

Literacy Policy 2025

Literacy Curriculum Aims

At Upton Infant School, we foster a vibrant learning environment that motivates and inspires all pupils to become confident, independent readers and writers. We hold high expectations for every learner and believe that every child can achieve their personal best.

Our pupils benefit from a well-balanced and engaging literacy curriculum designed to spark a lifelong love of reading and writing. This policy aligns with national guidance and best practice, supporting a whole-school approach to literacy across all year groups and subjects.

As outlined in the National Curriculum (2014), English is both a subject in its own right and the medium through which all learning is delivered. Fluency in spoken and written English is essential for success across the curriculum and beyond.

Rationale: What Makes a Brilliant Writer at Upton Infant School?

Brilliant writers will:

- Develop strong speaking, listening, reading, and writing skills to reach their full potential—now and in the future.
- Write fluently and with understanding, using a rich and varied vocabulary.
- Communicate clearly, accurately, and coherently across a range of contexts, purposes, and audiences.
- Experience a broad and balanced English education that builds confidence and reflective thinking in reading and writing.
- Discover joy and pleasure in reading and writing, nurturing intrinsic motivation.
- Become independent learners with a deep understanding of language and vocabulary.

Intent: What We Teach and Why

Our literacy curriculum is designed to develop essential skills across five key areas:

1. Writing
 - Focus on composition: articulating ideas and structuring them effectively in speech and writing
 - Development of vocabulary, grammar, and punctuation
2. Reading
 - Phonics and word reading
 - Comprehension: listening and understanding written texts
3. Spelling
 - Including transcription and application of spelling rules
4. Handwriting
 - Including transcription and presentation skills
5. Spoken Language
 - Embedded across the curriculum to support cognitive, social, and linguistic development
 - A foundation for reading and writing success

Implementation

At Upton Infant School, we implement our literacy curriculum through consistent, high-quality teaching and a well-planned progression of skills across all year groups. Our approach ensures that every child receives the support and challenge they need to become confident readers and writers.

EYFS – (Foundation Stage)

• Curriculum

Children are taught in line with the Early Years Foundation Stage Framework, building towards the Early Learning Goals in Comprehension, Word Reading and Writing. Speaking and listening forms a vital part of all aspects of the curriculum. Children are taught to listen attentively and respond with relevant questions, comments and actions. Children are encouraged to hold conversations, speak in full sentences, offer explanations and use new vocabulary in adult-directed time as well as during child-initiated play. Children develop a lifelong love of reading through two dimensions: language comprehension and word reading. Oracy is promoted in Reception and children enjoy a range of texts, rhymes, poems and songs together. This is accompanied by skilled word reading through decoding and sight recognition. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Emphasis is placed on the importance of children's gross and fine motor development in order to develop their writing skills.

• Teaching Organisation

Children are introduced to phonics through Read, Write Inc lessons, following the Read, Write, Inc scheme. Children are grouped according to stage (not age) and taught through focused adult-led sessions. Children learn single letter and special friend (digraphs and trigraphs) sounds, progressing through the scheme's three sets. Children read, write, blend and segment to read and spell.

When using RWI to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts;
- learn to read words using Fred Talk;
- read lively stories featuring words they have learned to sound out;
- show that they comprehend the stories by answering questions.

When using RWI to write the children will:

- learn to write the letters/letter groups which represent 44 sounds;
- learn to write words by saying the sounds in Fred Talk;
- write simple sentences.

Children also follow Phase One Letters and Sounds alongside the scheme to develop children's ability to tune into sounds.

Writing

Children write for a purpose in adult led sessions in 'Time Together' / 'Literacy'. Activities and skills required for discovery time are explicitly modelled. Discovery time offers opportunities to practise reading and writing skills modelled and taught so far from schemes such as Drawing Club and Squiggle Whilst You Wiggle.

Squiggle Whilst You Wiggle

Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music while holding 'Flipper Flappers' (bits of fabric) while dancing along to the music. Initially children will start by mark making and this will gradually build up to single letter sounds and words by the end of the year.

Drawing Club

Greg Bottrill's Drawing Club is an innovative early years literacy approach that combines storytelling, drawing, and imaginative thinking to support the development of reading, writing, and language skills. Rooted in high-quality picture books, traditional tales, and animations, Drawing Club provides a structured yet playful weekly framework that encourages

children to explore narrative elements creatively. Through the use of visual storytelling, enriched vocabulary, and phonics-based “secret codes,” the approach fosters a deep engagement with texts and supports the development of fine motor skills, oracy, and early literacy. Drawing Club aligns with child-centered pedagogy and enhances the overall literacy provision in the Early Years Foundation Stage and beyond.

Story Dough

Story Dough is a child-led, creative approach developed by Greg Bottrill to support early communication, language, and literacy development through imaginative play. Designed for children aged 2–6, Story Dough sessions involve waking up the playdough with a consistent ritual before using it to craft characters, objects, and ideas that stimulate narrative thinking. Children assign “secret symbols” to their creations, introducing early mark making and promoting vocabulary growth. This playful, sensory experience enhances fine motor skills and encourages children to engage with storytelling in a joyful and meaningful way. Story Dough provides a rich foundation for oracy and creativity, complementing more formal literacy approaches such as Drawing Club.

