Literacy overview Year 2 - 2022-2023

Teaching sequence							
Engage/ immerse Analyse		Plan	Compose				
Start with the Wow Factor.	Create experiences to help them develop ideas	Gather ideas	Modelled writing (writing for children)				
Make predictions.	for the writing process.	Create plans	Shared writing (writing with children)				
Teach the vocabulary in context	Familiarisation with text structure.		Application of writer's skills and knowledge				
Learn about the characters	Familiarisation with language structure		Independent writing				
Inference/retrieval/ explain							
Comprehension							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Fabulous Fiction	Authors	Mixtures and Medicines	Seas and Oceans	Plastics
Text:	What makes me a me? We are all Wonders	The Darkest Dark	The Enormous Crocodile Roald Dahl	George's Marvellous Medicine Roald Dahl	Winnie at the seaside	A planet full of Plastic Captain Green and the plastic scene
Genre coverage	Non-chronological report – real event Instructions on being a good friend	Letter of apology Persuasive arguments Story ending	Non-fiction crocodile report Fiction – alternative story Letter from the crocodile	Instructions Character descriptions Compare characters – grandma and the crocodile	Recount – real event Instructions – how to build a sandcastle Sharks – fact files	Informative poster Wanted poster/advert Persuasive letter of application
Phonics and spelling rules	Book 19 a e i o u s t p n m a e i o u d g c k ck r a e i o u h b f -ff l -ll -le -ss a e i o u j v w -x y z -zz qu Book 20 ch sh th -ng nk ai ee -igh oa oo oo ar or ur er -er ow oi ear air Book 21 ai -ay oi oy ee ea igh -ie	-ew ow ou	Book 25 ai -ay eigh -ey a a-e -ae -ea ee e -y ey ea e-e -ie Book 26 igh i -y ie i-e oa ow o oe o-e ough -eau Book 27 s -ss -se -ce ce ci cy sc -st- e -ea	Book 28 j ge gi gy ge - dge le -el al -il Book 29 ue u ew u-e eu oo u-e -o -ou -ough ue -ew -ui -u Book 30 oi oy ow ou - ough or -our aw au al war quar	Book 31 ur ir erear wor u o -ou our ar a al Book 32 -si -ge w wh -u f -ff ph -gh Book 33 ch k sh igh ee ou oa a ai wa o alt o	Book 34 ch -tch chu/ - turesh ch -ti -ci -ssi, sci, g gu -gue gh Book 35 ear eer -ere -ier air -are -ear -ere n -nn kn gn r -rr wr rh Book 36m mm -mb - mn c k -ck ch qu -que or ore -our oor oar aw au al -augh ough
	Level 4	Level 4	Level 5	Level 5	Level 5 A	Level 5 A

	Book 9 zz, qu, ch	Book 12 cks, tch, nk	Book 15 ar, or, ur	Book 18 ue, ue, ure, ture	Book 21 ai ee -igh oa	Book 24 ai -ay oi oy ee
	20010 1 22, 40, 010	Level 2		Level 3		ea igh -ie
10	Book 10 sh, th, ng		Book 16 ow, oi, ear		Book 22 oo oo ar or ur	
lics	, , ,	Book 13 ai, ee, igh	, ,	Book 19 a e i o u s tp	er -er	Book 25 oa ow ue ew oo
PKF phonics	Book 11 dge, ve, wh		Book 17 air, er, er	nmaeioudgck		-ew ow ou
þ		Book 14 oa, oo, oo		ckraeiouhbf-	Book 23 ow oi ear air	
L L L				ff l-ll-le-ssaeiou		Book 26 ur ir or aw ear
				jvw-xyz-zzqu		eer air -are
	Level 2	Level 3	Level 3	Book 20 ch sh th -ng -nk	Level 4	Level 5
	write and punctuate simple	Say, write and punctuate	Edit and improve simple	Edit and improve simple	Edit and improve simple	Edit and improve simple
	and compound sentences using	simple and compound	compound sentences using the	compound sentences using the	compound sentences using the	compound sentences using the
	the connectives and, and but	sentences using the joining	joining words and, but, so, or.	joining words and, but, so, or.	joining words and, but, so, or.	joining words and, but, so or.
