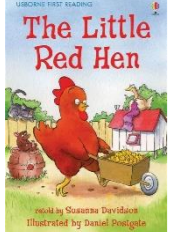
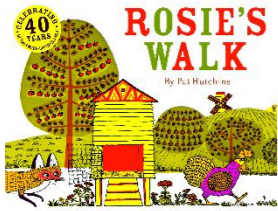
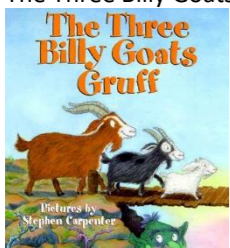
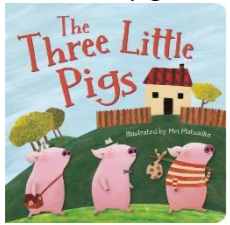


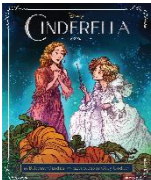
Cycle A

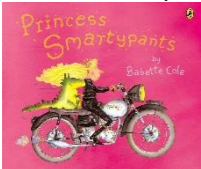
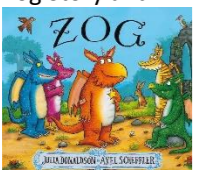
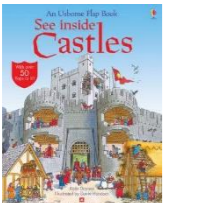
Autumn A1: Traditional Tales Harvest Focus


Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
<p>The little Red Hen</p> 	<p>Retelling R</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary 	<p>Narrative T</p> <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say <p>explain clearly their understanding of what is read to them.</p>		<p>Harvest poems</p> <p>National Poetry Week</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words 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' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>Rosie's Walk (and film)</p> 	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge 	<p>Comic strips with caption writing R Y1 T-reception</p>	<p>Maps- cross-curricular link to Geography</p>		
<p>The Three Billy Goats Gruff</p> 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English 	<p>Character description T Narrative R</p>			
<p>Three little pigs</p> 	<p>Hot seating T</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) 	<p>Diary Writing T Wanted posters- linked to questions</p>	<p>Newspaper report T</p> <ul style="list-style-type: none"> listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently 		
<p>Making bread – practical task</p>	<ul style="list-style-type: none"> saying out loud what they are going to write about discuss what they have written with the teacher or other pupils 		<p>Instruction writing T</p> <ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 		

					<ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding Formation of adjectives using suffixes such as <i>-ful, -less</i> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry examples	<ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others 				<p>POETRY COMPREHENSION</p> <ul style="list-style-type: none"> recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart

Autumn A2: Castles and Kingdoms

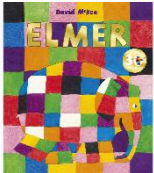
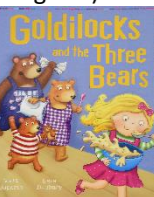

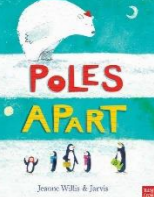
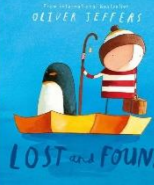
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
<p>Cinderella</p> 	<p>Retelling R</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary 	<p>Narrative T</p> <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 		<p>Poems based on Diwali</p>	<p>Use joining words and joining clauses in narrative.</p> <p>Use finger spaces.</p> <p>Capital letters and full stops.</p> <p>Introduce question marks.</p>

<p>Princess Smarty Pants</p> 	<ul style="list-style-type: none"> articulate and justify answers, arguments and opinions explanations and narratives for different purposes, including for expressing feelings 	<p>Comic strips R</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary 			<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words 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' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
<p>Zog Story and film</p> 	<p>Hot seating R</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge 	<p>Character description T</p> <p>Narrative R</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 			<p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
<p>See inside Castles</p> 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		<p>Mind map T</p> <p>Fact File T</p>		<p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

					<p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
<p>The Nativity Story</p> 	<p>Role play</p> <ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English 	<p>Script writing and invitations T</p>			<p>SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s)
<p>Somerset Literacy poetry examples</p>	<ul style="list-style-type: none"> • select and use appropriate registers for effective communication. 				<p>POETRY COMPREHENSION</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems</p>

Spring A1: Hot and Cold

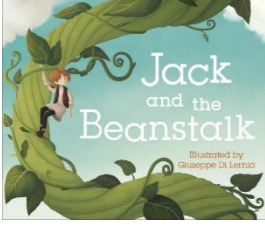
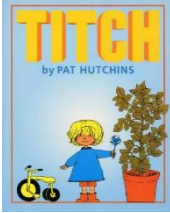
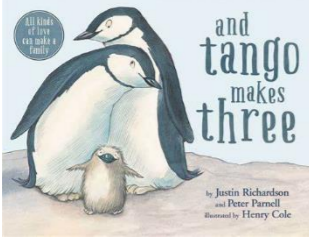
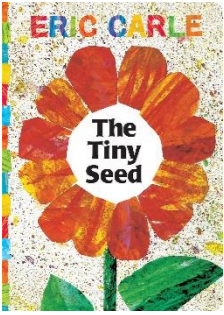
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
------	-----------------	---------------	-------------------	--------	-------------------------