The Message Centre

As part of Discovery Time, children will take part in The Message Centre - a playful, child-led writing approach created by Greg Bottrill that encourages early mark making and writing through imaginative storytelling. Children discover and respond to “secret messages” left by fictional characters, making writing purposeful, exciting, and rooted in narrative. Using a range of materials and “secret symbols,” the approach supports the development of fine motor skills, early phonics understanding, and vocabulary in a non-pressured, engaging way. The Message Centre fosters a love for writing, particularly among reluctant writers, and aligns with child-centred pedagogy by making literacy meaningful and joyful.

• Inclusion

Read, Write, Inc supports inclusion by grouping by stage rather than age. Grouping is arranged according to needs. Where necessary, children in class are supported in small groups and through the use of mixed ability ‘Chatty Partners’. Additional support is provided for children where needed and intervention is organised to meet the needs of the children through Discovery Time and separate interventions where required.

• Assessment

When children join the school, a school baseline assessment is carried out. Ongoing observations are recorded on Tapestry, a web-based learning journal. Learning Milestones are tracked using the school’s reading and writing progress trackers and children’s progress is monitored and pupils are identified as to whether or not they are on track.

• Home learning

Reading

Each child has a reading diary and up to three books in their book bag. It is expected that a child should be heard read at least three times a week. Children are provided with a ‘learn to read’, ‘love to read’ and ‘help to read’ book. The ‘learn to read’ book is a Read, Write, Inc book which the child will have been practising in class. It is fully decodable at their reading level and should fill the child with confidence when sharing it at home. The ‘help to read’ book is also phonetically decodable, but not taught at school. Parents may need to support segmenting and blending or word recognition at home. The ‘love to read’ book is chosen from the library by the child based on their interests. This book is not necessarily decodable and can be shared with an adult at home to inspire a love of reading.

Children also have four different red word castles. They are encouraged to practise reading red words by sight. When they can read all of the words on the sheet, the progress to the next level. Once they are able to read all of the different words, the children learn to spell the words.

Writing

Children are sent a weekly writing sheet that accompanies their Read, Write, Inc book. The sheet encourages children to practise their letter formation by copying decodable and red words from the book. They then use these words in a sentence.

Key Stage One

- Curriculum

Children are taught in line with the Key Stage One English National Curriculum.

Reading

In Key Stage One reading comprises of two main elements – word reading and comprehension. Children are regularly assessed to ensure that they are reading the correct stage book both in RWI and off scheme. This will ensure the correct books are selected to enable both pace of reading and sufficient challenge to help progress pupil's reading fluency. Children in Key Stage One are given a reading book to take home regularly and have a reading diary as a home /school link to allow parents to support their child at home and understand what is happening at school.

In Year One, teachers build on the work from Early Years, making sure that pupils can sound and blend unfamiliar printed words quickly using taught GPCs via the Read, Write Inc programme. Children continue to learn new graphemes and common exception words at their stage through the scheme. They are helped to read words without overt sounding and blending by rereading words and texts. Children discuss books and words, explain what they have read and answer questions on the text with an adult. In class, they hear, share and discuss a wide range of high-quality books, poems and rhymes to develop a love of reading and broaden their vocabulary.

Choral Reading

In Year One, children will also take part in Choral Reading where they will read aloud as a whole group/class to build fluency, expression and self-confidence. This is especially beneficial for early or struggling readers as it provides a supportive and low-pressure environment. Stories and poems are adapted for different reading abilities and supported is provided with a Teacher/TA.

Reading forms an essential part of the curriculum in Year Two. Reading skills are drawn upon in every lesson. For five days a week, children in Year Two will either be taught reading through a continuation of the Read, Write, Inc programme at their stage or whole class Grammar, Spelling and Punctuation (GPS) lessons. During GPS lessons, children practise reading common exception words, words containing suffixes and contractions alongside reading words that follow a range of spelling rules. There is a clear, strong link between reading and spelling in these lessons. In Year Two, children should be able to read unfamiliar words by sounding them out and begin to read an increasing number of common words automatically. Throughout Year Two, pupils increase their fluency with accurate, speedy word reading, including multisyllabic words and those containing suffixes. Children will read further common exception words too as part of their reading sessions. Pupils in Year Two continue to listen to and discuss a wide range of texts, increasing their vocabulary, comprehension and knowledge of the wider curriculum. When reading, children can sequence events, retell stories and know the structure of a non-fiction text. Guided reading occurs daily in Year Two on a two-week rotation. For one week, the children will be taught whole class by the teacher with a shared text. The focus is on initial word reading and then comprehension using VIPERS (vocabulary, inference, prediction, explanation, retrieval and sequencing). One group of children is taken to read a decodable book at their level by the teaching assistant, with a particular focus. For the following week, the teaching assistant teaches a range of English based sessions, which include poetry, performance, word and sentence level work.

