the sentence, e.g. I am writing. Children need to be able to recognise the present progressive tense within sentences and be able to explain when it is used. Focused Questions. What is the present progressive form? Is this sentence written in the present progressive form? How do you know? Why is this sentence written in the present progressive form?

**Using present progressive tense** Present progressive indicates a continuing action that is happening and is an ongoing occurrence. The present progressive tense is formed using the auxiliary verb 'to be' in the present tense, followed by the present participle of the verb in the sentence, e.g. I am writing. In this step, children will begin using the present progressive tense within their sentences and be able to explain when it is used. Focused Questions. Explain why this sentence is in the present progressive form. Which tense is this sentence in? Can you change it so that it is in the present progressive form?

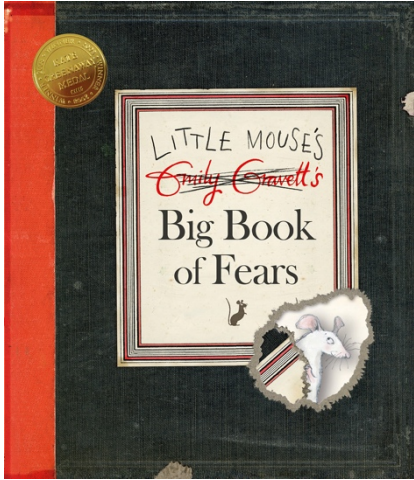
**Writing Objectives**

Write the first part of the story – How Little Mouse developed his fear.

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can often use the past and present tense (including verbs that indicate time was/were) correctly.
- I can use a range of coordinating conjunctions.
- I am beginning to use a range of subordinating conjunctions e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write narratives (real and fictional)
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 12

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
  - read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
  - read accurately words of two or more syllables
  - read words containing common suffixes
  - read further common exception words, noting unusual correspondences between spelling and sound.
  - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
  - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
  - listen to , discuss and express 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
  - Recognise simple recurring literary language in stories and poetry
  - discuss and clarifying the meanings of words, linking new meanings to known vocabulary
  - discuss favourite words and phrases
  - Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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

### Spelling

#### Consolidating from this half terms spellings.

Him  
Them  
Down  
child's  
replying  
describing  
patted  
dropped  
everybody  
after

### Grammar and Punctuation objectives

**Compound nouns** This step focuses on forming compound nouns using two existing nouns, e.g. hairbrush. Children will make compound nouns by joining two existing nouns. The compound noun created has a similar meaning, e.g. superman. In this step, children will make compound nouns by joining two existing nouns. Sometimes, the compound noun created has a similar meaning, e.g. hairbrush. There are exceptions to this when two nouns are joined and the meaning is not the same. A strawberry, for example, is not a berry made from straw. Focused Questions. Which two words can combine to make a new compound noun? Does the compound noun keep the same meaning of the two individual nouns?

**Adding '-ment', '-er' and '-ness'** This step identifies how nouns can be formed using suffixes such as -ness, -er and -ment e.g. happiness; entertainment; teacher. Some spellings of the root word may need to change before the suffix -ness is added, for example: happy + ness = happiness. Verbs can be made into nouns using the suffix -er, for example: teacher; and the suffix -ment, for example: development. Spellings of the root word may need to change before the suffix is added, for example the final letter may need to be omitted: argue + ment = argument. Alternatively, the final letter may need to be doubled if it is a consonant, for

example: drum + er = drummer. Focused Questions. Choose a word and a suffix to create a noun. Correct the spelling of some of these words that have been created by adding a suffix.

**Adding ‘-ful’ and ‘-less’** This step identifies how adjectives can be formed by adding suffixes to nouns, such as -ful, and -less e.g. helpful; careless. Some spellings of the root word may need to change before the suffix is added, if they end in ‘y’ for example: plenty + -ful = plentiful. There are exceptions to this rule: when a word that ends in ‘y’ is preceded by a vowel then the y remains, e.g. joyful, playful. Most words that add -less need no changes to their spelling, however there will be exceptions, for example: penny + less = penniless. Focused Questions. Combine nouns with the suffixes -ful and -less to create adjectives. Make the necessary changes to these words before adding -ful/-less.

**Writing Objectives**

Write the second part of the story – How Little Mouse overcame his fear..

