



	Text Coverage	Writing Coverage	Equality, Diversity, Inclusion and Citizenship	Grammar and Punctuation
Routes to Reading (Reading) and Wings (Writing)				
Autumn	<p><u>Getting Along Together (GAT)</u></p> <ul style="list-style-type: none"> • Learning to Listen • Listening Position • Concentrating and Asking Questions • Origins of Conflict • Stop and Stay Cool/ "1 Messages" • Resolving Conflicts • Footsteps to Friendships 	<p><u>Savvy Reader</u></p> <p><u>Questioning: Introduction and Sea Animals (Non-Fiction)</u></p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read accurately by blending sounds in words. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Check that the text makes sense to them as they read and correct inaccurate reading. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To ask a variety of questions about the text • To explain their answers <p>Language Skills:</p> <ul style="list-style-type: none"> • To answer questions with correct, complete information. • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary. 		

	<p>Reading Routes Text: The Tale of Chicken Little</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To become increasingly familiar with and to orally retell a wider range of fairy tales and traditional tales. To recognise simple recurring literary language in stories. To discuss the sequence of events in books and how items of information are related. Read and listen to the story and make links to books they have read. 	<p>Writing Text: Anancy and Mr Drybones (Wings 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Discuss and plan what to write about e.g. generating and developing vocabulary and ideas. Orally rehearse each sentence prior to writing including compound and simple sentences. Identify purpose and audience for writing. Identify the language needed to suit the purpose and audience. Edit and improve writing with specific guidance from the teacher. Evaluate writing with adults, saying what they think is good about the writing and what might make it even better. Proofread their own writing to check for errors in spelling, grammar and punctuation. Read aloud writing with intonation, taking note of punctuation to make the meaning clear. 	<p>This traditional tale focuses on what is important in life, and Miss Louise’s decision to choose Anancy instead of a life of luxury with Mr Drybones provides an opportunity to discuss the importance of kindness and happiness over materials wealth. This is particularly relevant in our current culture where celebrity is so valued.</p>	<p>Identify nouns (common, proper) (PVGP)</p> <p>Identify a verb (action - regular and being verb) (PVGP)</p> <p>Identify irregular action verbs and verb phrases (PVGP)</p> <p>To understand the subject of a single clause (PVGP)</p> <p>To build single clause sentences. (PVGP)</p> <p>Identify clauses in sentences</p> <p>To use capital letters and full stops accurately. (recap Year 1)</p> <p>To use question marks appropriately (recap Year 1)</p> <p>To use co-ordinating conjunctions to join clauses and compound subjects (PVGP)</p>
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	<p>Reading Route Text: Extreme Earth</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about a non-fiction text. To be introduced to non-fiction books that are structured in different ways. To discuss and clarify the meaning of words, linking new meanings to known vocabulary. To explore syllable boundaries and read each syllable separately before they combine them to read the word. To explain and discuss their understanding of the book. 	<p>Writing Text: Night Animals (Wings 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write for different purposes and intent Write down ideas and/or key words, including new vocabulary Re-read to check that their writing makes sense. Learn how to use sentences with different forms: statements, question, exclamation and command. 	<p>This non-fiction book promotes diversity through its explanation of the diversity of animals who come out at night. The right of every creature to live safely and raise their families also promotes equality.</p>	<p>Use sentences with different forms: questions and exclamations.</p> <p>Use subordination for reason using 'because'</p> <p>Identify, understand and select nouns to complete sentences.</p> <p>Say, write and punctuate simple and compound sentences using the joining words 'and' and 'but' for coordination.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p>
	<p>Reading Route Text: Animal Poems</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Writing Text: Where the Wild Things Are (Wings 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write about personal experiences and those of others (real and fictional) Use sentences with different forms. Use capital letters and full stops to demarcate sentences. Use commas to separate items in a list. 	<p>Many lessons can be learnt from this text: Firstly, you shouldn't judge people by their appearance (the Wild Things aren't really scary and horrible). Secondly, we all have a 'wild thing' inside us (Max has been sent to bed without supper because of his poor behaviour). Also, that imagination is powerful and can help us to deal with emotionally difficult periods in our lives, Max is transported to a place where he is in control, which helps him cope with an upsetting time. Also, the message that there is always time to 'let loose'. When Max says, "Let the rumpus begin," they all let rip and it is</p>	<p>Use subordination conjunction 'that' in oral sentences using starter prompts.</p> <p>Use the progressive form of verbs in the present tense orally and in their writing to mark actions in progress e.g. she is watching television.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p>