Writing

In Key Stage One, we implement the 2014 National Curriculum Programme of Study for writing during explicitly taught sessions. The teaching and learning of writing is experienced through:

- Modelled writing.

This is the key teaching tool for demonstrating the process of writing. It is used to teach the generation of ideas, grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. The teacher explicitly models teaching points, discussing and sharing success criteria. Excellent examples of the text type are shared and discussed with the class to support the teaching of text features, layout and vocabulary alongside purpose and audience.

- Guided writing.

This involves the teacher working with a small group of children. Sessions are used to meet specific objectives and to focus on specific aspects of the writing process. Particular areas are targeted for individual children.

- Independent writing.

Children are given opportunities to apply the skills learned in a range of contexts. All writing activities have a purpose and quality is promoted through identifying an appropriate audience. Success criteria is shared to support the children. Independent writing is supported through the use of working walls, word banks, writing frames and phonic and word displays.

Quality Texts

Children are introduced to quality texts and use a range of techniques, including drama and art, to 'learn' versions of the text. This enables them to develop a rounded understanding of the language and structure of engaging writing. They then carry out comprehension and text-analysis activities to give them a full appreciation of the meaning and language used to write this type of text. Through a combination of modelled, guided and independent writing, they then write their own versions of the text or adapted versions and are exposed to a range of different literacy skills as part of the text. Children are then taught to evaluate, edit and improve their work.

In Key Stage One writing comprises of two main elements – transcription and composition.

In Year One, children learn to spell words containing each of the 40+ phonemes alongside Year One common exception and key words. Children are taught to use prefixes and suffixes where no change is needed in the spelling of a root word. They write sentences dictated by the teacher and also compose their own sentences orally before writing them. They are taught to leave spaces between words, use 'and' and begin to punctuate sentences correctly. Some words can be spelt in a phonically plausible way, even if sometimes incorrectly. Once finished, children reread what they have written. Children are expected to begin to form lower case letters in the correct direction, starting and finishing in the right place whilst holding their pencil comfortably and correctly.

In Year Two, children continue to build their writing stamina and write for a range of purposes and audiences. Children plan their writing, encapsulating what they want to say, sentence by sentence. Children are taught to make simple additions, revisions and corrections to their work. Developing a deeper understanding of grammar, they are taught a range of spelling rules and alternative graphemes and spell an increasing number of words correctly. Children are taught to add suffixes to spell longer words. Different punctuation is taught, including exclamation marks, apostrophes and commas. Handwriting should be formed correctly, with the correct size relative to one another and some children will start to join letters.

- Teaching Organisation

Planning for English at Upton Infant School takes place in year teams. It is important that although the curriculum is tailored to the needs of our pupils that there is also consistency in the opportunities presented across the year group in the three classes. Reading is taught through both Read, Write Inc and teacher planning using established documents for objectives. Writing is planned around key texts, through a reading to writing journey based on requirements from the National Curriculum, continued assessment and needs of the class.

Year One – Writing

With Read, Write Inc sessions beginning the Literacy lesson five times a week, the first three writing sessions are largely skilled based in Year One. They focus on spelling, punctuation and grammar skills required in Year One and are mapped out on the writing overview to ensure coverage throughout the year. Daily fifteen-minute handwriting lessons are taught and linked to the spelling spotlight (key words linked to the topic and sounds taught). Writing is based on different texts and the overview ensures that all aspects of Year One writing are taught through a range of genres during the year.

Year Two - Writing

In Year Two children are taught either Read, Write, Inc or GPS sessions for the first 35 minutes of the day from Monday to Thursday and 15 minutes on a Friday. This ensures children are taught by stage rather than age. These sessions teach and consolidate key aspects of both reading and writing. GPS sessions are planned from objectives in the National Curriculum and mapped to ensure coverage across the year.

Writing sessions are taught daily. From Monday to Friday, sessions last 35 minutes. During these sessions, children do a whole class handwriting session, complete spelling checks and are taught key aspects of transcription to ensure that all children have access to the Year Two curriculum. Children are taught in mixed ability classes and are supported by a teaching assistant. The writing sequence is planned to ensure coverage and different genres are taught. This can be found in the writing overview.

• Inclusion

At Upton Infant School, inclusivity is very important. All children are given full access to the National Curriculum. Promoting equality, Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability. When planning and teaching English, staff will make reasonable adjustments to promote equality of opportunity. The school embraces diversity and seeks to celebrate and reflect the diversity of our pupils and staff in our curriculum.

Identified individuals and groups may require additional support. Teaching assistants are carefully deployed to support and extend groups of children. Work is differentiated and teachers identify individuals or groups of children on their planning to ensure their needs are met. For children who have been identified as requiring additional support, a range of flexible intervention are in place. One to one Read Write Inc intervention through a scheme is delivered daily to specific pupils to aid progress. Teachers and teaching assistants deliver sessions including build a sentence, spelling, common exception words and handwriting. Reading buddies also read with identified children to aid decoding and fluency.