- I can use my knowledge of sounds to spell many words correctly, including set 3 alternatives.
- I can spell many of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly most of the time.
- I can use capital letters and full stops correctly in at least half of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, sometimes with support.
- I can often use the past and present tense (including verbs that indicate time was/were) correctly.
- I can use a range of coordinating conjunctions.
- I am beginning to use a range of subordinating conjunctions e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write narratives (real and fictional)
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

**Week 13**

**Spelling**

Use the last 3 weeks of term to look at consolidation units and special focus activities.

This week has been left blank to allow for faith week activities, engineering week etc.

## Summer Term

### Week 1

#### Text

#### Earth week

Always 22<sup>rd</sup> April so change weeks around accordingly.



#### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Recognise simple recurring literary language in stories and poetry
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**The /r/ sound spelt wr at the beginning of words.**

Write  
Written  
Wrote  
Wrong  
Wrap  
Wrist  
Wriggle  
Wreck  
Wrinkle  
wrestle

**Grammar and Punctuation objectives**

**SATs assessments and preparations.**

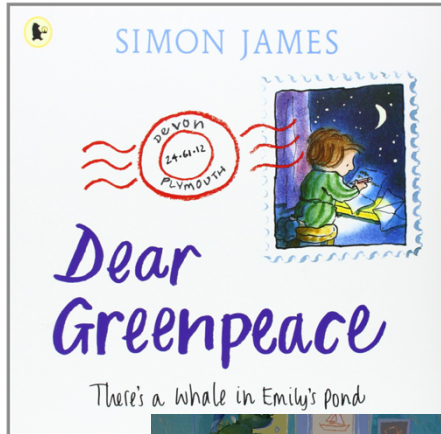
**Writing Objectives**

Plan and write an explanation about why plastics are dangerous in the oceans.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can often use the past and present tense (including verbs that indicate time was/were) correctly and consistently.
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

**Week 2**

**Text**



<https://youtu.be/oA10-oZi4Xc>

**Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

**Spelling**

**The /aɪ/ sound spelt -  
y at the end of words**

- cry
- fly
- dry
- try
- reply
- July
- Spy
- Fry
- Supply
- Magnify

**Grammar and Punctuation objectives**

**SATs assessments and preparations.**

**Writing Objectives**



Children to plan their own letter to Greenpeace about an animal living with them that has a very different habitat.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.

### Week 3

#### Text



<https://youtu.be/oA10-oZi4Xc>

#### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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.

#### Spelling

Adding -es to nouns and verbs ending in -y

#### Grammar and Punctuation objectives

flies  
tries  
replies  
copies  
babies  
carries  
cries  
spies  
supplies  
magnifies

## SATs assessments and preparations.

### Writing Objectives

Children to write their own letter to Greenpeace about an animal living with them that has a very different habitat.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can often use the past and present tense (including verbs that indicate time was/were) correctly and consistently.
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write for a range of purposes
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

### Week 4

Text

# SATs week

(Move weeks around to fit in with exact dates)

Reading objectives

## Spelling

The /ɔ:/sound spelt a before l and ll

All

Ball

Call

Walk

Talk

Always

Mall

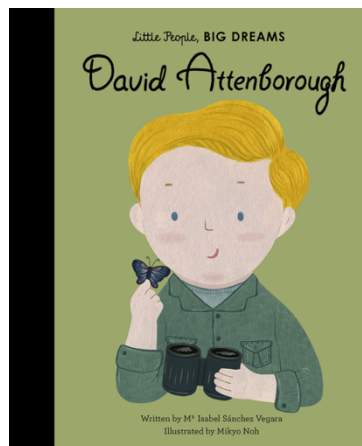
Fall

Tall

natural

## Week 5

### **Text**



### **Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Look at a range of non-fiction books that are structured in different way
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### **Spelling**

#### **Exception words list**

Last  
Past  
Father  
Class  
Grass  
Dad  
Plant  
Path  
Bath  
Hour  
make

### **Grammar and Punctuation objectives**

**Adding ‘-er’ for comparative adjectives** In this step, children will add the suffix -er to create a comparative adjective. A comparative adjective is an adjective used to compare two or more things. Most comparatives are formed using the suffix -er. For example: The dog is stronger than his owner. For a root word ending with a -y, -i replaces -y. For example: lovely becomes lovelier. For a root word ending in -e, the -e is replaced by -er. For example: nice becomes nicer. Where a root word ends with a vowel and consonant, the consonant is doubled before adding -er. For example: big becomes bigger.