			<p>cathartic. Also, the messages that sometimes there is no place like home and your parents always have your back even if it doesn't always feel as if they do. The final message is to love with everything you've got. The Wild Things loved Max totally and this is wonderful.</p>	
	<p>Reading Route Text: The Great Escape</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To identify the different variations to how – ed words are spelt and pronounced. • To identify sentences with different forms: statement, question, exclamation, command. • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Justify their preferences and point of view 	<p>Writing Text: Peace at Last (Wings 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Write for different purposes and intents. • Re-read to check that their writing makes sense and that's verbs indicate time are used correctly and consistently, including verbs in the continuous tense. • Learn to use the present and past tenses correctly and consistently including the progressive form. 	<p>This fictional story builds empathy. Mr Bear can't sleep. Children should be encouraged to empathise with his attempts to become more comfortable so he can sleep. When he fails to have much sleep but is woken by Mrs Bear, he shows resilience. He doesn't transfer his distress or complain at lack of sleep, simply mentioning that he didn't get much sleep. Mrs Bear shows empathy by bringing him a cup of tea.</p>	<p>Use past tense accurately.</p> <p>Generate, select and effectively use adjectives</p> <p>Identify, understand and select adverbs to complete sentences.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p>

	<p>Reading Routes Text: Ants are Everywhere</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book 	<p>Writing Text: Bugs (Wings 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write for different purposes Write down ideas and/or key ideas, including new vocabulary. Re-read to check their writing makes sense. Learn how to use sentences with different forms: statement, question, exclamation and command. 	<p>This non-fiction text promotes diversity by helping children to value bugs, even though they might not look appealing, and might be dangerous. All bugs have a right to life, should be valued and should not be killed.</p>	<p>Use subordination for reason using 'because'</p> <p>Identify, understand and select nouns to complete sentences.</p> <p>Use subordination for time using 'when' e.g. We went out to play when we had finished our tea.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p>
<p>Spring</p>	<p><u>Getting Along Together (GAT)</u></p> <ul style="list-style-type: none"> Learning to Listen Listening Position Concentrating and Asking Questions Origins of Conflict Stop and Stay Cool/ "I Messages" Resolving Conflicts Footsteps to Friendships 	<p><u>Savvy Reade</u></p> <p><u>Clarifying: Fiction</u></p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Read accurately by blending sounds in words. Read accurate words of two or more syllables. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Check that the text makes sense to them as they read and correct inaccurate reading. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To ask a variety of questions about the text and challenge others To explain their answers <p>Language Skills:</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 Use relevant strategies to build their vocabulary 		

	<p>Reading Routes Text: Kongy Arrives</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Read and listen to the story and make links to books they have read Justify their preferences and point of view 	<p>Writing Text: Dinosaur Dreams (Wings 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about. Use both familiar and new punctuation correctly. Learn how to use subordination (using when, if, that or because) With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and questions marks. 	<p>Dinosaur Dreams shows that being different is something to celebrate, not hide. The story encourages children to respect others' uniqueness and abilities. It promotes equality by valuing everyone's dreams, diversity by embracing differences, and inclusion by showing that belonging comes from acceptance, friendship, and understanding.</p>	<p>With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use sentences with different forms: statements and commands.</p> <p>Explore the progressive form of verbs in the past tense orally and in writing.</p>
	<p>Reading Routes Text: Why do Stars Twinkle?</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text. To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect. To discuss and clarify the meaning of words, linking new meanings to known vocabulary. To explain and discuss their understanding of the book. 	<p>Writing Text: Jim and The Beanstalk (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write for different purposes and intents. Write down ideas and/or key words, including new vocabulary. Use familiar and new punctuation correctly. Use appropriate grammar. Edit and improve writing with some signposting from the teacher Proofread to check for errors in spelling, grammar and punctuation including he corrects forms of verbs. 	<p>The text highlights the importance of friendship, of helping others and of valuing differences. A focus for reading is to discuss what a character is and whether each character is likeable. This can be used to develop empathy with all characters and to understand that they have their own viewpoint and challenges.</p>	<p>Use sentences with different forms e.g. statements and commands.</p> <p>Use subordination for time using 'before' and 'after'.</p>