Assessment

At the beginning of Year One, children undertake a baseline assessment to benchmark their attainment at the beginning of Key Stage 1 in reading and writing. Children's ongoing learning is regularly assessed through their daily work and by regular informal assessments. Ongoing learning is tracked in each year group using the school's reading and writing progress trackers. Children participating in Read, Write, Inc are submitted for assessment **every term** or when their Read,

Write Inc teacher believes they are ready to progress onto the next colour book. The assessment is taken by the Read, Write Inc assessment lead and shared with SLT.

In Key Stage One, children complete a miscue or conference half termly to assess progress and attainment. Additionally, half-termly assessments are carried out to review reading and spelling of common exception words. Children's progress is monitored termly by the teacher and senior leadership team. Summative assessments are recorded on the online assessment tool, DCPPro. Children at risk of not achieving the expected standard for Key Stage 1 are targeted with additional support.

During June in Year One, children will undertake the government's Phonics Screening Check. A mix of 40 real and nonsense words are decoded by the child. Results are shared with parents. Children who did not pass will receive additional support to reach the expected standard and retake the check in Year Two. At the end of Year Two, children undertake non-statutory Key Stage 1 assessment tests in reading and GPS (previously the SATs.)

- Home learning

In Key Stage One, children are provided with a list of spellings to learn each week and are tested on a Friday (year one) and Monday (year two). These spellings are based on their current learning, a selection of common exception words or the spelling rule they have learnt in GPS sessions.

Each child has a reading diary and up to three books in their book bag. It is expected that a child should be heard read at least three times a week. Children are provided with a 'learn to read', 'love to read' and 'help to read' book. The 'learn to read' book is a Read, Write, Inc which the child will have been practising in class. It is fully decodable at their reading level and should fill the child with confidence when sharing it at home. The 'help to read' book is also phonetically decodable, but not taught at school. Parents may need to support segmenting and blending or word recognition at home. The 'love to read' book is chosen from the library by the child based on their interests. This book is not necessarily decodable and can be shared with an adult at home to inspire a love of reading.

Pupil Progress

The Senior Leadership Team monitor teaching and learning regularly through book scrutiny, learning walks and lesson observations. Pupil progress meetings are held with teachers termly to monitor progress, check children are on track and to set pupil progress targets. Individual pupils are discussed at these meetings and through the teacher's performance appraisal process, including reflecting on reasons that any pupils did not meet their target.

Learning Environment

- Each class should have a dedicated writing display. Common exception words should be displayed, alongside the simple or complex speed sounds chart from Read, Write, Inc. Spelling spotlights should be on display in EYFS and Key Stage One and updated to reflect the current learning.

- Anchor charts are used to introduce, model and focus learning and to provide a reference point for previous learning. Yellow guideline paper is used in all lessons in year one and in the autumn term of year two to model handwriting expectations. These are displayed on the Writing Wall as a reference for children.

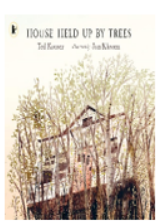
- Individual sound cards and lists of common exception words should be accessible to all children.

- Resources which are not used or required regularly are stored centrally in the library. These include guided reading books, Read, Write, Inc resources and whole class texts.

Date adopted: May 2025

Review date: May 2026

Curriculum Overview – Reading – Year Two

Autumn Two		Creation and conservation		
		Week One – T in class Book We are water protectors Carole Lindstrom Session One  Session Two  Session Three  Session Four  Session Five 	Week Two – TA in class Book Greta and the Giants Zoe Tucker Session One  Session Two  Session Three  Session Four  Session Five 	Week Three – T in class Book Dear Earth Sue Tucker Session One  Session Two  Session Three  Session Four  Session Five 
		Week Four – TA in class Book House held up by trees Ted Coward Session One  Session Two  Session Three  Session Four  Session Five 	Week Five – TA in class Book The Little House Virginia Lee Burton Session One  Session Two  Session Three  Session Four  Session Five 	Week Six – T in class Book A Climate in Chaos Neal Layton Session One  Session Two  Session Three  Session Four  Session Five 
Week Seven – TA in class Session One  Session Two  Session Three  Session Four  Session Five 		Miscues / conferences Session One  Session Two  Session Three  Session Four  Session Five 		

Spring Two

Brovey Vs Fear

Week One – T in class		
Book	The Bear and the Piano David Litchfield	
Session One		
Session Two		
Session Three		
Session Four		
Session Five		

Week Two – T in class		
Book	The Bear Under the Stairs Helen Cooper	
Session One		
Session Two		
Session Three		
Session Four		
Session Five	compare	

Week Three – TA in class		
Book	Lune et L'Autre https://www.barnesandnoble.com/?search=lune-et-lautre	
Session One		Watch clip to 6 min. Pause. What do they think will happen? Why? Write in cell book. Watch rest of video.
Session Two		Sequence children from the video into the correct order. EXT What do they think the most important part was and why? Or the sentence.
Session Three		For watch video. Answer retrieval questions to book about the video.
Session Four		Children to learn any many children hour
Session Five	LIBRARY SESSION	

Week Four – T in class		
Book	The Great Fire of London Emma Adams	
Session One		
Session Two		
Session Three		
Session Four		
Session Five		