	Secure the use of full stops	words so and or.	Use sentences with different	Use and punctuate sentences	Use and punctuate sentences	Use and punctuate sentences
	and capital letter	Use sentences with different	forms, statements and	with different forms,	with different forms,	with different forms,
		forms questions and	commands	statements, commands,	statements, commands,	statements, commands,
	Subordination for reason –	exclamations.		questions and exclamations.	questions and exclamations.	questions and exclamations.
	because		With prompting edit and			
		Use subordination for time —	improve own writing using full	Independently edit and	Independently edit and	Independently edit and
	Select verbs to complete	when.	stops, capital letters,	improve own writing using full	improve own writing using full	improve own writing using full
	sentences.		exclamation marks and	stops, capital letters,	stops, capital letters,	stops, capital letters,
	Identify and select nouns to	Use subordination conjunction — that in oral sentences.	question marks.	exclamation marks and question marks.	exclamation marks and question marks.	exclamation marks and question marks.
	complete sentences	- that in oral sentences.	Use subordination for reason	question marks.	question marks.	question marks.
uo		Use commas to separate items	using if	Use apostrophes for contracted	Use subordination time using	Use subordination time using
and punctuation	Generate select and effectively	in a list.	5	forms.	when, before and after.	when, before and after.
nctu	use adjectives.		Use commas in a list			
nd		Generate select and effectively		Use subordination time using	Subordination for reason using	Subordination for reason using
and		use verbs.	Use the conjunction that in a	before and after. For reason	because and if	because and if
		Explore the progressive form of	written sentence	using because and if	Use commas to separate items	Use commas to separate items
Grammar		verbs in the past tense orally	Independently edit and	Use subordination conjunction	in a list	in a list
Grai		and in writing to mark actions	improve own writing	that in sentences and use these		
U		in progress he was singing,	strengthening the use of verbs	in non fiction writing.	Use apostrophes for contracted	Use apostrophes for contracted
		they were.	and nouns.	-	forms	forms
				Explore the progressive forms		
		Use past tense accurately and	Use present tense accurately	of verbs in the past tense	Explore the progressive forms	Explore the progressive forms
		consistently	and consistently for non	orally and in writing.	of verbs in the present tense to	of verbs in the present tense to
		Generate select and effectively	chronological reports and adverts.	Independently edit and	mark actions in progress	mark actions in progress
		use nouns		improve own writing	Independently edit and	Independently edit and
		Edit and improve writing	Identify generate and	strengthening the use of tense	improve own writing	improve own writing
		strengthening the use of	effectively use noun phrases		strengthening the use of noun	strengthening the use of noun
		adjectives to create simple		Identify generate and		
		noun phrases.	Identify understand and select	effectively use verbs	Identify generate and	Identify generate and
			adverbs to complete noun	Identify concrete and	effectively use verbs and	effectively use verbs and noun
			phrases.	Identify generate and effectively use noun phrases	Noun phrases	phrases.
