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| Littleham C of E Primary School - Contact Us | | | | | | | | | | | | | | |
| **Year 1** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | | |
| **Progression Core Text** | Knock Knock! Open The Door | Hot and Cold | Firework Poetry (LS+) | This is the Star (Play) | Handa’s Surprise (LS+) | Playing with Friends | Oi Frog! | What would you do with a Tail like this? | 3 Little Pigs | Seed to Sunflower | | Augustus and his Smile | | Weather |
| **Key Writing Outcome** | To write a new Knock! Knock! book | To write simple pages for an information book about scientific knowledge from experience | To write a poem about fireworks. | ***School Play*** | To write a simple story in the same style. | To write an historical information page(s) about a topic of your choice (Link to curriculum) | To write silly rhyming sentences based on the pattern of the text | To create a book based on special clothing | To write the story of The Three Little Pigs | To create a poster or booklet about the life cycle of another plant or animal | | To write their own story based on the structure of Augustus and his Smile | | To write another double page spread for the book Weather |
| **Writing Objectives** | Write sentences by saying out loud what they are going to write about.  Compose sentences orally before writing them.  Reread what they have written to check that it makes sense. | Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it.  Discuss what they have written with the teacher or other pupils. | Write sentences by saying out loud what they are going to write about.  Compose sentences orally before writing them.  Reread what they have written to check that it makes sense. |  | Write sentences by: saying out loud what they are going to write about (Y1)  Read aloud their writing clearly enough to be heard by their peers and the teacher (Y1)  Write sentences by: sequencing sentences to form short narratives (Y1) | Saying out loud what they are going to write about  composing a sentence orally before writing it.  Re-reading what they have written to check that it makes sense. | Saying out loud what they are going to write about  Composing a sentence orally before writing it  Sequencing sentences to form short narratives. | Write sentences by saying out loud what they are going to write about  Reread what they have written to check that it makes sense. | Write sentences by: · saying out loud what they are going to write about·  Composing a sentence orally before writing it·  Sequencing sentences to form short narratives·  Re-reading what they have written to check that it makes sense. | | Saying out loud what they are going to write about·  Composing a sentence orally before writing it.  Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense. | Saying out loud what they are going to write about·  Composing a sentence orally before writing it·  Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense. | Saying out loud what they are going to write about·  Composing a sentence orally before writing it.  Re-reading what they have written to check that it makes sense. | |
| **Grammar Objectives** | Leave spaces between words.  Join words and joining clauses using and.  Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. | Develop understanding of the concepts set out in Appendix 2 by:  • leaving spaces between words  • joining words and joining clauses using and  • combining words to make sentences  • punctuating sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week and the personal pronoun | Leave spaces between words.  Join words and joining clauses using and. |  | Joining words and clauses/sentences using and  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Expanded noun phrases  Use the grammar terminology in English Appendix 2 in discussing their writing | Pupils should be taught to:  Develop their understanding of the concepts set out in English Appendix 2 by:  Leaving spaces between words.  Combining words to make sentences  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Develop understanding of the concepts set out in Appendix 2 by:  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Leaving spaces between words  Joining words and joining clauses using and  Understanding how words can combine to make sentences. | Begin to punctuate sentences using a capital letter, full stop and question mark. | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · leaving spaces between words· combining words to make sentences· beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mar · using a capital letter for names of people. | | Leaving spaces between words  Combining words to make sentences·  Joining words and clauses/sentences using and ·  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks. | Joining words and joining clauses using and.  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | Leaving spaces between words  Combining words to make sentences·  Joining words and clauses/sentences using and ·  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks. | |

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| A red and white shield with a cross and a letter w  Description automatically generated  Littleham C of E Primary School - Contact Us | | | | | | | | | | | | | | |
| **Year 2** | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | | **Summer 1** | **Summer 2** | | | | |
| **Progression Core Text** | Daisy Doodles | | Dear mother Goose! | Retelling of the Christmas Story (Play) | How to wash a Woolly Mammoth! | Stuck | Amelia Earhart | Little Red Riding Hood | | This is How We Do It | Dino Dinners | The Dragon Machine | First Book of the Sea | | | | |
| **Key Writing Outcome** | To write own story using real and imaginary characters | | To write a letter to Mother Goose based on a problem identified in a nursery rhyme and then write a reply from Mother Goose | **School Play** | To write your own set of instructions about caring for an imaginary pet | To write own story based on the pattern of Stuck | Pupils to write a sequential biography of aspects of Queen Elizabeth II’s life (or another famous person who links to a topic area) | To rewrite the story of Little Red Riding Hood, changing some key details | | To add yourself to the seven children in the book and write about how you live | To create their own dual-voiced text about another family of animals or group of related items | To write a new story based on the pattern of The Dragon Machine | Write a poem about a sea creature you have learnt about | | | | |
| **Possible Objectives** | Consider what they are going to write before beginning by:  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary.  Encapsulating what they want to say, sentence by sentence.  Develop positive attitudes towards and stamina for writing by:  Writing narratives about personal experiences and those of others (real and fictional)  Make simple additions, revisions and corrections to their own writing by: · evaluating their writing with the teacher and other pupils.  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form.  Proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). | Consider what they are going to write before beginning by:  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary.  Encapsulating what they want to say, sentence by sentence  Develop positive attitudes towards and stamina for writing by: ·  Writing narratives about personal experiences and those of others (real and fictional)  Writing for different purposes  Make simple additions, revisions and corrections to their own writing by:  Re-reading to check that their writing makes sense.  Proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)  Read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)  Read aloud what they have written with appropriate intonation to make the meaning clear. | |  | Consider what they are going to write before beginning by: ·  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary  Develop positive attitudes towards and stamina for writing by: · writing for different purposes  Make simple additions, revisions and corrections to their own writing by: ·  Evaluating their writing with the teacher and other pupils  Proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) | Consider what they are going to write before beginning by:  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary.  Encapsulating what they want to say, sentence by sentence.  Develop positive attitudes towards and stamina for writing by:  Writing narratives about personal experiences and those of others (real and fictional)  Make simple additions, revisions and corrections to their own writing by: ·  evaluating their writing with the teacher and other pupils.  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form.  Proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). | Write sentences by: · saying out loud what they are going to write about  Composing a sentence orally before writing it  Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils  Develop positive attitudes towards and stamina for writing by: · writing narratives about personal experiences and those of others, ·  Writing about real events,  Consider what they are going to write before beginning by:  Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary  Encapsulating what they want to say, sentence by sentence  Make simple additions, revisions and corrections to their own writing by: · evaluating their writing with the teacher  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form.  Proofreading to check for  grammar and punctuation (Y2) · read aloud what they have written with appropriate intonation to make the meaning clear | Consider what they are going to write before beginning by:  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary·  Encapsulating what they want to say, sentence by sentence  Develop positive attitudes towards and stamina for writing by:  Writing narratives about personal experiences and those of others (real and fictional)  Make simple additions, revisions and corrections to their own writing by:  Evaluating their writing with the teacher and other pupils  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form  Proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) | Develop positive attitudes towards and stamina for writing by: ·  Writing about real events, · writing for different purposes  Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary  Encapsulating what they want to say, sentence by sentence (  Make simple additions, revisions and corrections to their own writing by: · evaluating their writing with the teacher  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form  Proofreading to check for errors in spelling, grammar and punctuation  Read aloud what they have written with appropriate intonation to make the meaning clear | | Consider what they are going to write before beginning by planning or saying out loud what they are going to write about, writing down ideas/key words, including new vocabulary  Make simple revisions by re-reading their writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | Writing (Composition) Pupils should be taught to: write sentences by: consider what they are going to write before beginning by  Planning or saying out loud what they are going to write about·  Writing down ideas and/or key words, including new vocabulary.  Encapsulating what they want to say, sentence by sentence  Develop positive attitudes towards and stamina for writing by: ·  Writing narratives about personal experiences and those of others (real and fictional)  Make simple additions, revisions and corrections to their own writing by: · evaluating their writing with the teacher and other pupils  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form | | Consider what they are going to write before beginning by: ·  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary  Develop positive attitudes towards and stamina for writing by: ·  Writing poetry  Make simple additions, revisions and corrections to their own writing by: ·  Evaluating their writing with the teacher and other pupils · Proofreading to check for errors in spelling, grammar and punctuation.  Discuss what they have written with the teacher or other pupils (Y1) *read aloud their writing clearly enough to be heard by their peers and the teacher (Y1)*  Read aloud what they have written with appropriate intonation to make the meaning clear. | | | |
| **Possible Grammar Objectives** | Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks  Learn how to use: · expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon  Use and understand the grammar terminology in English Appendix 2 in discussing their writing. | Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks  Learn how to use: · sentences with different forms: question.  Understanding how the grammatical patterns in a sentence indicate its function)  Subordination (when, if, that, because) and coordination (or, and, but)  Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing | |  | Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks  Learn how to use: ·  Sentences with different forms: statement, question, exclamation, command (understanding how the grammatical patterns in a sentence indicate its function)  Use (and understand the grammar terminology in English Appendix 2 in discussing their writing | Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks  Using apostrophes for contracted form and the possessive (singular), e.g. the girl’s name  Learn how to use: · expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon  Use the present and past tenses correctly and consistently throughout writing  Subordination (when, if, that, because) and coordination (or, and, but) | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: · The present and past tenses correctly and consistently including the progressive form ·  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Terminology  Verb tense (past, present)  Errors in spelling, | Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks.  Using commas to separate items in a list.  Learn how to use: · sentences with different forms: statement, question, exclamation, command.  Understanding how the grammatical patterns in a sentence indicate its function) ·  Expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon  The present and past tenses correctly and consistently throughout writing | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: ·  Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular) ·  Expanded noun phrases to describe and specify [for example, the blue butterfly]  The present tense correctly and consistently ·  Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. | | learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using commas to separate items in a list  Learn how to use: · sentences with different forms: statement, question, exclamation, command understanding how the grammatical patterns in a sentence indicate its function  The present and past tenses correctly and consistently throughout writing  Subordination (when, if, that, because) and coordination (or, and, but)  Some features of written standard English  Use and understand  The grammar terminology in English Appendix 2 in discussing their writing | | Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks  Learn how to use: · expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon  Use and understand the grammar terminology in English Appendix 2 in discussing their writing | |