Week Five – TA in class		
Book	The Muppet Roald Dahl	
Session One		Read and discuss
Session Two		Read and discuss
Session Three		Asking crafty letters – G, g
Session Four		Children to learn think, touch path with hand
Session Five	LIBRARY SESSION	

Week Six – TA in class		
Miscues		
Session One	 Describe your text 	
Session Two		
Session Three		
Session Four		
Session Five		

Session One	 Describe your text 
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Session Two	Continues Description Word text
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Session Three	 Asking robot letters, is p, q, r, h
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Session Four	 Sharing stories from book corner
Session Five	LIBRARY SESSION

Summer One

Fictional and Fantasy Worlds

Week One – T in class		Week Two– TA in class		Week Three– T in class	
Book	Grandad's Island Suzanne Collins	Book	Ocean Meets Sky The Jan Brothers	Book	Once in a Life Time Charlotte Brontë (re-read)
Session One		Session One		Session One	
Session Two		Session Two		Session Two	
Session Three		Session Three		Session Three	
Session Four		Session Four		Session Four	
Session Five	Compare	Session Five	LIBRARY SESSION	Session Five	Compare
Week Four – TA in class		Week Five– T in class		Week Six – TA in class	
Book	The King Who Banned The Dark Emily Haworth-Booth	Book	Tom and the Island of Dinosaurs Ian Beck	Miscues / conferences	
Session One		Session One			
Session Two		Session Two			
Session Three		Session Three			
Session Four		Session Four			
Session Five	LIBRARY SESSION	Session Five			
Session One		Session One		LIBRARY SESSION	
Session Two		Session Two			
Session Three		Session Three			
Session Four		Session Four			
Session Five		Session Five			

Summer Two

Fictional and Fantasy worlds

Week One – T in class		Week Two– T in class		Week Three– TA in class	
Book	The Three Javelinas Susan Linde	Book	The Rough Faced Girl Rale Martin	Book	George's Marvellous Medicine Roald Dahl
Session One		Session One		Session One	
Session Two		Session Two		Session Two	
Session Three		Session Three		Session Three	
Session Four		Session Four		Session Four	
Session Five	Compare	Session Five	Compare	Session Five	LIBRARY SESSION
Week Four – T in class		Week Five– TA in class		Week Six– TA in class	
Book	George's Marvellous Medicine Roald Dahl	Book	Grandma Bird Suzanne Collins	Conferences	
Session One		Session One	compare		
Session Two		Session Two	compare		
Session Three		Session Three			
Session Four		Session Four			
Session Five		Session Five	LIBRARY SESSION		
Session One		Session One		LIBRARY SESSION	
Session Two		Session Two			
Session Three		Session Three			
Session Four		Session Four			
Session Five		Session Five			

Curriculum Overview – Writing – Year One

Year One Writing Overview 2025-2026												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Word/Spelling	Common exception word check (cont. throughout the year) Spell words by representing phonemes with graphemes		Adding -ing and -ed where there is no change to the root word		Adding s Learning the term plural Expanded phrases for description Introducing un and s /es Compound words Days of the week		Adding es Recap plural		Adding un Verbs (link to adding un) Adjectives (link to adding un) Adding er and est		Test all Year 1 CE words	
Composition	Composing sentences orally Write down a sentence which they have rehearsed Simple sentences Placing simple steps in correct order		Read aloud their writing clearly enough to be heard by their peers and the teacher Discuss what they have written with the teacher Joining words and clauses using and (HA)		Write short texts to achieve a basic purpose e.g. event, story Sequencing sentences to form short narratives Joining words and clauses using and (HA)		Use formulaic openings and endings e.g. Once Upon a Time Using simple adjectives to describe nouns Placing simple steps in correct order using relevant vocabulary (First, Then, Next)		Using coordination (because/but/and) and some subordination (when/if/that/because) to join clauses (HA) Using past and present tense (HA)			
Grammar & Punctuation	Separation of words using spaces Full Stops Capital Letters		Introduce question marks Capital Letters for names, places and I Full Stops How words can combine to make sentences		Question marks Consolidate Capital Letters and Full Stops				Introduce exclamation marks Consolidate Capital Letters and Full Stops			
Terminology	Full stop Capital letter Phoneme Grapheme Common Exception Word		Question mark Suffix Root Word Clause		Question mark Compound Word Plural Adjectives Prefix				Exclamation mark Coordination Subordination Adjectives Verbs			
Handwriting	Begin to form upper and lower-case letters in the correct direction Name the letters of the alphabet		Number formation Consistent formation of most Capital Letters		Handwriting words (CE or phonetic) Consistent formation of upper and lower-case letters in the correct direction		Handwriting short, dictated sentences with spacing		Focus on letter height, size and orientation			
Editing	Re-read what they have written to check it makes sense Make some simple corrections in their writing				Make some simple corrections in their writing, including: punctuation, spelling, letter formation in line with NC expectations				Make some simple corrections in their writing, including: punctuation, spelling, letter formation in line with NC expectations			
Writing Stimulus	Theme	Imagination and Exploration	Theme	Friendship and Kindness	Theme	Similarities and Differences	Theme	Problem solving and Perseverance	Theme	Nature and environment	Theme	Fairy tales and Fantasy
	Wk 1	Rhyme -Own Planning	Wk 1-3	Pig the Pug / How to be a dog - Literacy Tree	Wk 1-3	Beegu - Literacy Tree	Wk 1-3	I want my hat back - Literacy Tree	Wk 1-3	Ran-Tang -Own Planning	Wk 1-3	The Stinky Cheese man - Own Planning
	Form	Poetry	Form	How-to guide	Form	Report	Form	Narrative - I want my friend back	Form	Letter	Form	Newspaper report
	Audience	Peers	Audience	Character from book	Audience	Community	Audience	Book sale for parents	Audience	Kinder Chocolate	Audience	Community
	Purpose	To entertain	Purpose	To inform	Purpose	To inform	Purpose	To entertain	Purpose	To explain	Purpose	To explain / inform
	Wk 2-4	Boo Baby -Own Planning	Week 4-6	Lost and Found - Own Planning	Week 4-6	Billy and the Beast - Own Planning	Week 3-4	The Way Back Home - Own Planning	Week 4-6	Dinosaurs and ATR - Literacy Tree	Week 4-6	Little Red - Literacy Shed
	Form	Character description	Form	Narrative	Form	Narrative	Form	Fact file	Form	Pamphlet	Form	Narrative - continuing story
	Audience	Peers	Audience	Family	Audience	Reception children	Audience	Children in school	Audience	School community	Audience	New teacher
	Purpose	To entertain	Purpose	To entertain	Purpose	To entertain	Purpose	To inform	Purpose	To inform	Purpose	To entertain
	Week 5-7	Supertato - Own Planning	Wk 7	Jolly Christmas Postman -Own Planning			Week 5-6	A Clockwork Dragon - Own Planning				
	Form	Wanted Poster	Form	Christmas letter			Form	Newspaper Report				
	Audience	Community	Audience	Emergency services / old people's home / hospital			Audience	The Queen				
	Purpose	To inform	Purpose	To entertain and inform			Purpose	To Explain				
	Wk 8	A Cloudy Lesson - Literacy Shed										
	Form	Instructions										
	Audience	Children										
	Purpose	To inform										

Curriculum Overview – Writing – Year Two

Year Two Writing Overview 2025- 2026												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Word	Accurate spelling (40+ graphemes) Common exception word check		Chop, change, double Link to popcorn spellings		Adding suffixes er and est in adjectives Adding adverbs		Adding suffixes –ness, -ment, -ful, -less		Adding adverbs		Compound words Test all Year 2 CE words	
Common Exception Words	door floor poor find kind mind child wild told old cold climb pretty		fast last past class pass grass Could should would Both every great Christmas		improve move prove after people eye because who gold hold beautiful everybody		any many children steak break path bath half hour again most sure whole		Mr Mrs clothes water behind Even only sugar father busy money plant parents		Consolidation and application	
Sentence (new skills)	Adjectives and noun phrases Statements Using and / because (Yr 1)		Questions Subordination (when, if, that, because)		Exclamation sentences Coordination (or, and, but)		Recap terminology and TAF gaps Commands		Editing, revising and additions Recap of all sentence types		Editing, revising and additions	
Prior learning	Capital letters Full stops Finger spaces						Coordination (or, and, but)		Subordination (when, if, that, because) Possessive apostrophes		Exclamation sentences Commands Conjunctions	
Text			Present tense		Past tense							
Punctuation	Capital letters and full stops		Question marks Commas in a list		Contractions Exclamation sentences		Possessive apostrophes		Recap punctuation taught in Year 2			
Terminology	Noun Noun phrase Statement Adjective		Comma Question Past and present tense Suffix Verbs		Exclamation Adverbs Apostrophe		Commands		adverbs		Compound words	
Handwriting	Handwriting families for formation Check spacing		Consolidate correct size and height		Teach joining digraphs/ trigraphs		Joining if applicable					
	Theme	A twist in the tale	Theme	Creation and conservation	Theme	Relationships	Theme	Bravery vs fear	Theme	Fictional and fantasy worlds		
Writing Stimulus	Wk14	Goldilocks trilogy <i>The clock tower film link</i>	Wk 1-3	We are water protectors	Wk 12	Slow Loris	Wk 1-3	Great Fire of London – Literacy tree	Wk1-3	The Dark	Week 1-3	Into the forest - CLPE
	Form	Sequel story	Form	Environmental campaign	Form	Story	Form	Diary Entry	Form	Story (different perspective)	Form	Diary
	Audience	Year One children	Audience	Local community	Audience	Community	Audience	Family	Audience	Peers - read stories in dark under tables with torches	Audience	Fictional
	Purpose	To entertain	Purpose	To inform	Purpose	To entertain	Purpose	To inform	Purpose	To entertain	Purpose	To entertain
	Week 5-7	Wolves	Week 4-6	House Held Up By Trees – Literacy Tree	Week 35	The Day the crayons quit – Literacy Shed	Week 4-6	The Bear and The Piano – Literacy tree	Week 4-6	Ocean Meets the Sky	Wk 4-6	School prospectus
	Form	Non chronological leaflet	Form	Estate agent report	Form	Letter	Form	Story	Form	Story	Form	Real writing
	Audience	Townpeople	Audience	House buyers	Audience	Items in class	Audience	Reception children	Audience	Reception children	Audience	Children
	Purpose	To inform	Purpose	To persuade	Purpose	To explain	Purpose	To entertain	Purpose	To entertain	Purpose	To inform
			Week 7		Week 6	Visual Literacy - The Bridge (Literacy Shed)	Additional 1					
		</										

Choral Reading Overview – Year One

Year One - Choral Reading Overview 2025-2026

National Curriculum Objectives:

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- being encouraged to link what they read or hear to their own experiences

Choral reading is a collaborative reading strategy where a group of children read an age-appropriate passage or text together in unison. The teacher leads, followed by the children. It serves as a model for fluent reading and fosters a sense of community and confidence in the classroom.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jack & Jill	Remember Remember	Little Red Hen	The Tortoise and The Hare	The Gingerbread Man	Jack & The Beanstalk
Nellie the Elephant	Remembrance Day	Chicken Licken	The Boy Who Cried Wolf	Rumpelstiltskin	Magic Porridge
There was an Old Lady	Winter Parcel	Fantastic Mr Fox	The Fox and the Crow	The Frog Prince	The Elves and The Shoemaker
Dingle Dangle Scarecrow	Frosty The Snowman	Three Billy Goats Gruff	The North Wind and The Sun		Stone Soup
	A Christmas Poem		The Hare with Many Friends		Magic Fish
	'Twas The Night Before Christmas				

Form:

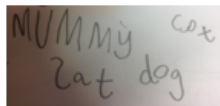
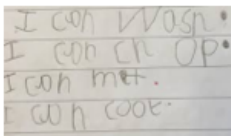
Fable
Nursery Rhyme
Poem
Traditional Rhyme
Song
Traditional Tale/ Folk Tale
Fairy Tale/Magic

Learning Milestones – Reading and Writing – Reception to Year Two

EYFS READING PROGRESSION

Baseline	October Half term	End of Autumn Term	End of Spring Term	End of Year	
'Reception Baseline Assessment Sheet' to be completed for all children- Prime areas only	- Links sounds to letters and knows all Set 1 initial sounds. - Beginning to blend and read cvc words. - Can segment the sounds in simple words (orally) - Recognise words with the same initial sound	- Knows Set 1 special friends: sh, ch, th, ng, nk - Can use set 1 sounds and special friends to blend to read words. - Beginning to read and understand simple sentences - Engage in extended conversations about stories, learning new vocabulary - Read a few common exception words matched to the school's phonic programme - I - of - my - to - the - no - put (red words from Ditties and red books)	- Knows Set 2 special friends: ay, ee, igh, ow, oo, oo - Can speedily read cvc words and words containing the set 2 sounds above. - Can read 4/5 sound words - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Can understand simple sentences - Explores the meaning of new vocabulary - Listens to stories with increasing attention and recall. - Knows these additional 11 common exception words: - said - you - he - are - go - we - be - me - she (red words from green books) <u>N.B. Consider how reading ability matches writing ability</u>	- Knows Set 2 special friends: - ar, or, air, ir, ou, oy - Can read words with ay, ee, igh, ow, oo, oo sounds - Read aloud books that are consistent with their phonic knowledge, without guessing words. - Accurately recall key events from their reading. - Read all EYFS common exception words including: - your - all - like - was - they - do - is - so (red words from purple / pink) Literacy ELGs Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Word Time		Ditties / Red Books 1-5	Green Books 1-5	Purple	Pink

EYFS WRITING PROGRESSION

Baseline	October Half term	End of Autumn Term	End of Spring Term	End of Year
'Reception Baseline Assessment Sheet' to be completed for all children- Prime areas only	- Write some or all of their name (not necessarily with the correct letter formation) - Write some letters accurately. - Can write the first sound in a simple word - Can segment the sounds in simple words (orally) 	- Write own name with correct letter formation. - Can form 12 letters correctly - Links sounds to letters - Begins to break the flow of speech into words - Spell words by identifying the sounds and then writing the sound with letter/s. e.g. can use taught sounds to spell cvc words. - Can spell the common exception words: - I - of - my - to - the 	- Most letters are formed correctly - Beginning to put spaces between words and a full stop at the end of a sentence - Using Fred Fingers, the child can make plausible phonetic attempts to spell unknown words containing known sound-letter correspondences - Is beginning to use special friends in spelling. - Attempts to write short sentences with words containing known sound-letter correspondences - Can spell the common exception words: - he - me - we - she - be - go - no - put - of  Handwriting (consider progress toward Physical Development- Fine Motor ELGs): - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing	- Letters are beginning to be uniform in size - Can form some capital letters correctly - The pupil can segment and spell cvc, ccvc and ccvc words using Fred Fingers. - Writes short sentences with words containing known sound-letter correspondences using finger spaces and full stops. - After discussion with the teacher, the pupil can write a few linking sentences - Can re-read what they have written to check that it makes sense. - Can spell all the 'red' common exception words including: - you - said - like - is - all - so - was - are  Writing ELG - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others