	<p>Reading Routes Text: The Dreams of Moxie Mouse and Cat Capone</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry. To recognise simple recurring literary language in poetry. To discuss their favourite words and phrases. To identify expanded noun phrases to describe an specify – for example, the blue butterfly. 	<p>Writing Text: China (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write about personal experiences and those of others (real and fictional) Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Use the present and past tenses correctly and consistently including the progressive form. 	<p>By highlighting the differences between life in China and here in the UK it is also possible to highlight the things that are the same, people live in families, they eat, sleep and have the same needs. Differences between our society and theirs result from our different geographical and historical context. Finding out about China and the Chinese way of life is interesting and is of equal value to our own. This promotes equality, diversity and inclusion by valuing the similarities and differences between different cultures.</p>	<p>Use commas to separate items in a list.</p> <p>Generate, select and effectively use nouns.</p> <p>Use present tense accurately and consistently</p>
	<p>Reading Routes Text: An Invitation to a Party</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and 3express views about non-fiction texts. To be introduced to non-fiction books, which are written in different ways. To discuss how items of information are related. To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading. To discuss and clarify the meaning of words, linking new meanings to known vocabulary. To explain and discuss their understanding of the book. 	<p>Writing Text: What I Like (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. Use both familiar and new punctuation correctly. Take note of punctuation when reading aloud. Identify purpose and audience for writing. Discuss structure needed for poetry 	<p>The text celebrates the importance and value of everyday life and highlights diversity as characters are black, white and mixed-race. The focus of reading nonsense poems with expression also helps to make poetry relevant to children, especially if teachers link to rap and song lyrics.</p>	<p>Generate, select and effectively use nouns.</p> <p>Generate, select and effectively use adverbs.</p>

	<p>Reading Routes Text: Anna’s Homework</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To increase fluency by reading common words easily and automatically. • To discuss and clarifying the meaning of words, linking new meanings to known vocabulary. • To discuss the sequence of events in the story and how they are related. • Review Common Exception Words. 	<p>Writing Text: Dumpling (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Encapsulate what they want to say, sentence by sentence. • Use expanded noun phrases to describe and specify. • Use the present and past tenses correctly and consistently including the progressive form. • Use and understand grammatical terminology in discussing their writing. • Discuss and plan what they write about. • Identify purpose and audience for writing. • With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and questions marks. 	<p>This book has a clear agenda that we may not all look the same, but that everyone should be valued, promoting diversity, equality and inclusion. There is a clear message that we should accept and like ourselves for who we are, imperfections and all.</p>	<p>Use sentences with different forms e.g. statements and commands.</p> <p>Use subordination for time using ‘before’ and ‘after’.</p>
	<p><u>Getting Along Together (GAT)</u></p> <ul style="list-style-type: none"> • Learning to Listen • Listening Position • Concentrating and Asking Questions • Origins of Conflict • Stop and Stay Cool/ “I Messages” • Resolving Conflicts • Footsteps to Friendships 	<p><u>Savvy Reader</u></p> <p><u>Questioning: Introduction and Mole’s Big Dig (Fiction)</u></p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To ask a variety of questions about the text. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To explain their answers. • Read accurately by blending sounds in words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • Check that the text makes sense to them as they read and correct inaccurate reading. • Answer and ask questions in response to other thoughts and ideas. • <p>Language Skills:</p> <ul style="list-style-type: none"> • To answer questions with correct, complete information. 		