<p>Elmer</p> 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to each other 	<p>Narrative T</p> <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		<p>Rumble in the Jungle Choosing vocabulary to describe the animals e.g. size and character</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words 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' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun / <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>Goldilocks and the Three bears (The Three penguins)</p> 	<ul style="list-style-type: none"> use relevant strategies to build their vocabulary 	<p>Narrative Invention R</p>			
<p>Rumble in the Jungle</p> 	<ul style="list-style-type: none"> explain clearly their understanding of what is read to them. 	<p>Captions R</p> <ul style="list-style-type: none"> make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 			
<p>Poles Apart</p> 	<p>Hot seating</p> <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Postcards T</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>			
<p>Lost and Found</p> 	<ul style="list-style-type: none"> composing a sentence orally before writing it re-reading what they have written to check that it makes sense 	<p>Poster R</p> <ul style="list-style-type: none"> re-reading what they have written to check that it makes sense 			
<p>Finding out about polar animals</p>	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge 		<p>Mind maps R Fact file R</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 		

					<ul style="list-style-type: none"> • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry examples	<ul style="list-style-type: none"> • give well-structured descriptions 				<p>POETRY COMPREHENSION</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems at a level beyond that at which they can read independently

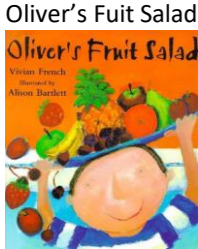
Spring A2: Growth and New life

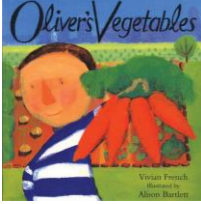
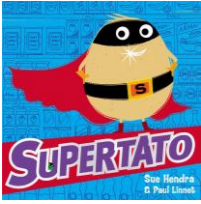
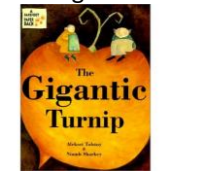
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Jack and the Bean Stalk (and other versions, such as Jasper’s Beanstalk)	<p>Hot seating R</p> <ul style="list-style-type: none"> ▪ participate in discussion about what is read to them, taking turns and listening to what others say 	<p>Narrative R</p> <p>Character description R</p> <p>Setting description T</p> <p>Narrative from a different character's point of view T</p>		Easter poems	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

				<ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
<p>Titch</p> 	<p>Hot seating R</p> <ul style="list-style-type: none"> making inferences based on what is being said and done 	<p>Captions R Diary R</p> <ul style="list-style-type: none"> apply simple spelling rules and guidance, as listed in English Appendix 1 <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>		<p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p>
<p>And Tango makes Three</p> 	<p>Questioning</p> <ul style="list-style-type: none"> predicting what might happen based on what has been read so far 	<p>Letter writing</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Newspaper report R</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>The Tiny Seed</p> 	<p>Questioning</p> <ul style="list-style-type: none"> Clearly explain their understanding of what is read to them. 	<p>Sequencing a story T</p> <ul style="list-style-type: none"> re-reading what they have written to check that it makes sense 		<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding Formation of adjectives using suffixes such as <i>-ful, -less</i>

					<ul style="list-style-type: none"> • Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry examples	<p>Discussion</p> <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to each other 				<ul style="list-style-type: none"> ▪ being encouraged to link what they read or hear read to their own experiences

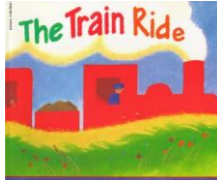
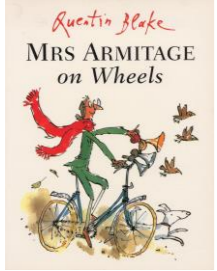
Summer 1: Let's Find Out

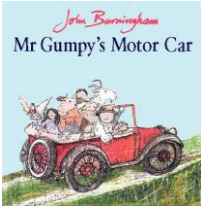
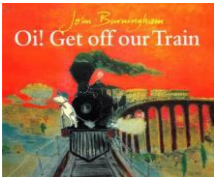
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
<p>Oliver's Fruit Salad</p> 	<p>Listen and respond appropriately to adults and their peers through questioning and drama.</p>	<p>Narrative T</p> <ul style="list-style-type: none"> ▪ add prefixes and suffixes: ▪ using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs 	<p>Researching in books and online</p> <ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English 	<p>Poems describing the texture and taste of fruit and vegetables</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using <i>and</i> • 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>'I'</i> • learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p>
Oliver's Vegetables	<ul style="list-style-type: none"> ▪ give well-structured descriptions, explanations and 	Narrative Invention R			

	<p>narratives for different purposes, including for expressing feelings</p>	<ul style="list-style-type: none"> apply simple spelling rules and guidance, as listed in English Appendix 1 <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>Supertato Stories</p> 	<p>Interview Supertato T</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Speech Bubbles T</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 			
<p>The Gigantic Turnip</p> 	<p>Hot seating R</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Retelling narrative R</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 			
<p>Instructions for planting- Practical Activity</p>	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary 	<p>Poster R</p> <ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Instructions T</p> <ul style="list-style-type: none"> Joining words and joining clauses using <i>and</i> Separation of words with spaces 		<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]
<p>Finding out about fruit and vegetables</p>	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge 		<p>Mind maps R</p> <ul style="list-style-type: none"> writing for different purposes <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Fact file R</p>		
<p>Somerset Literacy poetry examples</p>	<ul style="list-style-type: none"> explain clearly their understanding of what is read to them. 			<ul style="list-style-type: none"> understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and 	<ul style="list-style-type: none"> 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

				to practise these.	<p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
--	--	--	--	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summer 2: Out and About

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
<p>The Train Ride</p> 	<ul style="list-style-type: none"> ▪ recognising simple recurring literary language in stories and poetry 	<p>Narrative T</p> <ul style="list-style-type: none"> • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Researching in books and online T</p> <ul style="list-style-type: none"> ▪ using letter names to distinguish between alternative spellings of the same sound 	<p>Poems about traveling and journeys thinking about the rhythm of the train for example</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • 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' • learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> • Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)
<p>Miss Armitage on Wheels</p> 	<ul style="list-style-type: none"> ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases 	<p>Narrative Invention R</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 			