Common exceptions when creating comparatives include: good = better; bad = worse; far = further/farther. Focused Questions. Add a suffix to the root word to create a comparative. Has this suffix been added correctly? How do you know?

**Adding '-est' for superlative adjectives** • In this step, children will add the suffix -est to create a superlative adjective. As with a comparative, a superlative adjective is an adjective used to compare two or more things. Most superlatives are formed using the suffix -est. In one syllable adjectives, it is preceded by 'the'. For example: The man is the strongest in the world. For a root word ending with a -y, -i replaces -y. For example: lovely becomes loveliest. For a root word ending in -e, the -e is replaced by -est. For example: nice becomes nicest. Where a root word ends with a vowel and consonant, the consonant is doubled before adding -est. For example: big becomes biggest. Common exceptions when creating superlatives include: good = best; bad = worst; far = furthest/farthest. Focused Questions. Add a suffix to the root word to create a superlative. Has this suffix been added correctly? How do you know?

**Comparing and ordering comparative and superlatives** In the previous steps, children have learnt to add -er and -est to adjectives to create comparatives and superlatives. In this step, children will compare and order comparatives and superlatives. Focused Questions. Which noun is the biggest in the sentence? How do you know?

### Writing Objectives

Children to write their own biography about David Attenborough (summarising the important information)

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can often use the past and present tense (including verbs that indicate time was/were) correctly and consistently.
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 6

### Text

Use a selection of 'recipe for a friend' poems taken from the internet to compare, analyse and answer questions about.

### PowerPoint

<https://www.twinkl.co.uk/resource/t-l-526854-ks1-recipe-for-friendship-resource-pack>



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- Recognise simple recurring literary language in stories and poetry
- discuss favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- making inferences on the basis of what is being said and done
- answering and asking questions
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

**Consolidating from this half term's spellings.**

This  
Have  
Try  
Wrong  
Supply  
Replies  
Carries  
Always  
Natural  
plant

### Grammar and Punctuation objectives

**Consolidating the Alphabet – Upper and Lower Case** As this is a consolidation block, it provides a more general overview of previously detailed learning covered in Key Stage 1. This step consolidates the alphabet and names of letters. Children should be confident with the names of the letters of the alphabet and be able to order them correctly. They should be able to recognise lower case letters and match these to their corresponding capital letters, being able to write both forms accurately. Focused Questions. Re-write the letters so they are in the correct order. Replace the capital letters with lowercase letters. Fill in the missing letters in the sequence.

**Consolidating Punctuating Sentences** This step consolidates the use of full stops to end a sentence and the use of capital letters to start a sentence and when using the pronoun 'I'. Children should be confident identifying a sentence and be able to write sentences using full stops and capital letters accurately. Focused Questions. Using the given words, create a

sentence that uses capital letters and full stops accurately. Has the full stop and capital letter been used accurately in this sentence?

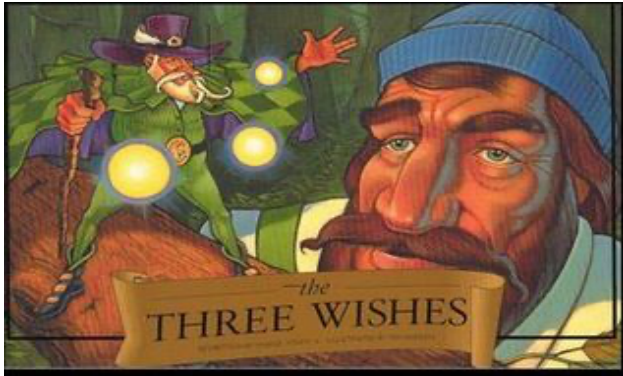
### Writing Objectives

Children to plan and write their own poem – Recipe for a teacher

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I can write poetry, choosing vocabulary for effect.
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 7

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions

- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**The /ʌ/ sound spelt o**

Other  
 Mother  
 Brother  
 Nothing  
 Monday  
 Cover  
 Money  
 Oven  
 Worry  
 wonder

**Grammar and Punctuation objectives**

**Consolidating Nouns and Verbs** In the two previous consolidation steps, children looked at sentences and how to punctuate them. This step consolidates the accurate identification of nouns and verbs and what sensible suggestions of nouns and verbs can be added to sentences. Children should be given the opportunity to write sentences containing only nouns, verbs and articles, without any additional words such as adjectives or conjunctions, even though these will have been covered in Key Stage 1, so that they really consolidate their understanding of how a basic sentence is built. They should be confident in understanding that a sentence usually contains a verb and at least one noun. Focused Questions. Identify the nouns and verbs in the sentences. Complete a sentence adding a sensible noun or verb. Is this a sentence?