		<ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge <p>Use relevant strategies to build their vocabulary</p>		
	<p>Reading Routes Text: Lost</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To increase fluency by reading common words easily and automatically. • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary. • To discuss the sequence of events in the story and how they are related. • Identify apostrophes for contracted forms. 	<p>Writing Text: The Little Polar Bear (Wings 2. 1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Write for different purposes • Proof-read to check for errors in punctuation. • Use both familiar and new punctuation correctly. • Identify purpose and audience for writing. 	<p>Themes about the importance of being aware of potential danger, resilience and friendship. Also, awareness of the importance and appropriateness of specific habitats for each animal.</p>	<p>Use subordination for reason using 'if'.</p> <p>With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use sentences with different forms: statements and commands.</p>
	<p>Reading Routes Text: Snow White and The Jazz Band</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales. • To listen, discuss and express views about a range of contemporary poetry. • To identify sentences with different forms: statements, question, exclamation, and command. 	<p>Writing Text: Floss (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Plan or say out loud what they are going to write about. • Use the present and past tenses correctly and consistently including the progressive form. • Use both familiar and new punctuation correctly. • Identify purpose and audience for writing. 	<p>Differences in the way people and animals live in different locations and the need to be adaptable. Life in each location is valued equally, promoting diversity, equality and inclusion.</p>	<p>Use sentences with different forms e.g. statements and commands.</p> <p>Use subordination for time using 'before' and 'after'.</p> <p>With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use sentences with different forms: statements and commands.</p>

	<ul style="list-style-type: none"> • To discuss the sequence of events in the books and how items of information are related. • Justify their preferences and point of view. 			
	<p>Reading Routes Text: Bea's Pumpkin</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To increase fluency by reading common words easily and automatically. • To discuss and clarifying the meaning of words, linking new meanings to known vocabulary. • To discuss the sequence of events in the story and how they are related. • To identify expanded noun phrases to describe and specify (for examples, the blue butterfly). • To identify commas for lists. • To read words containing common suffix -ly. 	<p>Writing Text: Can't you Sleep Little Bear (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Write about personal experiences and those of others (real or fictional) • Use sentences with different forms. • Use appropriate grammar • Use both familiar and new punctuation correctly. • Identify purpose and audience for writing. • Evaluate their own writing alongside peers in relation to its purpose and effect on the audience. 	<p>This text has clear themes of equality, and diversity because of the message that all living beings have an equal right to life and their specific needs and differences should be acknowledged and respected.</p>	<p>Within their own writing, edit and improve simple, compound sentences using the joining words 'and', 'or', 'but', 'so' or 'or' by coordination.</p> <p>Use and punctuate correctly sentences with different forms: statement, question, command, and exclamation.</p> <p>Use apostrophes for contracted forms e.g. don't.</p> <p>Use subordinating conjunction 'that' in sentences</p>

	<p>Reading Routes Text: It came from outer space</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry. To recognise simple recurring literary language in poetry. To discuss their favourite words and phrases. To build up a repertoire of poems learnt by heart, appreciating these and reciting these and reciting some, with appropriate intonation to make the meaning clear. 	<p>Writing Text: Arise Our Rita (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write for different purposes and intents. Use appropriate grammar. Use sentences different forms. Show correct choices and consistent use of past tense. Identify purpose and audience for writing. Evaluate their own writing alongside peers in relation to its purpose and effect on the audience 	<p>Arise Our Rita shows that everyone deserves respect and equal treatment. It values different backgrounds and voices and encourages people to stand together. The message is that inclusion and fairness make society stronger, and real change happens when everyone is accepted and supported.</p>	<p>Within their own writing, edit and improve simple, compound sentences using the joining words ‘and’, ‘or’, ‘but’, ‘so’ or ‘or’ by coordination.</p> <p>Use and punctuate correctly sentences with different forms: statement, question, command, and exclamation.</p> <p>Use apostrophes for singular possessions.</p>
	<p>Reading Routes Text: In the Year 2100</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text. To be introduced to non-fiction books that are structured in different ways and to learn about causes and effect. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To explain and discuss their understanding of the book. 	<p>Writing Text: Rita the Rescuer (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write for different purposes and intents. Use appropriate grammar Use sentences with different forms. Identify purpose and audience for writing. Show correct choice and consistent use of past tense. Evaluate their own writing alongside peers in relation to its purpose and effect on the audience 	<p>Rita the Rescuer promotes equality by showing courage is not limited by gender or background. Rita helps others regardless of difference, valuing kindness and cooperation. The story celebrates diversity as a strength and encourages inclusion, teaching that everyone can contribute, lead, and make a positive difference together in shared communities.</p>	<p>Within their own writing, edit and improve simple, compound sentences using the joining words ‘and’, ‘or’, ‘but’, ‘so’ or ‘or’ by coordination.</p> <p>Use and punctuate correctly sentences with different forms: statement, question, command, and exclamation.</p> <p>Use apostrophes for singular possessions</p> <p>Use and punctuate correctly sentences with different forms: statement, question, command, and exclamation.</p>