<p>Mr Gumpy's Motor Car</p> 	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding 	<p>Captions R</p> <ul style="list-style-type: none"> apply simple spelling rules and guidance, as listed in English Appendix 1 <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>		<ul style="list-style-type: none"> How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>Oi Get Off Our Train</p> 	<p>Hot seating R</p> <ul style="list-style-type: none"> select and use appropriate registers for effective communication. 	<p>Retelling narrative</p> <ul style="list-style-type: none"> re-reading what they have written to check that it makes sense 		
<p>Little Charlie</p>	<p>Oral Talk for Writing Story</p> <ul style="list-style-type: none"> listening to and discussing a wide range of stories at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences 	<p>Poster R</p> <ul style="list-style-type: none"> form capital letters 	<p>Instructions R</p> <ul style="list-style-type: none"> Spell: words containing each of the 40+ phonemes already taught or year 2 spelling patterns 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Finding out about transport</p>	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge 		<p>Mind maps R</p> <ul style="list-style-type: none"> Spell common exception words <p>Fact file T</p> <ul style="list-style-type: none"> read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding Formation of adjectives using suffixes such as <i>-ful, -less</i> Use of the suffixes -er, -est in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification

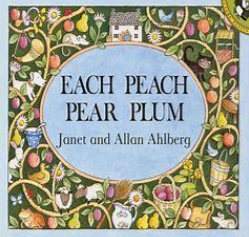
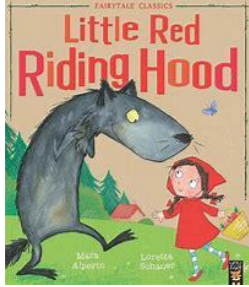
					<ul style="list-style-type: none"> • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry example From a Railway Carriage Robert Louis Stevenson	<ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems at a level beyond that at which they can read independently 				<p>WRITING POETRY</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it

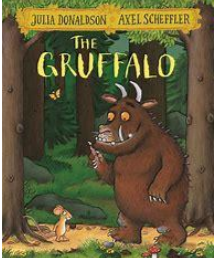
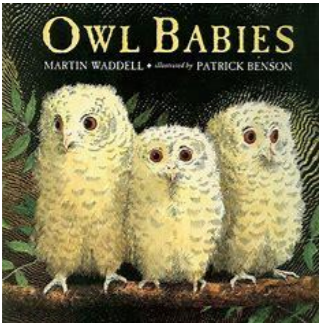
APPENDIX 1 – Spelling Year 1				
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss,</p> <p>The /ŋ/ sound spelt n before k bank, think, honk, sunk</p> <p>Division of words into syllables pocket, rabbit, carrot, thunder, sunset</p> <p>-tch catch, fetch, kitchen, notch, hutch</p> <p>The /v/ sound at the end of words have, live, give</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer,</p> <p>Adding –er and –est to adjectives where no change is needed to the root word grander, grandest, fresher, freshest, quicker, quickest</p> <p>ai rain, wait, train, paid, afraid oi oil, join, coin, point, soil</p> <p>ay day, play, say, way, stay oy boy, toy, enjoy, annoy</p> <p>a-e made, came, same, take, safe e-e these, theme, complete</p>	<p>i-e five, ride, like, time, side o-e home, those, woke, hope, hole</p> <p>u-e June, rule, rude, use, tube, tune ar car, start, park, arm, garden</p> <p>ee see, tree, green, meet, week</p> <p>a (/i:/) sea, dream, meat, each, read (present tense)</p> <p>ea (/ɛ/) head, bread, meant, instead, read (past tense)</p> <p>er (/ɜ:/) (stressed sound): her, term, verb, person</p> <p>er (/ə/) (unstressed <i>schwa</i> sound): better, under, summer, winter, sister</p> <p>ir girl, bird, shirt, first, third</p> <p>ur turn, hurt, church, burst, Thursday</p> <p>oo (/u:/) food, pool, moon, zoo, soon</p> <p>oo (/ʊ/) book, took, foot, wood, good</p>	<p>oa boat, coat, road, coach, goal</p> <p>oe toe, goes</p> <p>ou out, about, mouth, around, sound</p> <p>ow (/aʊ/) now, how, brown, down, town</p> <p>ow (/əʊ/) own, blow, snow, grow, show</p> <p>ue blue, clue, true, rescue, Tuesday</p> <p>ew new, few, grew, flew, drew, threw</p> <p>ie (/i:/) lie, tie, pie, cried, tried, dried</p> <p>ie (/i:/) chief, field, thief</p> <p>igh high, night, light, bright, right</p> <p>or for, short, born, horse, morning</p> <p>ore more, score, before, wore, shore</p> <p>aw saw, draw, yawn, crawl</p>	<p>au author, August, dinosaur, astronaut</p> <p>air air, fair, pair, hair, chair</p> <p>ear dear, hear, beard, near, year</p> <p>ear (/ɛə/) bear, pear, wear</p> <p>are (/ɛə/) bare, dare, care, share, scared</p> <p>Words ending –y (/i:/ or /ɪ/) very, happy, funny, party, family</p> <p>New consonant spellings</p> <p>ph dolphin, alphabet, phonics, elephant</p> <p>wh when, where, which, wheel, while</p> <p>Using k for the /k/ sound Kent, sketch, kit, skin, frisky</p> <p>Adding the prefix –un unhappy, undo, unload, unfair, unlock</p> <p>Compound words football, playground, farmyard, bedroom, blackberry</p> <p>Common exception words</p>	
APPENDIX 1 – Spelling Year 2				
				<ul style="list-style-type: none"> • The /ɔ:/ sound spelt a before l and ll