**Consolidating Capital Letters** In previous steps, children will have learned that a capital letter is required to start a sentence. This step looks at consolidating the use of capital letters in general within children’s own writing. Children should be able to recognise that capital letters are required to start sentences and that many different words within sentences also require capital letters, such as names. In contrast to this, it should also be made clear that most words they write will not need to be capitalised. Therefore, it is important that children understand why they are capitalising some words but not others. Focused Questions. Rewrite the sentence adding in any capital letters that are missing. Which words don’t need capital letters in the sentence below?

**Writing Objectives**

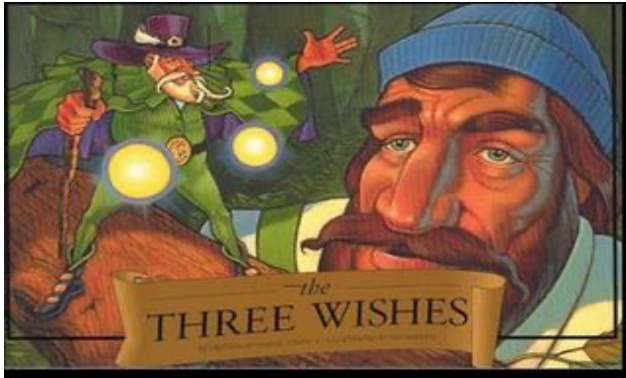
Use story maps and boxing up to plan out the story. How could we adapt it? Change situation and wishes.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can plan my writing (verbally or written) using key words and new vocabulary.



## Week 8

### **Text**



### **Reading objectives**

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### **Spelling**

#### **Words ending -il**

Pencil  
Fossil  
Nostril  
Pupil  
April  
Gerbil  
Lentil  
Stencil

### **Grammar and Punctuation objectives**

**Consolidating Conjunctions** Children will have already learned that a sentence is a group of words that makes sense; that sentences can be short or long and that a sentence can be made longer by adding the word 'and', 'but' and 'or'. This step consolidates the use of the conjunctions 'and', 'but' and 'or' in a sentence: to give additional information that either joins two parts of a sentence (and), to indicate that the next clause will contradict the previous one (but) or to indicate multiple options (or). Children should be confident using 'and', 'but' and 'or' in a sentence and decide when to use each word to fit the intended meaning of the sentence. Focused Questions. Choose the conjunction that best completes the sentence. Write a sentence containing 'and', 'but' or 'or'.

Utensil  
basil

**Consolidating Commas and Conjunctions** In this step, children will consolidate their learning of using commas to write lists and use sentences that not only have the coordinating conjunctions: 'and', 'but', 'so', 'or', but go on to include the sub-ordinating conjunctions: 'when', 'if' and 'because'. They should be confident using the different coordinating and sub-ordinating conjunctions in their writing and be able to write lists that include commas and conjunctions, for example: The boy was sad because he had lost his ball, missed the bus and dropped his teddy in a puddle; You can have fruit, a drink or some chocolate. Focused Questions. Add commas to the sentence to indicate a list. Join the two sentences together using a conjunction and include a comma for the list.

### Writing Objectives

Write the story for the next house the fairies visit, using adapted plans from last week.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can often use the past and present tense (including verbs that indicate time was/were) correctly and consistently.
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write narratives (real and fictional)
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

## Week 9

### Text

#### Why Dragons Are Extinct – Pie Corbett



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Spelling

**The /dz/ sound spelt as ge and due at the end of words, and sometimes spelt as g elsewhere in words before e, l and y**

Badge  
Edge  
Bridge  
Dodge  
Fudge  
Age  
Huge  
Change  
Cage  
ledge

### Grammar and Punctuation objectives

**Consolidating Singular or Plural** In previous steps, children revisited nouns. This step looks at consolidating the use of singular and plural nouns. Children should be confident understanding the difference between singular and plural nouns, knowing that singular nouns are used to describe one person, place or object; whereas plural nouns are used to describe more than one person, place or object. Children should now be familiar with the rule that most plural nouns are formed by adding 's', while some others add 'es'. They should be able to correctly use singular and plural nouns in their writing. Focused Questions Change the singular nouns in the sentences to make them plural. Which noun is the odd one out? Where one noun forms the plural adding 'es' and others add 's'.