	<p>Reading Routes Text:</p> <p>Reading Skills:</p>	<p>Writing Text: Wow, Space! (Wings 2.1)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Write about real events • Evaluate their writing with the teacher and other pupils. • Write down their ideas and/or key words, including new vocabulary. • Identify purpose and audience for writing • Use sentences with different forms. • Use both familiar and new punctuation correctly. • Evaluate their own writing alongside peers in relation to its purpose and effect on the audience • Use the present and past tenses correctly and consistently including the progressive form. 	<p><i>This text reflects 3 different themes, which should be discussed with the children. Everyone has value and something to contribute. Community thrives when we respect difference. Bravery includes caring for those unlike us</i></p>	<p>Independently and accurately edit and improve their own writing, especially when checking tenses and sentence forms. This should include the strengthening of nouns through expanded noun phrases.</p>
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	<p>Reading Routes Text:</p> <p>Reading Skills:</p>	<p>Writing Text: Seaside poems (Wings 2.2)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and other’s writing and suggest improvements. • Use and understand grammatical terminology accurately and appropriately when discussing their reading and writing. • Identify purpose and audience for writing. • Evaluate their own writing alongside peers in relation to its purpose and effect on the audience • Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear. 	<p>The poems develop an understanding of the seaside beyond an exciting holiday or day out. The poem ‘Are we there yet?’ develops empathy with both parents and children on the journey to the seaside. An understanding of key features of the shore and concepts such as every 7th wave being extra-large are developed in other poems along with the joy of holidays and celebrating opportunities to explore and enjoy new environments. The reading objective of reading poems with expression builds the expectation that poems are designed to be performed, just like rap and songs.</p>	<p>Independently and accurately edit and improve their own writing, especially when checking tenses and sentence forms. This should include the strengthening of nouns through expanded noun phrases.</p>
	<p>Reading Routes Text:</p> <p>Reading Skills:</p>	<p>Writing Text: Mrs Vole the Vet (Wings 2.2)</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Use simple organisational devices to organise writing. • Proof-read for speaking and punctuation errors. • Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading. • Identify purpose and audience for writing. 	<p><i>Mrs. Vole the Vet</i> is a light, humorous picture book, it supports equality by presenting a capable female professional protagonist, diversity through non-traditional family representation, inclusion by valuing all characters and encouraging discussion, and citizenship through themes of community participation and responsibility. You can amplify these themes through guided reading, questions, and classroom activities that connect the story to children’s lives.</p>	<p>Within their own writing, edit and improve simple, compound sentences using the joining words ‘and’, ‘or’, ‘but’, ‘so’ or ‘or’ by coordination.</p> <p>Use and punctuate correctly sentences with different forms: statement, question, command, and exclamation.</p> <p>Use subordination for time using ‘when’, ‘before’ and ‘after’.</p>

Y2 English Progression



- Evaluate their own writing alongside peers in relation to its purpose and effect on the audience

Use subordination for reason using 'because' and 'if'.

Use subordinating conjunction 'that' in sentences

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ <u>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</u> ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ <u>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i>.</u> ▪ <u>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i>.</u> ▪ Select, generate and effectively use verbs. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ <u>Evaluate their writing with adults and peers.</u> ▪ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▪ Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn some words with each spelling, including a few common homophones. ▪ <u>Learn to spell common exception words.</u> ▪ Learn to spell more words with contracted forms. ▪ Distinguish between homophones and near-homophone. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. ▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ <u>Form lower-case letters of the correct size relative to one another.</u> ▪ <u>Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</u> ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.