				enectively use noun phrases		

digits of the correct size, orientation and reliability one anabher and losser uses laters. digits of the correct size, orientation and reliability orientation and reliability oris are reliability orientation and reliability orientation and r		T 5 5 11.0 1	T 5 5 11 1	T 5 5 11 1	T to the line of	T to the little
orientation and relationshiporientation and relationshiporientation and relationshiporientation and relationshiporientation and relationshipinterseTo form lower case letters of the correst size, relative to on another.To form lower case letters of the correst size, relative to on another.To form lower case letters of the correst size, relative to on another.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the letters.To use spacing between words tate reflects the set of the<	To write capital letters and	To write capital letters and	To write capital letters and	To write capital letters and	To write capital letters and	To write capital letters and
one another and to lower case iteres To form lower case letters of the correct size, relative to one another. To form lower case letters of the correct size, relative to one another. To form lower case letters of the correct size, relative to one another. To form lower case letters of the correct size, relative to one another. To form lower case letters of the correct size, relative to one another. To use spacing between words that relates the size of the lotters. To use spacing between words that relates the size of the lotters. To use spacing between words that relates the size of the lotters. To use spacing between words that relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the size of the lotters. To use spacing between words the relates the relates the lotters. To use spacing between words the relates the lotters. To use spacing between words the relates the lotters. To use spacing between words the relates the relates the lotters. To use spacing between words the relates the lotters. To use spacing between words theres. To use spacing between words theres.						digits of the correct size,
IntersTo form lower concenters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To form lower case letters of the correct size, relative to on another.To lowe spacing between words the reflects the size of the letters.To use spacing between words the traffects the size of the letters.To use spacing between words the traffects the size of the letters.To use spacing between words the correct size, relative and the correct s		orientation and relationship	orientation and relationship	orientation and relationship	orientation and relationship	orientation and relationship
In Som lower case letters of the correct size, relative to on another. the correct size, relative to on another. to use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work that reflects the size of the letters. To use spacing between work the reflects the size of the letters. To use spacing between work that reflects the size of the letters. <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td></t<>						
To form lower case letters of the correct size, relative to ore another. another. to use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between word that reflects the size of the letters. Sizes and, and Jazes and, and Jaze	letters.					
interverse size, relatives too en order. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words the letters			•			
another. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. To use spacing between words that reflects the size of the letters. Pancel Londrido - corted gride Zdg adgriders 4, W, W, W Long Londers could letters. Recorp Long Londers could replates Recorp Long Londers could replates Zdg adgriders 4, W, W, W Zdg adgrider 4, W, W Zdg adgrid		another.	another.	another.	another.	another.
Index reflects the size of the lettersthat reflects the size of the						
Interact letters letters letters letters letters letters Procili controll - controld Zig scag lablers e. w, w, w, at grips Intraducting games at, all Jains e.n., all Jains e.n., del Jains and, eacl J	another.					
Pancial canzard Zig ang latters £, w, w, w Intraducing gains at, all Jains nd, id Jains nd, ad Jains ad, ad Jains aw, wa Jains aw, wa Jains aw, wa Long ladders J,J,Lu,J,U Zig ang categolial Jains A, ch Jains A, ch Jains A, au Jains A, ad						
grap reference ref	-				-	
Long ladders Li,Lug,q Zig acq capital latters Jains th, sh Jains ag, ast Jains ad, at Jains aw, au Long ladders acquial latters Recap lang ladders and capitals Jains in, in Jains in, in Jains ad, at Jains ad, at Jains ad, at Jains ad, at One armed rabale scapial latters Recap cans armed and capitals Jains in, in Jains an, and Jains ad, aq Jains ad, ad Jains ad, ad Jains ad, ad One armed rabale scapial latters Recap caprillars and capitals Jains in, in Jains an, and Jains ad, aq Jains ad, ad Jains ad, ad One armed rabale scapial latters Recap caprillars and capitals Jains in, in Jains ad, ag Jains ad, ad Jains	Pencil control – correct	Zig zag letters z, v, w, x	Introducing joins at, all	Joins nd, ld	Joins wa, wo	Joins ice, ide
Long ladders capital Becap lang ladders and capitals Jains in, im Jains in, im Jains in, ime Jains of, if Jains on, ode One armod sobols s, b, n, k, p Recap categrillars and capitals Jains in, im Jains in, ime Jains of, if Jains on, ode One armod sobols s, i, n, k, p Recap categrillars and capitals Jains in, im Jains an, ine Jains ed, if Jains in, ine Jains ed, if Jains ed, if Jains in, ine Jains ed, if Jains ed, if </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
Interview control control control control One control tobals x, b, n, k, p Recog one control tobals capital Jains xn, in	Long ladders l,i,t,u,j,y	Zig zag capital letters	Joins th, ch	Joins ng, ee	Joins ol, ot	Joins ow, ou
Interview control reaction reaction <threaction< th=""> reaction <thr< td=""><td></td><td></td><td></td><td></td><td></td><td></td></thr<></threaction<>						
One armed rabats r, h, n, k, p Recap care armed and capital Jains in, im Jains in, in Jains in, in Jains ar, in			Joins ch, cl	Joins ai, ay	Joins wh, oh	Joins oy, oi
h, m, h, p zapitals control Jains and			•	-		-
One armed rabate capital latters Recap caterpiliars c.nd. capitals Jains an, dians an, ane Jains sel, sel Jains sel, sel Curly caterpiliars c., a, d. o, s, q Scap caterpiliars c., a, d. latters Jains d, ig Jains d, ig Jains d, ig Curly caterpiliars c., a, d. going to write Dicuss and plan what they are going to write Jains d, ig Jains d, ig Jains d, ig Dicuss and plan what they are going to write Dicuss and plan what they are going to write <t< td=""><td></td><td></td><td>Joins in, im</td><td>Joins ime, ine</td><td>Joins of, if</td><td>Joins oa, ode</td></t<>			Joins in, im	Joins ime, ine	Joins of, if	Joins oa, ode
letters copilates copilat						
Curly caterpillars x, a, d, x, q Recape eig scag and capital lations Jains in, mp Jains an, ag Jains an, ag Curly caterpillars x, q, d, x, q Vowels a, e, i, o, u Jains an, ag Jains an, ag Jains an, ag Curly caterpillars x, q, d, dg Vowels a, e, i, o, u Jains an, ag Jains an, ag Jains an, ag Curly caterpillars x, q, d, dg Vowels a, e, i, o, u Jains an, ag Jains an, ag Jains an, ag Orally rehearse each sentence prior to writing including simple and compound sertifies networks writing including those that have been extended. Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended. Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended. Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended. Identify purpose and audience for writing. Identify purpose and audience for writing including from the teacher. Discuss that language and organisational features of the writing genre Discuss that language and organisational features of the writing genre Discuss that language and organisational features of the writing genre Edit and impr			Joins cr, tr, dr	Joins one, ome	Joins eel, eet	Joins ir, ur, er
o, r. q. Likes						
Curly caterpillars capital lattersVowels a, e, i, o, uJains id, igDiscuss and plan what they are going to writeDiscuss and plan what they are going to writeDiscus and pla	Curly caterpillars c, a, d,		Joins lp, mp	Joins oa, og		Joins or, oor
Jatteriareactionreactio						
Discuss and plan what they are going to writeDiscuss and plan what they are going to writeOrally rehearse every sentence before writing including those that have been extended.Orally rehearse every sentence before writing including those that have been extended.Discuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscus that language and organisational features of the writing genreDiscus that language and organisational features of the writing genreDiscus that language and organisational features of the writing genreEdit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own w	Curly caterpillars capital	Vowels a, e, i, o, u	Joins id, ig			
going to writegoing to writegoing to writegoing to writegoing to writegoing to writegoing to writeOrally rehearse each sentence prior to writing including sinel and compound sentences.Orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally r						
Orally rehearse each sentence prior to writing including simple and compound sentences.Orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally rehearse every sentence before writing.Drawing on sentence structures from known texts orally r	1 3					
prior to writing including simple and compound sentences.before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.Edit and improve own writing supportIdentify purpose and audience for writing.Identify purpose and audience for writing.Identify purpose and audience for writing.Identify purpose and audience for writing.Identify purpose and audience for writing.Proof read to check for errors.Begin to use peer evaluationFor for errors in grammar, spelling and punctuation including the correct form of verse.Edit and improve own writing in relation to order and purpose.Discuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscuss that language and organisati	going to write	going to write	going to write	going to write	going to write	going to write
prior to writing including simple and compound sentences.before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.from known texts orally rehearse every sentence before writing including those that have been extended.Edit and improve own writing supportIdentify purpose and audience for writing.Identify purpose and audience for writing.Identify purpose and audience for writing.Identify purpose and audience for writing.Identify purpose and audience for writing.Proof read to check for errors.Begin to use peer evaluationFor for errors in grammar, spelling and punctuation including the correct form of verse.Edit and improve own writing in relation to order and purpose.Discuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreDiscuss that language and organisati	Orally rehearse each sentence	Orallu rahaarsa ayaru santanca	Drawing on sentence structures	Drawing on sentence structures	Drawing on sentence structures	Drawing on sentence structures
and compound sentences.have been extended.orally reharse every sentence before writing including those that have been extended.orally reharse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.orally rehearse every sentence before writing including those that have been extended.Identify purpose ond writing.Edit informe reactorIdentify purpose and audience for 			5	5		
Identify purpose of writing.Identify purpose and audience for writing.before writing including those that have been extended.before writing including those tha						
Identify purpose of writing.Identify purpose and audience for writing.have been extended.have been extended.have been extended.have been extended.Edit and improve own writing.Edit improve own writing with some sign posting from the teacher.Identify purpose and audience for writing.Identify purpose and audience for writing.<			before writing including those that			before writing including those that
Edit and improve own writing.Identify purpose and audience for writing.Identify purpose and tauge and organisational features of the writing genreIdentify purpose and tauge and organisational features of the writing genreIdentify purpose and tauge and organisational features of the writing genreIdentify pu	Identify purpose of writing.	Identify purpose and audience for			have been extended.	
