

# Aldermaston CE Primary School



Robins 2023-24

	Week 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
Autumn	WELCOME WEEK	<b><u>Percy the Park Keeper (Nick Butterworth)</u></b> Descriptive Writing				<b><u>The Great Barrier Reef (Helen Scales)</u></b> Instructions			<b><u>The Snowman (Raymond Briggs)</u></b> Story writing				
Spring	HEALTHY WEEK	<b><u>Paddington (Michael Bond)</u></b> Persuasive Writing				<b><u>The Tiger Child (Joanna Troughton)</u></b> Narrative Recount		BOOK WEEK	<b><u>The Big book of Blooms (Yuval Zommer)</u></b> Information texts				
Summer	<b><u>Inside the Villains (Clotilde Perrin)</u></b> Alternative chapter				<b><u>All about Animals</u></b> Reports/Fact Files			<b><u>Sammy Striker (Catherine Emmett)</u></b> Poetry Creative Curriculum			Consolidation		

## Aldermaston CE Primary School

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as – <i>ness</i> , – <i>er</i> and by compounding [for example, <i>whiteboard, superman</i> ]  Formation of <b>adjectives</b> using <b>suffixes</b> such as – <i>ful</i> , – <i>less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)  Use of the <b>suffixes</b> – <i>er</i> , – <i>est</i> in <b>adjectives</b> and the use of – <i>ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )  Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]  <b>How the grammatical patterns in a sentence indicate its function as</b> a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Commas to separate items in a list  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma