

Year 1 Overview

Narrative			
<b>Stories with Predicable and Patterned Language</b> <ul style="list-style-type: none"> <li>- Use patterned language when retelling a story.</li> <li>- Use patterned language to innovate a new part of a story.</li> </ul>	<b>Traditional Tales</b> <ul style="list-style-type: none"> <li>- Write their own versions of traditional tales</li> <li>- Identify and use story language. Innovate all or part of a traditional tale</li> </ul>	<b>Story Settings</b> <ul style="list-style-type: none"> <li>- Read stories set in different places.</li> <li>- Write own descriptions of places and story settings.</li> </ul>	<b>Stories with a Strong Character</b> <ul style="list-style-type: none"> <li>- Read a story with a central character.</li> <li>- Describe a character.</li> <li>- Tell a story about a central character.</li> </ul>
		<b>Beginning, Middle and End</b> <ul style="list-style-type: none"> <li>- Map stories into beginning, middle and end.</li> <li>- Write a complete story with a beginning, middle and end.</li> <li>-</li> </ul>	
Poetry and Drama		Explain	
<b>The Senses</b> <ul style="list-style-type: none"> <li>- Look at a range of poems which help the reader to imagine what something looks, tastes, feels, sounds or smells like.</li> <li>- Write and perform own simple poems.</li> </ul>	<b>Rhyme</b> <ul style="list-style-type: none"> <li>- Understand which words rhyme and which don't.</li> <li>- Spot rhymes in poems.</li> <li>- Read poems, following their rhythm.</li> <li>- Write own simple rhyming couplet.</li> </ul>	<b>Instructions</b> <ul style="list-style-type: none"> <li>- Read and follow a set of instructions.</li> <li>- Create a set of simple instructions for a real or imagined event.</li> </ul>	
Inform		Persuade	
<b>Non Chronological Report</b> <ul style="list-style-type: none"> <li>- Read simple non-chronological reports and know that they contain facts.</li> <li>- Collect simple information about a subject and use it to write a simple non chronological report, which contains a heading with text that relates to it.</li> </ul>	<b>Recount</b> <ul style="list-style-type: none"> <li>- Recount real or imagined events in chronological order.</li> </ul>	<b>Letters</b> <ul style="list-style-type: none"> <li>- Write a letter with a clear purpose. For example to tell someone about a holiday or to persuade someone to do something. This could be real or in role as a character in a book.</li> </ul>	<b>Leaflets and Posters</b> <ul style="list-style-type: none"> <li>- Look at how leaflets and/or posters are used to persuade people to visit a place.</li> <li>- Write own simple persuasive posters or leaflets.</li> </ul>

\*Units may be taught in a single block or split into two smaller blocks. There is no fixed order the units should be completed in, but please consider how skills and knowledge previously taught will impact upon the unit you are teaching.

## Writing

National Curriculum Objectives	Small Steps	National Curriculum Objectives	Small Steps
Write sentences by saying out loud what they are going to write about	<ul style="list-style-type: none"> <li>- Understand what a simple and then a coordinating sentence is.</li> <li>- Start with single sentences (eg captions) before moving on to longer pieces of writing.</li> <li>- Say one sentence at a time, recognising where a sentence ends and another starts and don't run on.</li> <li>- Support with planning formats such as boxing up.</li> </ul>	Discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none"> <li>- Discuss in what way a sentence/piece of writing is effective.</li> <li>- Discuss the grammatical content used for example the conjunction and or Y1 punctuation used.</li> </ul>
Write sentences by composing a sentence orally before writing it		Read aloud their writing clearly enough to be heard by their peers and the teacher	
Write sentences by sequencing sentences to form short narratives	<ul style="list-style-type: none"> <li>- Use TfR to generate ideas, providing opportunities to explore ideas and record stories orally and pictorially.</li> <li>- Record stories using simple story maps (eg boxing up or walking story maps).</li> <li>- Create plans to ensure events are in chronological order and nothing is missed out.</li> <li>- Plan a story with a beginning, middle, end structure.</li> <li>- Use simple story language.</li> <li>- Use simple descriptive language.</li> </ul>	Joining words and joining clauses using and	<ul style="list-style-type: none"> <li>- Understand that a simple sentence has a subject, predicate and punctuation.</li> <li>- Use and to join two nouns in a sentence.</li> <li>- Use and to join two predicates in a sentence.</li> <li>- Use and to join two sentences, understanding that there does not need to be a capital letter after the and.</li> </ul>
Re-read what they have written to check that it makes sense	<ul style="list-style-type: none"> <li>- Discuss how/why a sentence makes sense and link to grammar work.</li> <li>- Practice recognising where a sentence doesn't make sense and how to correct it.</li> <li>- Read own sentences out loud after writing each one, editing to ensure it makes sense.</li> <li>- Progress to doing the above for short narratives.</li> <li>- Add in capital letters where they have used a full stop.</li> <li>- Correct key word spelling.</li> </ul>	Leave spaces between words, begin 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'	<ul style="list-style-type: none"> <li>- Use a capital letter and full stop to punctuate a simple and then a coordinating sentence.</li> <li>- Use an exclamation mark to show when you 'really mean it.'</li> <li>- Know that a question has a question word and needs a question mark.</li> <li>- Know that the names of people, places and days of the week are important and so need a capital letter.</li> </ul>

## Key Learning Grammar, Punctuation and Spelling

Grammar and Punctuation		Spelling	
<b>Word</b>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Suffixes ing, ed, and er that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>- How the prefix un changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>	<b>New graphemes</b>	ll, ff, zz, ss, ck
			Vowel digraphs ai, ay, oi, oy, a-e, e-e, i-e, o-e, u-e, ar, ea (each, head), er (stressed and unstressed), ir, ur, oo (book, food), oa, oe, ou, ow (cow, blow), ue, ew, ie (tie, chief), or, au, aw
			Vowel trigraphs igh, ore, are, ear (bear, dear), air
			Consonant digraphs ph and wh.
		<b>Words with the /k/ sound</b>	Words spelt with k before an i or e such as kennel, kitchen.
<b>Sentence</b>	<ul style="list-style-type: none"> <li>- How words can combine to make sentences</li> <li>- Joining words and joining clauses using and</li> </ul>	<b>Consonant Clusters</b>	To include nk.
		<b>Prefixes</b>	Using the prefix un as
<b>Text</b>	<ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives</li> </ul>	<b>Word Endings</b>	Differentiating between words with tch and ch.
			Words ending with the /v/ sound spelt ve as in have.
			Words ending in y.
		<b>Segmenting words</b>	Segment words into syllables.
			Segment words with consonant clusters.
<b>Compound words</b>	Compound words as two words joined together.		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>- Separation of words with spaces</li> <li>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Capital letters for names and for the personal pronoun I</li> </ul>	<b>Suffixes</b>	Adding the suffix s and es for plurals.
			Add the suffixes ing, ed and er where there is no change to the root word.
			Add er and est to adjectives.
		<b>Common Exception Word</b>	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Key Vocabulary		
New Learning		
- Letter	- singular	- full stop
- capital letter	- plural	- question mark
- word,	- sentence	- exclamation mark
	- punctuation	

