


<div></div> <div>Literacy Tree</div>		Word Reading								Reading Comprehension												Transcription								Grammar Year 1											
										Develop pleasure in reading, motivation to read, vocabulary and understanding by:				Understand both the books they can already read accurately and fluently and those they listen to by:																											
Curriculum 2014 Objectives		Apply phonic knowledge and skills as the route to decode words	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40 phonemes, including where applicable alternative sounds for graphemes	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read other words of more than one syllable that contain taught GPCs	Read words with contractions (for example, I'm, It, we'll) and understand that the apostrophe represents the omitted letter(s)	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Being encouraged to link what they read or hear to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Recognising and joining in predictable phrases	Learning to appreciate rhymes and poems, and to recite some by heart	Discussing word meanings, linking new meanings to those already known	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	Discussing the significance of the title and events	Making inferences on the basis of what is being said and done	Predicting what might happen on the basis of what has been read so far	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	Words containing each of the 40+ phonemes already taught	Common exception words	The days of the week and the letters of the alphabet in order	Using letter names to distinguish alternative spellings of the same sound	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Using the prefix un-	Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)	Apply simple spelling rules and guidance, as listed in English Appendix 1	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Regular plural noun suffixes -s or -es (for example, dog, dogs, wish, wishes) 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. helping, helped, helper)	How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing, untie the boat)	How words can combine to make sentences	Joining words and joining clauses using and	Sequencing sentences to form short narratives				
Themes	Books																																								
Journeys & exploration	Cave Baby	✓						✓	✓		✓	✓		✓	✓		✓					✓		✓						✓			✓		✓	✓	✓				
	Astro Girl			✓	✓				✓		✓	✓			✓		✓		✓	✓	✓										✓			✓		✓	✓	✓			
Helpful heroes	I Want My Hat Back							✓	✓		✓	✓							✓	✓	✓	✓	✓		✓									✓		✓	✓	✓			
Helpful heroes	Send for a Superhero	✓					✓												✓	✓	✓	✓	✓	✓		✓								✓		✓	✓	✓			
Imagination & creativity	Iggly Peck, Architect							✓												✓	✓	✓	✓	✓											✓		✓	✓	✓		
Imagination & creativity	Julian Is A Mermaid					✓		✓												✓	✓	✓	✓	✓											✓		✓	✓	✓		
Friendship & kindness	Beegu	✓	✓	✓			✓	✓	✓	✓	✓			✓		✓				✓	✓	✓	✓	✓									✓			✓		✓	✓	✓	
Friendship & kindness	Pig the Pug							✓												✓	✓	✓	✓	✓			✓								✓		✓	✓	✓		
Friendship & kindness	Lost and Found	✓		✓		✓		✓				✓								✓	✓	✓	✓	✓									✓			✓		✓	✓	✓	
Nature & environment	Dinosaurs and All That Rubbish					✓		✓		✓	✓			✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓		✓	✓	✓	
Nature & environment	The Sea Saw				✓	✓			✓		✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓



Grammar Year 2													Composition						
													Write sentences by:						
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	Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)	Formation of adjectives using suffixes such as -ful, -less	Use of the suffixes -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain four, the man in the moon)	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 (for example, she is drumming, he was shouting)	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 (for example, the girl's name)	Saying out loud what they are going to write about	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Read aloud their writing clearly enough to be heard by their peers and the teacher.
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<div> Literacy Tree</div>		Word Reading										Reading Comprehension										Transcription										Grammar Year						
		Develop pleasure in reading, motivation to read, vocabulary and understanding by:										Understand both the books that they can already read accurately and fluently and those that they listen to by:																										
Curriculum 2014 Objectives		Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Read accurately words of two or more syllables that contain the same graphemes as above	Read words containing common suffixes	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Read about books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re-read these books to build up their fluency and confidence in word reading	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction books and how items of information are related	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Being introduced to non-fiction books that are structured in different ways	Recognising simple recurring literary language in stories and poetry	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Discussing their favourite words and phrases	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate information to make the meaning clear	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	Making references on the basis of what is being said and done	Answering and asking questions	Predicting what might happen on the basis of what has been read so far	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	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Learning to spell common exception words	Learning to spell more words with contracted forms	Learning the possessive apostrophe (singular) [for example, the girl's book]	Distinguishing between homophones and near-homophones	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Apply spelling rules and guidance, as listed in English Appendix 1	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Regular plural noun suffixes -s or -es [for example, dogs, wishes], 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. helping, helped, helper)	How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing, untie the boat)	How words can combine to make sentences	Joining words and joining clauses using and	
Themes	Books																																					
	The Bear Under the Stairs	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓					✓		✓											✓	
	The Goldilocks Project		✓		✓	✓			✓		✓						✓		✓	✓					✓			✓							✓			
	Me and You		✓		✓	✓			✓								✓		✓	✓					✓													
	The Journey Home		✓		✓	✓			✓		✓						✓		✓	✓				✓														
	Dear Earth	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓		✓		✓	✓			✓	✓															
	Grandad's Camper	✓	✓	✓	✓	✓			✓		✓			✓	✓		✓		✓	✓			✓	✓														
	If All the World Were	✓	✓	✓	✓	✓			✓		✓			✓	✓		✓		✓	✓			✓	✓														
	Lizzy and the Cloud	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓		✓		✓	✓			✓	✓															
	Toys in Space	✓				✓			✓		✓						✓		✓	✓			✓	✓		✓												
	Rosie Revere, Engineer	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓		✓		✓	✓			✓	✓															
	A Walk in London	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓		✓		✓	✓			✓	✓															



Grammar Year 2														Develop positive attitudes towards and stamina for writing by:				Composition							
														Consider what they are going to write before beginning by:											
Sequencing sentences to form short narratives	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	Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiff about, superman)	Formation of adjectives using suffixes such as -ful, -less	Use of the suffixes -er, -est in Standard English to turn adjectives into adverbs	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain four, the man in the moon)	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 (for example, she is drumming, he was shouting)	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 (for example, the girl's name)	Writing narratives about personal experiences and those of others (real and fictional)	Writing about real events	Writing poetry	Writing for different purposes	Planning or saying out loud what they are going to write about	Writing down ideas and/or key words, including new vocabulary	Encapsulating what they want to say, sentence by sentence	Evaluating their Writing with the teacher and other pupils	Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Read aloud what they have written with appropriate intonation to make the meaning clear.
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