<ul style="list-style-type: none"> • 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 • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in –y • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter 	<ul style="list-style-type: none"> • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /z/ sound spelt s • The suffixes –ment, –ness, –ful, –less and –ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in –tion • Homophones and near-homophones • Common exception words
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Cycle B

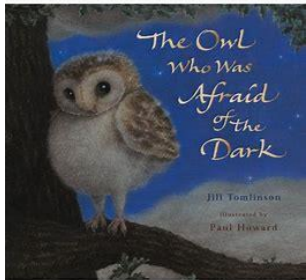
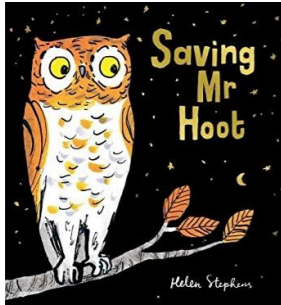
Autumn B1: Traditional Tales Woodland Focus

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Each Peach Pear Plum 	Retelling R <ul style="list-style-type: none"> ▪ use relevant strategies to build their vocabulary 	Narrative T <ul style="list-style-type: none"> ▪ participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.		Harvest poems	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> • leaving spaces between words • 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' • learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. Appendix 2 – Grammar Year 1 <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces
Little Red Riding Hood 	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge 	Comic strips	Maps- cross-curricular link to Geography		
The Gruffalo	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, 	Character description T Narrative R			


	<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English 			<ul style="list-style-type: none"> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun / Terminology for pupils <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>The Owl Babies</p> 	<p>Hot seating T</p> <ul style="list-style-type: none"> ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) 	<p>Diary Writing T Wanted posters- linked to questions</p>	<p>Newspaper report T</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently 	
<p>Finding woodland treasures. Conkers, acorns, blackberries, etc. practical task</p>	<ul style="list-style-type: none"> • saying out loud what they are going to write about • discuss what they have written with the teacher or other pupils 		<p>Instruction writing T</p> <ul style="list-style-type: none"> ▪ being encouraged to link what they read or hear read to their own experiences 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • 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) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing

					<ul style="list-style-type: none"> Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry examples	<ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others 				<p>POETRY COMPREHENSION</p> <ul style="list-style-type: none"> recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart

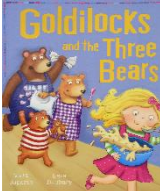
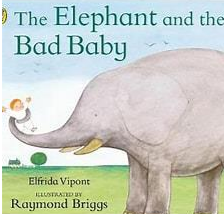
Autumn 2: Light and Dark

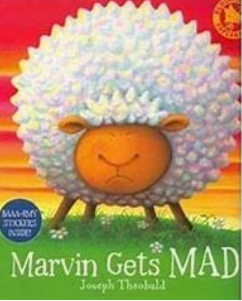

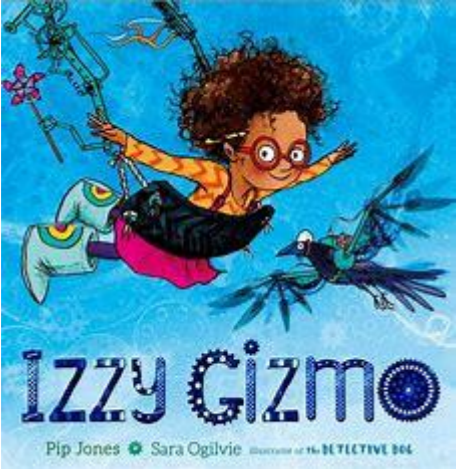
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
<p>The Owl Who Was Afraid of the Dark</p> 	<p>Retelling R</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary 	<p>Narrative T</p> <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 		<p>Poems based on Diwali</p>	<p>Use joining words and joining clauses in narrative.</p> <p>Use finger spaces.</p> <p>Capital letters and full stops.</p> <p>Introduce question marks.</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words 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' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
	<ul style="list-style-type: none"> articulate and justify answers, arguments and opinions explanations and narratives for different purposes, including for expressing feelings 	<p>Comic strips</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary 			<p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences
Peace At Last	<p>Hot seating R</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge 	<p>Character description T</p> <p>Narrative R</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 			

				<ul style="list-style-type: none"> • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun / <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>Information Books about Light and Dark</p> 	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		<p>Mind map T Fact File T</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • 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) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

					Terminology for pupils <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i>
The Nativity Story  Christmas Songs and Rhymes	Role play <ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English 	Script writing and invitations T			SPOKEN LANGUAGE <ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s)
Somerset Literacy poetry examples Poems and Light and Dark	<ul style="list-style-type: none"> • select and use appropriate registers for effective communication. 				POETRY COMPREHENSION develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems

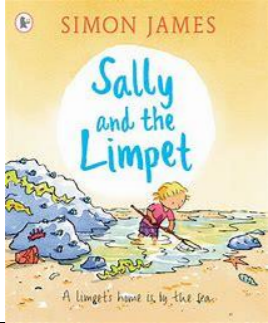
Spring B1: All About Me

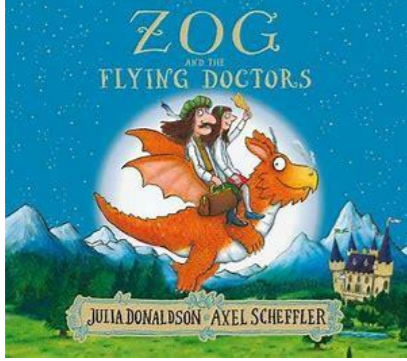
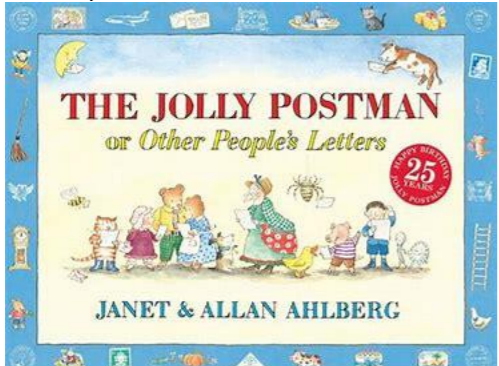
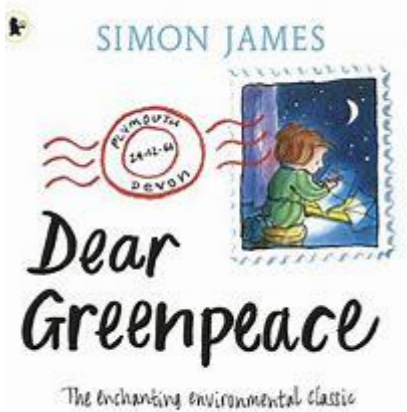
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Goldilocks and the Three Bears compare versions 	<ul style="list-style-type: none"> ▪ participate in discussion about what is read to them, taking turns and listening to each other 	Narrative T <ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		Rumble in the Jungle Choosing vocabulary to describe the animals e.g. size and character	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> • leaving spaces between words • 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' • learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. Appendix 2 – Grammar Year 1 <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] • How words can combine to make sentences • Joining words and joining clauses using <i>and</i>
The Elephant and the Bad Baby 	<ul style="list-style-type: none"> ▪ use relevant strategies to build their vocabulary 	Narrative Invention R			
Marvin Gets Mad	<ul style="list-style-type: none"> • explain clearly their understanding of what is read to them. 	Captions R <ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 			

 <p>Marvin Gets MAD Joseph Threlkeld</p>				<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>The Tiger Who Came to Tea</p>  <p>The Tiger Who Came to Tea Judith Kerr</p>	<p>Hot seating</p> <ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Postcards T read aloud what they have written with appropriate intonation to make the meaning clear.</p>		
<p>Izzy Gizmo</p>  <p>Izzy Gizmo Pip Jones • Sara Ogilvie</p>	<ul style="list-style-type: none"> • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense 	<p>Poster</p> <ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense 		<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • 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) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Finding out about our families</p>	<ul style="list-style-type: none"> ▪ ask relevant questions to extend their understanding and knowledge 		<p>Mind maps R Fact file R</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading 	<p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i>

					<ul style="list-style-type: none"> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i></p>
Somerset Literacy poetry examples	<ul style="list-style-type: none"> give well-structured descriptions 				<p>POETRY COMPREHENSION</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems at a level beyond that at which they can read independently

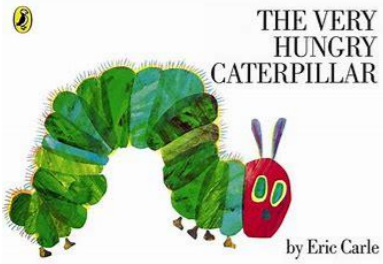
Spring A2: People Who Help Us

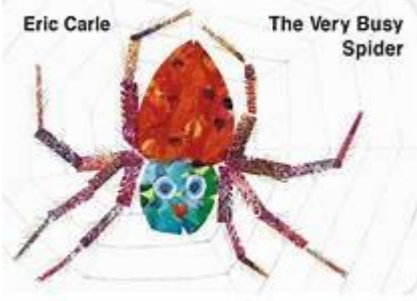
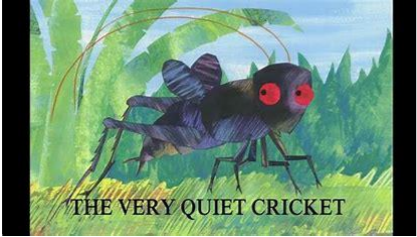
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
<p>Sally and the Limpet</p> 	<p>Hot seating</p> <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 	<p>Narrative R Character description R Setting description T Narrative from a different character's point of view T</p>		Easter poems	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using <i>and</i> 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' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun
Zog and the Flying the Doctors	<p>Hot seating</p> <ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	<p>Captions R Diary R</p> <ul style="list-style-type: none"> apply simple spelling rules and guidance, as listed in English Appendix 1 			

		<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			<ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
<p>The Jolly Postman Stories</p> 	<ul style="list-style-type: none"> ▪ predicting what might happen on the basis of what has been read so far 	<p>Letter writing</p> <ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Newspaper report R</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Dear Greenpeace</p> 	<ul style="list-style-type: none"> • explain clearly their understanding of what is read to them. 	<p>Sequencing a story T</p> <ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense 			<p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of the suffixes -er, -est in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

					<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry examples	<ul style="list-style-type: none"> ▪ participate in discussion about what is read to them, taking turns and listening to each other 				<ul style="list-style-type: none"> ▪ being encouraged to link what they read or hear read to their own experiences

Summer 1: Mini Beasts

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Superworm	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers 	<p>Narrative T</p> <ul style="list-style-type: none"> ▪ add prefixes and suffixes: ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 	<p>Researching in books and online</p> <ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English 	Poems describing the texture and taste of fruit and vegetables	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • 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' • learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I <p>Terminology for pupils</p>
<p>The Very Hungry Caterpillar</p>  <p>by Eric Carle</p>	<ul style="list-style-type: none"> ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Narrative Invention R</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance, as listed in English Appendix 1 <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			
The Very Busy Spider	<p>Interview the spider</p> <ul style="list-style-type: none"> ▪ consider and evaluate different viewpoints, 	<p>Speech Bubbles T</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly 			

	<p>attending to and building on the contributions of others</p>				<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
<p>The Very Quiet Cricket</p> 	<p>Hot seating</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Retelling narrative R</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 			
<p>Instructions for making a minibeast home</p>	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary 	<p>Poster</p> <ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Instructions</p> <ul style="list-style-type: none"> Joining words and joining clauses using <i>and</i> Separation of words with spaces 		<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
<p>Finding out about minibeasts</p>	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge 		<p>Mind maps R</p> <ul style="list-style-type: none"> writing for different purposes <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Fact file R</p>		<ul style="list-style-type: none"> learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]
<p>Somerset Literacy poetry examples</p>	<ul style="list-style-type: none"> explain clearly their understanding of what is read to them. 			<ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i>

					<ul style="list-style-type: none"> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i></p>
--	--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summer 2: Out and About

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
The Train Ride	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 	<p>Narrative T</p> <ul style="list-style-type: none"> read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Researching in books and online</p> <ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound 	<p>Poems about traveling and journeys thinking about the rhythm of the train for example</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words 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' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Appendix 2 – Grammar Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Miss Armitage on Wheels	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<p>Narrative Invention R</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 			
Mr Gumpy's Motor Car	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding 	<p>Captions R</p> <ul style="list-style-type: none"> apply simple spelling rules and guidance, as listed in English Appendix 1 <p>write from memory simple sentences dictated by the teacher</p>			

		that include words using the GPCs and common exception words taught so far.			Terminology for pupils <i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i>
Oi Get Off Our Train	Hot seating <ul style="list-style-type: none"> select and use appropriate registers for effective communication. 	Retelling narrative <ul style="list-style-type: none"> re-reading what they have written to check that it makes sense 			
Little Charlie	Oral Talk for Writing Story <ul style="list-style-type: none"> listening to and discussing a wide range of stories at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences 	Poster <ul style="list-style-type: none"> form capital letters 	Instructions <ul style="list-style-type: none"> Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught or year 2 spelling patterns 		develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Appendix 2 – Grammar Year 2</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress
Finding out about transport	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge 		Mind maps R <ul style="list-style-type: none"> Spell common exception words Fact file R <ul style="list-style-type: none"> read aloud their writing clearly enough to be heard by their peers and the teacher. 		

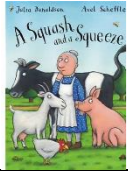
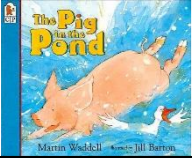
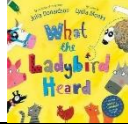
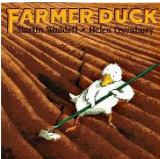
					<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, resent), apostrophe, comma</i></p>
Somerset Literacy poetry example From a Railway Carriage Robert Louis Stevenson	<ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems at a level beyond that at which they can read independently 				<p>WRITING POETRY</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it

APPENDIX 1 – Spelling Year 1	
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss, The /ŋ/ sound spelt n before k bank, think, honk, sunk Division of words into syllables pocket, rabbit, carrot, thunder, sunset -tch catch, fetch, kitchen, notch, hutch The /v/ sound at the end of words have, live, give Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer, Adding –er and –est to adjectives where no change is needed to the root word grander, grandest, fresher, freshest, quicker, quickest ai rain, wait, train, paid, afraid oi oil, join, coin, point, soil ay day, play, say, way, stay oy boy, toy, enjoy, annoy a–e made, came, same, take, safe e–e these, theme, complete</p>	<p>i–e five, ride, like, time, side those, woke, hope, hole u–e June, rule, rude, use, tube, tune ar car, start, park, arm, garden ee see, tree, green, meet, week a (/i:/) sea, dream, meat, each, read (present tense) ea (/ɛ/) head, bread, meant, instead, read (past tense) er (/ɜ:/) (stressed sound): her, term, verb, person er (/ə/)(unstressed <i>schwa</i> sound): better, under, summer, winter, sister ir girl, bird, shirt, first, third ur turn, hurt, church, burst, Thursday oo (/u:/) food, pool, moon, zoo, soon oo (/ʊ/) book, took, foot, wood, good</p>
<p>oa boat, coat, road, coach, goal oe toe, goes ou out, about, mouth, around, sound ow (/aʊ/) now, how, brown, down, town ow (/əʊ/) own, blow, snow, grow, show ue blue, clue, true, rescue, Tuesday ew new, few, grew, flew, drew, threw ie (/aɪ/) lie, tie, pie, cried, tried, dried ie (/i:/) chief, field, thief igh high, night, light, bright, right or for, short, born, horse, morning ore more, score, before, wore, shore aw saw, draw, yawn, crawl</p>	<p>au author, August, dinosaur, astronaut air air, fair, pair, hair, chair ear dear, hear, beard, near, year ear (/ɛə/) bear, pear, wear are (/ɛə/) bare, dare, care, share, scared Words ending –y (/i:/ or /ɪ/) very, happy, funny, party, family New consonant spellings ph dolphin, alphabet, phonics, elephant wh when, where, which, wheel, while Using k for the /k/ sound Kent, sketch, kit, skin, frisky Adding the prefix –un unhappy, undo, unload, unfair, unlock Compound words football, playground, farmyard, bedroom, blackberry Common exception words</p>
APPENDIX 1 – Spelling Year 2	
<ul style="list-style-type: none"> • 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 • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words 	<ul style="list-style-type: none"> • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ʒ/ sound spelt s