Year 2 Overview

Narrative				
<b>Action and Adventure</b> <ul style="list-style-type: none"> <li>- Describe action clearly and in a way that excites the reader.</li> <li>- Use appropriate detail when describing action.</li> <li>- Retell and/or write all or part of stories, describing action.</li> </ul>	<b>Stories from Other Cultures</b> <ul style="list-style-type: none"> <li>- Use storyboards to record and plan stories.</li> <li>- Retell and write own stories using a clear structure and appropriate detail.</li> </ul>	<b>A Story with a Strong Central Character</b> <ul style="list-style-type: none"> <li>- Use evidence from the text to talk about what a character is like and what they do.</li> <li>- Write character descriptions.</li> <li>- Write short stories about a character.</li> </ul>	<b>Descriptive Writing</b> <ul style="list-style-type: none"> <li>- Look at how authors describe people and places in books and discuss why these are effective.</li> <li>- Write own descriptions.</li> </ul>	<b>Writing in Role</b> <ul style="list-style-type: none"> <li>- Imagine what it would be like to be a character from history or in a story and write a diary in role.</li> </ul>
Poetry and Drama			Explain	
<b>Identifying Rhymes and Patterns</b> <ul style="list-style-type: none"> <li>- Look at a range of poetry with different rhymes and language patterns.</li> <li>- Read these poems out loud with appropriate rhythm and intonation.</li> </ul>	<b>Nonsense Poetry</b> <ul style="list-style-type: none"> <li>- Read a nonsense poem and talk about the effect of the language and the rhyme.</li> <li>- Write own nonsense poems.</li> </ul>	<b>Instructions</b> <ul style="list-style-type: none"> <li>- Write a clear set of instructions with time connectives and adverbials to explain 'how' to complete a task.</li> </ul>		
Inform			Persuade	
<b>Non-Chronological Report</b> <ul style="list-style-type: none"> <li>- Collect information on two or more related subjects.</li> <li>- Organise subjects under headings.</li> <li>- Write own reports using technical and genre specific language.</li> </ul>	<b>Recount</b> <ul style="list-style-type: none"> <li>- Recount a real or imagined event in at least three parts with appropriate detail and in chronological order.</li> </ul>	<b>Information Leaflet</b> <ul style="list-style-type: none"> <li>- Write an information leaflet for an identified audience.</li> </ul>	<b>Persuasive Letter</b> <ul style="list-style-type: none"> <li>- Write a simple persuasive letter which outline clear reasons why something should happen. This could be from experience in role as a character from a book or history.</li> </ul>	

## Writing

National Curriculum Objectives	Small Steps	National Curriculum Objectives	Small Steps
<b>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes</b>		<b>Write sentences with different forms: statement, question, exclamation, command</b>	<ul style="list-style-type: none"> <li>- Understand that most sentences are statements.</li> <li>- Write questions using a question word and a question mark.</li> <li>- Recognise where a question can be used in a text.</li> <li>- Use exclamation sentences appropriately. Understand that we only use exclamation marks rarely.</li> <li>- Know that a command is a telling someone what to do and needs a bossy verb.</li> </ul>
<b>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary</b>	<ul style="list-style-type: none"> <li>- Immerse in examples of the writing type and stimulus for writing, completing tasks which build understanding and ideas for writing.</li> <li>- Use TfL to develop and refine ideas.</li> <li>- Make simple plans (eg walking story maps, boxing up, story boards).</li> <li>- Introduce a basic story mountain to show concept of beginning; increasing excitement/action and resolution.</li> <li>- Plans primarily in pictorial form with written annotations:               <ul style="list-style-type: none"> <li>o Key spelling from word mats and banks</li> <li>o Individual sentence ideas from shared work</li> <li>o Key vocabulary, story language and simple time adverbials.</li> </ul> </li> </ul>	<b>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</b>	<ul style="list-style-type: none"> <li>- Know that an expanded noun phrase is an adjective and noun together.</li> <li>- Generate appropriate expanded noun phrases (for example knowing that fluffy snow rather than hot snow).</li> <li>- Use a comma when listing two adjectives in an expanded noun phrase.</li> </ul>
		<b>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b>	<ul style="list-style-type: none"> <li>- Know that and, or and but can be used to write compound sentences with:               <ul style="list-style-type: none"> <li>o Two nouns or expanded noun phrases</li> <li>o Two main clauses</li> <li>o Two phrases (predicates)</li> </ul> </li> <li>- Use when, if, that and because to make subordinating sentences. Use:               <ul style="list-style-type: none"> <li>o At the beginning of sentence with a comma</li> <li>o At the end of a sentence.</li> <li>o NB. It helps to introduce one or at most two at a time initially.</li> </ul> </li> </ul>
<b>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</b>	<ul style="list-style-type: none"> <li>- Use their plans to orally rehearse their work, recognising where a new sentence begins.</li> <li>- Work through their plan one section at a time, understanding that a section of the plan does not mean we are using one sentence.</li> <li>- Ensure their orally rehearsed sentences make sense and considering where punctuation should go.</li> </ul>	<b>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils; re-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.</b>	<ul style="list-style-type: none"> <li>- Reread their writing to check:               <ul style="list-style-type: none"> <li>o It makes sense</li> <li>o It has capital letters, full stops and question marks</li> <li>o Use a star to add an extra sentence or clause;</li> <li>o Change and/so/but/because for a full stop and capital letter where a sentence has become too long;</li> <li>o Redraft a sentence that does not make sense and cannot be edited.</li> <li>o Correct key word spelling.</li> <li>o Make simple additions such as adding in adjectives or simple time adverbials.</li> </ul> </li> </ul>
<b>Use the present and past tenses correctly and consistently including the progressive form</b>	<ul style="list-style-type: none"> <li>- Practise changing present tense to past tense orally.</li> <li>- Write individual sentences in given tense.</li> <li>- Orally rehearse text in given tense before writing and then check afterwards by reading aloud.</li> </ul>		
<b>Use commas to separate items in a list.</b>		<b>Read aloud what they have written with appropriate intonation to make the meaning clear.</b>	