Edit improve own writing with supportEdit improve own writing with some sign posting from the teacher.writing.writing.writing.writing.Evaluate their own writing with supportEdit improve own writing with some sign posting from the teacher.Discuss that language and organisational features of the writing genreDiscuss that language and porganisational features of the writing genreDiscuss that language and por		writing.				
Evaluate their own writing with supportsome sign posting from the teacher.Discuss that language and organisational features of the writing genreDiscuss that language and pageneDiscuss that language and organisational features of t	Edit and improve own writing.					
supportteacher.Discuss that language and organisational features of the writing genreDiscuss that language and organisational features of the writing genreRead aloud their writing taking note of punctuation to make the meaning clear.Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbs Read aloud their writing with intonation taking note of punctuation to make the meaning clear.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Evaluate their writing with adults and peers reflecting on how well in has met its purpose and the effect on the audi	Evelvete their committee of the		writing.	writing.	writing.	writing.
Proof read to check for errors.Begin to use peer evaluationorganisational features of the writing genreorganisational features of the writing genreRead aloud their writing taking note of punctuation to make the meaning clear.Proof read to check for errors in grammar spelling and punctuationEvaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Proof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuation </td <td></td> <td></td> <td>Discuss that language and</td> <td>Discuss that language and</td> <td>Discuss that language and</td> <td>Discuss that language and</td>			Discuss that language and	Discuss that language and	Discuss that language and	Discuss that language and
Proof read to check for errors.Begin to use peer evaluationwriting genrewriting genrewriting genreRead aloud their writing taking note of punctuation to make the meaning clear.Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbsEdit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Note of punctuation to make the meaning clear.Proof read to check for errors in punctuation to make the meaning clear.Edit and improve own writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Proof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuation	support	ceucier.		5 5		
Read aloud their writing taking note of punctuation to make the meaning clear.Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbsEdit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Edit and improve own writing in relation to order and purpose.Note of punctuation to make the punctuation to make the meaning clear.Proof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for error	Proof read to check for errors.	Begin to use peer evaluation				
note of punctuation to make the meaning clear.grammar, spelling and punctuation including the correct form of verbsrelation to order and purpose.relation to order and purpose.relation to order and purpose.relation to order and purpose.Kead aloud their writing with intonation taking note of punctuation to make the meaning clear.Read aloud their writing with intonation taking note of punctuation to make the meaning clear.Proof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuation						
meaning clear.including the correct form of verbsEvaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.Proof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuationProof read to check for errors in grammar spelling and punctuation	Read aloud their writing taking	Proof read to check for errors in	Edit and improve own writing in	Edit and improve own writing in	Edit and improve own writing in	Edit and improve own writing in
Image: Constraint of the second sec			relation to order and purpose.	relation to order and purpose.	relation to order and purpose.	relation to order and purpose.
Read aloud their writing with intonation taking note of punctuation to make the meaning clear. Proof read to check for errors in grammar spelling and punctuation	meaning clear.	including the correct form of verbs				
intonation taking note of punctuation to make the meaning clear. Proof read to check for errors in grammar spelling and punctuation of the audience. Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.						
punctuation to make the meaning clear. Proof read to check for errors in grammar spelling and punctuation Proof read to check for errors in grammar spelling and punctuation						
clear. Proof read to check for errors in grammar spelling and punctuation grammar spelling and punc						
Proof read to check for errors in grammar spelling and punctuation				on the utulence.	on the dudience.	on the unutence.
grammar spelling and punctuation grammar spelling and punctuation grammar spelling and punctuation grammar spelling and punctuation			Proof read to check for errors in	Proof read to check for errors in	Proof read to check for errors in	Proof read to check for errors in
to make the meaning clear to make the meaning clear to make the meaning clear			grammar spelling and punctuation	grammar spelling and punctuation	grammar spelling and punctuation	grammar spelling and punctuation
to make the meaning clear. To make the meaning clear. To make the meaning clear.			to make the meaning clear.	to make the meaning clear.	to make the meaning clear.	to make the meaning clear.

Handwriting

Writing composition

	Duadiat Mu Walks Daw salars	Card little welf	The Fully and a dile		Compaña Manuellava Madiaina	Manaturation Management	Complex due ou calloure d'Otom lou
	Predict – Mr Wolf's Pancakes	Good little wolf	The Enormous crocodile		George's Marvellous Medicine	Monty the Manatee	Somebody swallowed Stanley
	Vocabulary – The Adventures of On the way home Crocodile tears – poetry				David Attenborough	The tale of the toothbrush	
	the Egg Box Dragon	Slishahu ann anin a slanh ana	Never smile at a crocodil	- Datas		Class we Noth an Dunar	The bis back of the blue
	Inference – Goldilocks and the	Slightly annoying elephant	pan	e – Peter		Clean up — Nathan Byron	The big book of the blue
ling	Three Bears There is no dragon in this story					Poems about the seaside – Brian	
Whole class guided reading	Sequence – The Gingerbread Man	Way home for wolf	The Koala who could			Moses	
ded	Sequence The Origerbread that	way nonce for wor	Ella and the Ocean by Li	an Tanner			
s gui	Visualise - The Tear Thief		_				
class	Question — The Invisible						
alor							
ĺ≯ l	Retrieval – Lost and Found		English text				English text
	English text	English text	English text		English text	English text	Lingush text
	5		The Enormous crocodile		, ,		Captain Green and the plastic
	Wonder	The Darkest Dark			George's Marvellous Medicine	Winnie at the seaside	scene
	What makes me a me				George's Marvellous Medicine		A planet full of plastic
			National curricu	lum 2014 Y	ear 2		
-		Reading				Writing	
 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 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. Re-read these books to build up their fluency and confidence in word reading. 				 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms. Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 			
Appendix 1 - Sp • spell • g, k a, (d3/ sound spelt as ge and dge at the 6) gn at the beginning of words) , wr (T (The /ɔ:/ sound spelt ar after w) s, (TI	The /r/ sound spelt wr at the he /3/ sound spelt s — televis	beginning ion)	of words) el, (The /l/ or /əl/ sound spe	elt —el at the end of words) or, (The /:	nd y) s:/ sound spelt or after w)

- mostly accurate spelling of common exception words may include door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas
- spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't , didn't, hasn't. couldn't, it's, I'll)
- uses the possessive apostrophe (singular) e.g. the girl's book
- knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're , quite/quiet, here/hear, sea/see, one/won.
- mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements:
- adding -er,-ing,and est to root word ending in y with a consonant before it (happy /happier/happiest)
- adding -er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker)
- adding -er,-ing and -est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never
- doubles) e.g. pat/patting/patted, sad/sadder/saddest
- adding -es to nouns ending in and verbs ending in y (flies, tries, copies, babies)
- spells words ending in -tion (station, fiction, motion, nation)
- is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).