|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Wider curriculum focus** | **Science** – Health & Growth (Living Things) | **History** -Victorians | **Science** – Materials: properties and classification | **Geography** - Life in Kenya compared to the UK | **Science** – Living things and their habitats | **Creative Arts** |
| **WRITING** | | | | | | |
| **Purpose of writing** | Writing to entertain / inform | Writing to entertain | Writing to entertain | Writing to entertain / persuade | Writing to entertain / inform | Writing to entertain |
| **‘Driver’ Text** | Monkey Puzzle by Julia Donaldson  Pip and Egg by A Latimer (VIPERS) | Daisy Saves the Day by  Shirley Hughes  Major Glad, Major Dizzy by Jan Oke (VIPERS) | Robot and the Bluebird by David Lucas | Lila and the Secret of the Rain by David Conway  The Ugly Five by Julia Donaldson | The Secret Sky Garden by Linda Sarah  George and Flora’s Secret Garden by Jo Elworthy. Eden project | Clean up! By Nathan Bryon    Ossiri and the Bala Mengro by Richard O'Neill and Katharine Quarmby |
| **Writing Outcomes** | W-Monkey puzzle by Julia Donaldson  *Animal description*  *(expanded noun phrases and conjunctions).*  NF-Collins-Chimpanzees  *Non chron. report on animals (G)* | W-Daisy Saves the Day by Shirley Hughes *Character description.*  NF- You wouldn’t want to be a Victorian child by John Malam  *Victorian school room recount (G)* | W-Robot and the Bluebird by David Lucas  *Setting description*  *3rd person narrative of further adventures*  NF National geographic robots  *Instructions to make a worry monster.* | *1st person narrative for Lila character*  NF-The ugly five by Julia Donaldson  *Non chron report of an animal* | W-The Secret Sky Garden by Linda Sarah  *Character description of new character (I)*  *Innovated story 3rd person (I)*  NF-Clean up! By Nathan Bryon  *Recount of tidy up of birdcage walk (I)*  V-George and Flora secret garden. | W-Ossiri and the Bala Mengro by Richard O'Neill and K. Quarmby  *Ogre wanted poster (I)*  *Predicted story ending 3rd person (I)*  Instructions to make instruments  R- Poems aloud Joseph Coelho |
| **Reading & Supplementary Texts** | Other Julia Donaldson texts eg. Smartest Giant in Town, A Squash and a Squeeze **Non-fiction** -  Information texts about  Animals | Other Shirley Hughes texts  **Non-fiction** - Information texts about the Victorians | **Non-fiction** - Information texts about materials and robots  VIPERS- Huge bag of worries by Virginia Ironside (PSHE CC focus) | Stories based in Africa eg.The Leopard’s Drum  Ugly 5 by J Donaldson  **Non-fiction** –Information texts about  Kenya/Africa | The Seeds of Friendship by Michael Foreman The Extraordinary Gardener by Sam Boughton  **Non-fiction –**Information texts about  plants | Where the Wild things are Maurice Sedak  Ambrose goes for Gold  Poems aloud by Joseph Coelho  **Non-fiction –**Information texts about minibeasts |
| **Opportunities for oracy** | Performing poems in class | Opportunity to speak in front of an audience through the Nativity play. | Getting into character acting out scenes from book. | Children to create their own reports comparing Kenya and UK. | Rhyme challenge- learn and recite poems | Group and Class opportunities of oral story telling |

**SPAG Progression**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spelling** | * The sound /dʒ/ spelt ‘-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’ (city, ice, cell) * The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words * The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ (wall, fall). * To spell words with the ‘igh’ sound spelt ‘y’ at the end of a word. * Words ending in ‘-tion’. * Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two). * Can spell some common exception words | | * The /r/ sound spelt ‘-wr’ at the be-ginning of words (write, wrong). * The /l/ or /əl/ sound spelt ‘-le’ at the end of words (apple). * Adding ‘-es’ to nouns and verbs ending in ‘y’. * Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-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 af-ter a single vowel letter. * The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’. * The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (squash, was, want) . * The suffixes ‘-ful’ , ‘-less’ and ‘-ly’. * The possessive apostrophe (singular nouns). * Apostrophe for contractions (*can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re*). * **Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they’re/there/their* and others as relevant. * Can spell many common exception 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. * The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling). * Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’. * The /ʌ/ sound spelt ‘o’(mother, brother, other). * The /ɜ:/ sound spelt ‘or’ after ‘w’ (worm, word, worst). * The /ɔ:/ sound spelt ‘ar’ after ‘w’ (war, warm, towards) . * The sound spelt ‘s’ in television, treas-ure, usual. * The suffixes ‘-ment’, ‘-ness’. * Revision of homophones. * Can spell most common exception words | |
| **Punctuation** | * Can use capital letters for the beginning of a sentence and full stops accurately in a simple statements. * Can use a capital letter for the pronoun I and names of people. * Beginning to independently use question marks. * Beginning to identify the apostrophe in a piece of writing and understand its function | | * Can use the capital letter for proper nouns that have been taught within a unit of writing (days, months, London, Paris). * Can use question marks within a piece of writing. * Can use capital letters and full stops accurately in compound and complex sentences. * Beginning to use exclamation marks. * Can use a comma to separate 2 adjectives. * Can write contractions using the apostrophe. * With support, can use the apostrophe to show singular possession | | * Can use capital letters and full stops accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures. * Can use question marks and exclamation in a piece of writing. * Can use commas to separate items in a list. * Is beginning to use the apostrophe accurately in their writing. | |
| **Vocabulary and Grammar** | * Understand and identify a wider range of nouns, verbs and adjectives. (including state of being: is, was, be). * With support can use co-ordination (using and, but). * With support, can use subordination (using because). * Can begin to use expanded noun phrases for description. * Can confidently recognise the difference between a statement and a question. * Can recognise whether their writing is written in the past tense. * Understands that 2 words can create a past or present tense verb (past/present progressive) such as is walking, was walking | | * Can confidently use and/but for coordination. * Can confidently use because for subordination. * With support, can use or for co-ordination. * With support, can use when, if, that for subordination. * Can confidently use expanded noun phrases for description. * Can begin to use expanded noun phrases for specification (with phrases). * Can identify a statement, question and command. * Can confidently write their own questions and statements. * Can use the present and past progressive form of verbs in their writing. | | * Can confidently think of their own nouns, verbs and adjectives for their writing. * Can vary their sentence structure to include simple, compound and complex sentences using the taught conjunctions. * Can confidently use expanded noun phrases for specification. * Can recognise a statement, question, command and exclamation. * Can confidently write their own statements, questions and commands. * With support, can write exclamation sentences. * Is confidently writing in 1 tense throughout their writing. | |