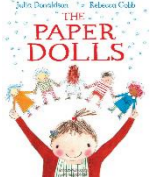


<ul style="list-style-type: none"> • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in –y • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter 	<ul style="list-style-type: none"> • The suffixes –ment, –ness, –ful , –less and –ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in –tion • Homophones and near-homophones • Common exception words
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

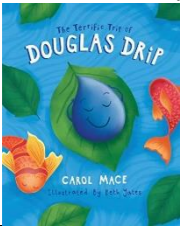
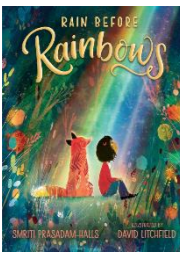

Cycle C

Autumn 1: Down on the Farm

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Squash and a Squeeze 	Retelling Hot Seating	Retell T		Observational poem (signs of Autumn)	Use joining words and joining clauses in narrative such as ‘and’ Use finger spaces. Capital letters and full stops. Introduce question marks.
Scarecrow (practical activity)	Talk Partners		Instruction writing		
The Pig in the Pond 	Hot Seating	Character description T Comic strips (captions) T			
What the Ladybird Heard 		Setting description T Wanted posters- linked to questions	Maps- cross-curricular link to Geography		
Farmer Duck 	Hot seating	Character description R	Facts about farms (fact files)		
Somerset Literacy poetry examples					THINKING ABOUT SPELLING PUNCTATION AND GRAMMAR in POETRY <ul style="list-style-type: none"> • leaving spaces between words • 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’

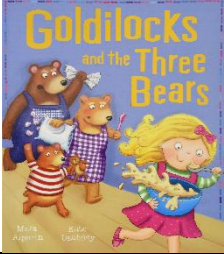
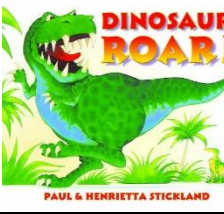
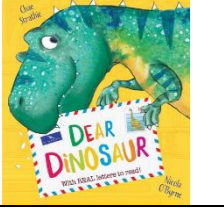
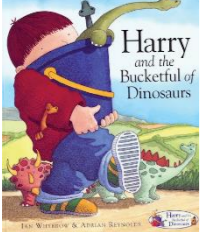
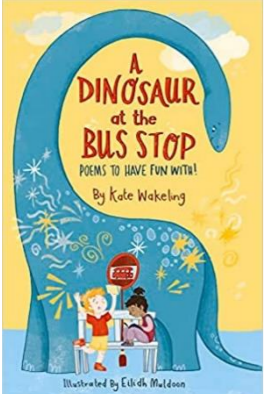
Autumn 2: Feelings and celebrations

Book	Oracy/drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Nativity 	Retell	Playscript T		Sensory poems- Fireworks	Use joining words and joining clauses in narrative such as and, but. then Use finger spaces. Capital letters and full stops. Introduce question marks.
Rama and Sita 	Role play	Recount R			
Paper Dolls 		Narrative story mapping T			
Kind 		Persuasive letter T	Maps- cross-curricular link to Geography		
Stick Man 	Hot seating	Diary writing (1st person) T Rewrite R	Facts about farms (fact files)		
<p>Spring C1: What is the weather today?</p>					
Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation

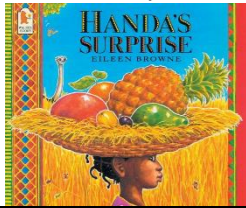

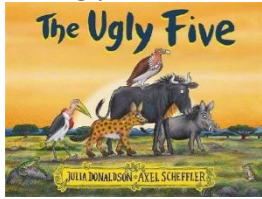
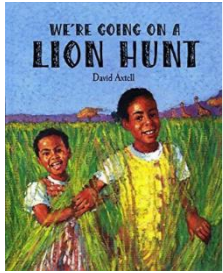
<p>The Terrific Trip of Douglas Drip</p> 		<p>Invent, narrative T</p>		<p>Shape Poetry about the Weather</p>	<p>Use joining words and joining clauses in narrative. Such as, and, but, then, so, because</p>
<p>Rain Before Rainbows</p> 		<p>Sequencing T</p>			<p>Use finger spaces.</p> <p>Capital letters and full stops.</p> <p>Introduce question marks.</p>
<p>One stormy night</p> 		<p>Setting description R Creating suspense T</p>			
<p>Weather forecast (BBC video)</p>	<p>Present a weather forecast</p>	<p>Script writing T</p>			
<p>Pancakes (practical activity)</p>			<p>Instructions R</p>		

Spring C2: Dinosaur Roar!

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
------	-----------------	---------------	-------------------	--------	-------------------------

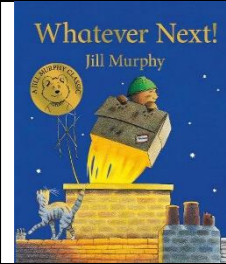
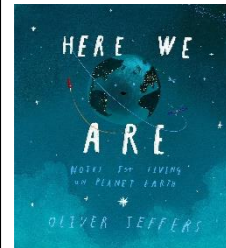
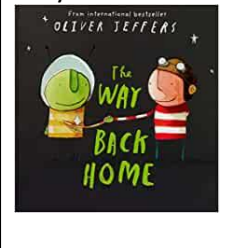
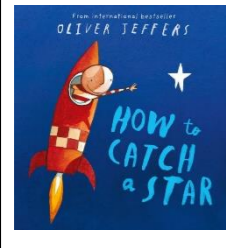
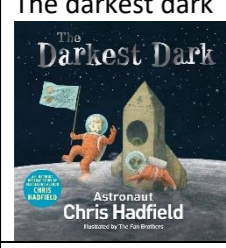

<p>Goldilocks and the Three Bears (Dinosaurs)</p> 	<p>Retelling Hot Seating</p>	<p>Innovate T</p>		<p>Observational poem Signs of Spring and Easter</p>	<p>Use joining words and joining clauses in narrative.</p> <p>Use finger spaces.</p> <p>Capital letters and full stops.</p> <p>Revisit question marks.</p>
<p>Dinosaur Roar</p> 	<p>Talk Partners</p>		<p>Instruction writing</p>		
<p>Dear Dinosaurs</p> 	<p>Hot Seating</p>	<p>Character description T Comic strips (captions) T</p>			
<p>Harry and the Bucketful of Dinosaurs</p> 		<p>Setting description Wanted posters- linked to questions</p>	<p>Maps- cross-curricular link to Geography</p>		
<p>Significant individuals- Mary Anning</p>	<p>Hot seating</p>	<p>Character description R</p>	<p>Facts about farms (fact files)</p>		
<p>Somerset Literacy Website and Poetry Kate Wakeling</p> 					

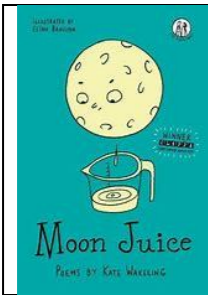
Summer 1: Amazing Africa

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar and punctuation
Handa's Surprise 	Hot seating R	Retell R Setting description R	Lists T	African Poems thinking about rhythm and choice of vocabulary to describe different animals	Use joining words and joining clauses in narrative. Use finger spaces. Capital letters and full stops. Independently use question marks.
Meerkat Mail 		Character description R Postcards/letters T			
The Ugly five 	Role play	Captions/ thought bubbles R Script writing R			
We're going on a Lion hunt 	Role play-sequencing	Recount R Innovate R	Maps- cross-curricular link to Geography R		
Non fiction: research Kenya			Fact file		
African Poetry					

Summer 2: To infinity and beyond

Book	Oracy and Drama	Fiction Teach	Non-Fiction Teach	Poetry	Grammar
Whatever next!	Hot seating R	Captions R Character description R		Kenning poems with a space theme	Use joining words and joining clauses in narrative.

						<p>Use finger spaces.</p> <p>Capital letters and full stops.</p> <p>Introduce question marks.</p>
<p>Here we are</p> 			<p>Posters R Letter writing R</p>			
<p>Way back home</p> 				<p>Author study T</p>		
<p>How to catch a star</p> 	<p>Role play through dance T</p>					
<p>The darkest dark</p> 			<p>Diary writing R</p>			
<p>Non-fiction: Neil Armstrong and Mae Jemison (Little people big dreams book collection)</p> 				<p>Research report T</p>		
<p>Poetry by Kate Wakeling</p>						

APPENDIX 1 – Spelling Year 1

<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss, The /ŋ/ sound spelt n before k bank, think, honk, sunk Division of words into syllables pocket, rabbit, carrot, thunder, sunset -tch catch, fetch, kitchen, notch, hutch The /v/ sound at the end of words have, live, give Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer, Adding –er and –est to adjectives where no change is needed to the root word grander, grandest, fresher, freshest, quicker, quickest ai rain, wait, train, paid, afraid oi oil, join, coin, point, soil ay day, play, say, way, stay oy boy, toy, enjoy, annoy a-e made, came, same, take, safe e-e these, theme, complete</p>	<p>i-e five, ride, like, time, side o-e home, those, woke, hope, hole u-e June, rule, rude, use, tube, tune ar car, start, park, arm, garden ee see, tree, green, meet, week a (/i:/) sea, dream, meat, each, read (present tense) ea (/ɛ/) head, bread, meant, instead, read (past tense) er (/ɜ:/) (stressed sound): her, term, verb, person er (/ə/) (unstressed <i>schwa</i> sound): better, under, summer, winter, sister ir girl, bird, shirt, first, third ur turn, hurt, church, burst, Thursday oo (/u:/) food, pool, moon, zoo, soon oo (/ʊ/) book, took, foot, wood, good</p>	<p>oa boat, coat, road, coach, goal oe toe, goes ou out, about, mouth, around, sound ow (/aʊ/) now, how, brown, down, town ow (/əʊ/) own, blow, snow, grow, show ue blue, clue, true, rescue, Tuesday ew new, few, grew, flew, drew, threw ie (/i:/) lie, tie, pie, cried, tried, dried ie (/i:/) chief, field, thief igh high, night, light, bright, right or for, short, born, horse, morning ore more, score, before, wore, shore aw saw, draw, yawn, crawl</p>	<p>au author, August, dinosaur, astronaut air air, fair, pair, hair, chair ear dear, hear, beard, near, year ear (/ɛə/) bear, pear, wear are (/ɛə/) bare, dare, care, share, scared Words ending –y (/i:/ or /ɪ/) very, happy, funny, party, family New consonant spellings ph dolphin, alphabet, phonics, elephant wh when, where, which, wheel, while Using k for the /k/ sound Kent, sketch, kit, skin, frisky Adding the prefix –un unhappy, undo, unload, unfair, unlock Compound words football, playground, farmyard, bedroom, blackberry Common exception words</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX 1 – Spelling Year 2

<ul style="list-style-type: none"> • 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 • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in –y • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it 	<ul style="list-style-type: none"> • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /z/ sound spelt s • The suffixes –ment, –ness, –ful, –less and –ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in –tion • Homophones and near-homophones • Common exception words
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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