**Consolidating Prefixes and Suffixes** This step will consolidate the use of prefixes and suffixes and how these change the meaning of root words. Children should be confident with recognising how the prefix 'un' changes the meaning of words, e.g. kind becomes unkind. The suffixes 'ment', 'er', 'ness', 'ful', and 'less' are revisited to recognise how the addition of the suffix changes the root word, e.g. 'help' changes from a verb to an adjective when 'ful' is added

to the end of the word. The suffixes 'er' and 'est' are added to the end of words to create comparative and superlative adjectives. Focused Questions. Match the prefixes and suffixes to the correct root word. Circle the correct words.

### Writing Objectives

Story mapping, boxing up, innovate by adjusting plans with own ideas.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.

## Week 10

### **Text**

#### **Why Dragons Are Extinct – Pie Corbett (TfW text)**



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss favourite words and phrases

- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Spelling**

**The /s/ sound spelt c before e,i and y**

Race  
Ice  
Cell  
City  
Fancy  
Lace  
Dance  
Price  
Space  
trace

**Grammar and Punctuation objectives**

**Consolidating Adverbs** This step will look at consolidating adverbs and how they are used to add extra information about a verb. Further uses of adverbs will be covered from Year 3 onwards. Children should be confident with how adverbs are formed using –ly and know the exceptions, e.g. fast; and be able to recognise and use adverbs in their own writing. Focused Questions Identify the adverbs in the sentences below. Match the adverbs and the verbs that fit best together. Change the adverb to change the mood.

**Consolidating Apostrophes** As this is a consolidation block, it provides a more general overview of previously detailed learning covered in Key Stage 1. This step will look at consolidating the use of apostrophes for contractions and to mark possession.

When ‘not’ is added to a verb, the two words are often contracted. An apostrophe should be used to mark where the omitted letter is. An apostrophe followed by an ‘s’ is used to show that something belongs to someone, e.g. the dog’s tail describes the tail that belongs to the dog. Focused Questions. Insert an apostrophe in the correct word in the sentence below. Choose the correct word to complete the phrase, e.g. the \_\_\_\_\_ tail (dogs / dog’s) Why has an apostrophe been used in the following words?

**Writing Objectives**

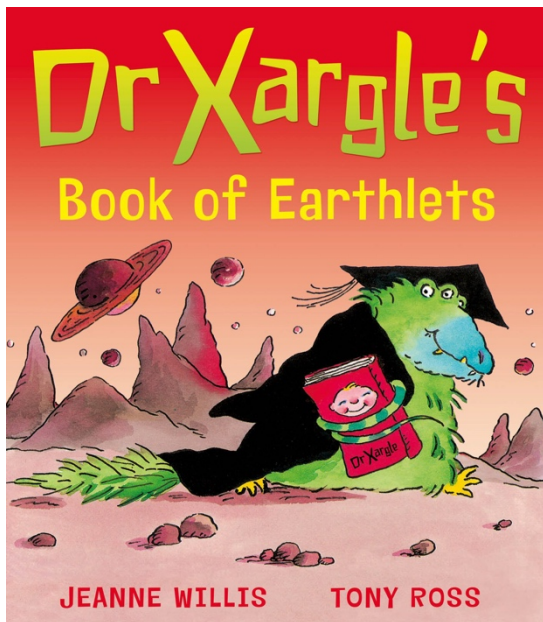
Children to write their own non-fiction text, explaining why dragons are extinct.

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can often use the past and present tense (including verbs that indicate time was/were) correctly and consistently.
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.

- I can proof read my work and edit at my level.

## Week 11

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

### Spelling

#### Exception words list

Whole  
Any  
Many  
Clothes  
Busy  
People  
Water  
Again  
Half  
money

### Grammar and Punctuation objectives

**Consolidation of Sentence Types 1** This step looks at consolidating how to recognise, use and punctuate questions and commands accurately. Children should be confident at identifying questions by recognising their use of question openers 'who', 'what', 'where', 'when', 'why' and 'how'; as well as questions that don't use these openers. They should also know that questions are always punctuated using a question mark. Children should be confident at identifying commands that use simple verbs and one-word sentences. Command sentences can be punctuated with either a full stop or an exclamation depending on whether the sentence is an order or a polite request, e.g. 'Sit down!' versus 'Keep off the grass.' Children should be able to recognise the difference between the two. Focused Questions. Identify the questions and

commands in the sentences below. Insert the correct question word in the sentence below. Punctuate the sentences below accurately.