## Key Learning Grammar, Punctuation and Spelling

Grammar and Punctuation		Spelling		
<b>Word</b>	<ul style="list-style-type: none"> <li>- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>- Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</li> <li>- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	<b>New graphemes</b>	The /j/ sound spelt dge and ge.	
			The soft /s/ sound spelt c as in icy.	
			The /r/ sound spelt wr as in write.	
			The /or/ sound spelt before a before l and ll as in all.	
			The /u/ sound spelt o as in mother.	
			The /ee/ sound spelt ey.	
			The a grapheme pronounced /o/ after w and qu as in wasp.	
			The /er/ sound spelt or after w as in work.	
<b>Sentence</b>	<ul style="list-style-type: none"> <li>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<b>Apostrophes</b>	For contractions	
			For singular possession.	
		<b>Silent Letters</b>	K and g as in knight and gnaw.	
<b>Text</b>	<ul style="list-style-type: none"> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- 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]</li> </ul>	<b>Homophones</b>	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	
		<b>Word Endings</b>	Le, el, il and al at the end of words.	
			Y at the end of a word making the /igh sound.	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Commas to separate items in a list</li> <li>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<b>Suffixes</b>	Tion.	
			Ment, ness, full, less and ly.	
			Adding es to words ending in y.	
			Adding ing, ed, er and est to words with a short vowel sound.	
		Adding ing, ed, er and est to words ending in y.		
		Adding ing, ed, er and est to words ending in e with a consonant before.		
<b>Common Exception Word</b>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas			

Key Vocabulary					
Consolidate			New Learning		
- Letter	- singular	- full stop	- noun	- exclamation	- adverb
- capital letter	- plural	- question mark	- noun phrase	- command compound	- verb tense (past, present)
- word,	- sentence	- exclamation mark	- statement	- suffix	- apostrophe
	- punctuation		- question,	- adjective	- comma

## Writing to entertain (KS1)

### Text Types

- ♦ Stories (including re-tellings)
- ♦ Descriptions
- ♦ Poetry
- ♦ In-character/role

### Text Features

- ♦ Time sequenced
- ♦ Begin to differentiate between past and present tense to suit purpose

### Other Style Ideas

- ♦ Focus on oral work first
- ♦ Use opportunities to reading own work aloud

### Grammar and Sentences

- ♦ Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- ♦ Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- ♦ Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- ♦ Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

### Adverbials

First Then Next After Later  
The next day...

### Conjunctions

and but so or when

### Punctuation Content

- ♦ Use **finger spaces** between words
- ♦ Use **capital letters & full stops** to mark sentences
- ♦ Use **capital letter** for first person 'I'
- ♦ Use **apostrophes** to mark contractions, e.g. *didn't*
- ♦ Use **exclamation marks**, particularly in relation to speech
- ♦ Begin to use **inverted commas** to mark direct speech where appropriate.



## Writing to inform (KS1)

### Text Types

- ♦ Recount
- ♦ Letter
- ♦ Instructions

### Text Features

- ♦ Appropriate use of past and present tense

### Other Style Ideas

- ♦ Could use a writing frame to structure sections
- ♦ May include images

### Grammar and Sentences

- ♦ Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.*
- ♦ Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws*
- ♦ Use **noun phrases** which inform, *sharp claws, black fur*
- ♦ Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.*
- ♦ Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

### Adverbials

First Firstly Next After Later

### Conjunctions

and but so or when  
if because

### Punctuation Content

- ♦ Use **finger spaces** between words
- ♦ Use **capital letters & full stops** to mark sentences
- ♦ Use **question mark**, *Did you know...?*
- ♦ Use **apostrophes** to mark possession, *A badger's home is underground*