**Consolidation of Sentence Types 2** This step will look at consolidating the use of exclamations and statements and recognising the difference between questions and exclamations. They will recognise that an exclamation uses the question openers 'what' + a noun phrase, pronouns and verb!; and 'how' + adjective, pronoun/determiner and verb! e.g. What a beautiful day it is!; How lovely of you to visit! This step will also consolidate the four sentence types which children should be confident in identifying within a piece of work. Children should know the difference between each type of sentence and be able to use and identify each independently. Focused Questions. Identify the odd one out in the unpunctuated sentences below. Work out what type of sentence is written below and add the appropriate punctuation. Write the next sentence to follow on from the sentence below, making sure it is a different sentence type.

**Consolidating Past and Present Tense** This step looks at consolidating the use of the present and past tense of simple verbs in sentences. Simple present tense and simple past tense describes something that is happening, or happened, at a particular moment. For example, start/started. Children should be confident with the terms simple present tense and simple past tense and be able to recognise and use both tenses in their reading and writing. Focused Questions. Match the words the correct tense. Complete the sentences using the correct tense of the verb given. Which tense is the sentence written in?

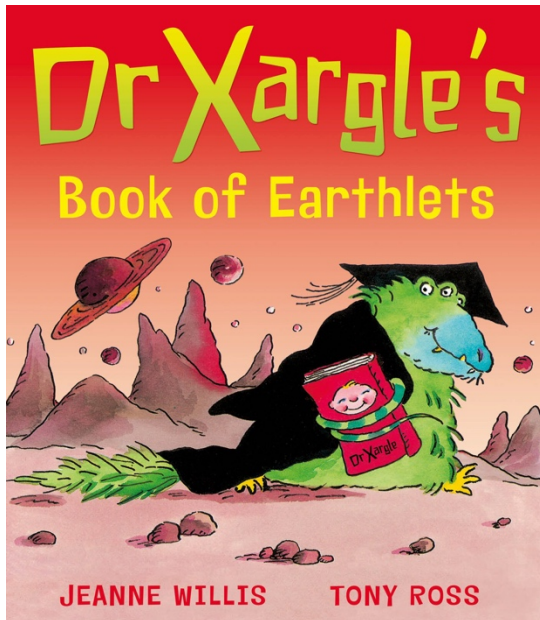
### Writing Objectives

Box it up and adapt plan for 'Dr Xargles's Guide to Doglets'

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.

## Week 12

### Text



### Reading objectives

- continue to apply phonic knowledge and skills as the route to decode words.
- read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- listen to , discuss and express 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
- discussing the sequence of events in books and how items of information are related
- Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

### Spelling

#### Consolidating from this half term's spellings

city  
any  
bridge  
pupil  
brother  
money  
nostril  
fudge  
fancy  
clothes

### Grammar and Punctuation objectives

This week should be used to recap on the objectives covered this term and to assess understanding.



### Writing Objectives

Write 'Dr Xargle's Guide to Doglets'

- I can use my knowledge of sounds to spell most words correctly, including set 3 alternatives.
- I can spell most of the year 2 common exception words.
- I can form letters and use letter sizing and spacing correctly.
- I can use capital letters and full stops correctly in most of my writing.
- I can use question marks and exclamation marks.
- I can write expanded noun phrases, using adjectives to describe and give detail
- I can often use the past and present tense (including verbs that indicate time was/were) correctly and consistently.
- I can use a range of coordinating conjunctions to join sentences
- I am beginning to use a range of subordinating conjunctions to extend sentences e.g. When, if, that, because.
- I am writing sentences with different forms; statements, questions, exclamations and commands.
- I can write narratives (real and fictional)
- I can write for a range of purposes
- I can plan my writing (verbally or written) using key words and new vocabulary.
- I can plan each sentence before I write it.
- I can proof read my work and edit at my level.

### Week 13

This week has been left blank to allow for faith week activities, engineering week etc.