YEAR 1 READING PROGRESSION

• Teacher Assessment Framework • National Curriculum

Baseline		October Half term		End of Autumn Term		End of Spring Half Term		End of Year	
- Knows Set 2 special friends: gr, or, air, ir, oy, oy - Can read words with ay, ee, igh, ow, oo, oo sounds - Read aloud books that are consistent with their phonic knowledge, without guessing words. - Accurately recall key events from their reading. - Read all EYFS common exception words including: - me go - all like - we be - she was - they do is (red words from purple / pink) Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate some understanding when talking with others about what they have read.		Word reading - Read all reception common exception words and want and what. - say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes - Begin to be able to read Set 2 sounds within words Comprehension - participate in discussion about what is read to them, taking turns and listening to what others say - Recall events from their reading (in discussion with the teacher) - Predict what will happen next (discussion lead by an adult) - link what they read or hear read to their own experiences with encouragement		Word reading - read accurately by blending the sounds in words with up to five known graphemes - read some Year One common exception words - read aloud books that are consistent with their phonic knowledge, without guessing words Comprehension - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Talk about events in the story that they have heard or read and link them to their own experiences - recognise and join in with predictable phrases when listening to familiar stories or rhymes - retell some of the story that they have heard or read - explain their understanding of familiar stories or rhymes which are read to them		Word reading - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - apply phonic knowledge and skills as the route to decode words - read many Year One CEWs - read words of more than one syllable that contain taught GPCs Comprehension - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - learn to appreciate rhymes and poems, reciting some by heart - discussing the significance of the title and events - begin to make predictions based on what they have read - answer questions on what they have read, beginning to make inferences - check that the text makes sense to them and correcting inaccurate reading - retell what they have heard / read		Word reading - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read accurately some words of two or more syllables that contain the same GPCs - 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 words with contractions (e.g. I'm, I'll, we'll), and understand 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 Comprehension - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher - making inferences on the basis of what is being said / done - predict what might happen on the basis of what has been read so far - explain clearly their understanding of what is read to them. - In books they read themselves, answer questions and make inferences on the basis of what is said and done - Make plausible predictions of what might happen on the basis of what has been read so far	
Purple	Pink	Pink	Orange	Orange	Yellow	Yellow	Blue	Blue	Grey


YEAR 1 WRITING PROGRESSION

• Teacher Assessment Framework • National Curriculum

Baseline	October Half term	End of Autumn Term	End of Spring Half Term	End of Year
- Letters are beginning to be uniform in size - After discussion with the teacher, the pupil can write a few linking sentences - The pupil can segment and spell cyc, cyc and cyc words - Spaces are used between words much of the time - Can form some capital letters correctly - Can spell all the 'red' common exception words including: - you - he - be - she ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Transcription - spell 9 common exception words – (Autumn One tracking sheet) - use Fred fingers to segment for spelling words with Set One and Two graphemes with increasing accuracy - write from memory simple sentences dictated by the teacher. Handwriting - pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly Composition - write down a sentence which they have rehearsed Vocabulary, grammar and punctuation - begin to show awareness of the use of capital letters and full stops in their writing - Begin to leave spaces between words - Join words using 'and'	Transcription - Spell 18 common exception words - write the 40+ graphemes on hearing the corresponding phonemes - spell words by representing the phonemes with graphemes, including words with consonant clusters and simple digraphs - add suffixes -s - begin to use -ing and -ed where no change of root word is needed - use letter names to distinguish between alternative spellings of the same sound Handwriting - Form all capital letters correctly - Form digits 0-9 - Form lower-case letters in the correct direction, starting and finishing in the right place - Sit letters on the line Composition - compose a sentence orally before writing it - be able to read to someone what they have written Vocabulary, grammar and punctuation - punctuate some sentences independently with capital letters and full stops - Write extended sentences joining clause with 'and' - beginning to punctuate sentences using a question mark	Transcription - Spell 36 common exception words (Autumn and Spring tracking sheet) - Accurately spell words containing Set 2 sounds and begin to spell words containing Set 3 graphemes - Phonic attempts for spelling are plausible - Use capital letters for nouns within simple sentences. - Spell the days of the week accurately - write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting - ascenders and descenders are sat correctly on or above the line, using line guides where necessary - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - use spacing between words Composition - sequence sentences to form short narratives - read aloud their writing clearly enough to be heard by their peers and the teacher Vocabulary, grammar and punctuation - punctuate most sentences with capital letters, full stops and question marks - begin to use exclamation marks - Write extended sentences with joining clause 'and' and 'because' independently	Transcription - Spell words containing each of the 40+ phonemes already taught - Spell common exception words (40/45) and days of the week - name the letters of the alphabet in order - Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verb - Use the prefix un- - Use -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, (Appendix 1) Handwriting - form capital letters of the correct orientation and size - form upper and lower case letters of the correct size, using ascenders and descenders. Composition - write sequenced sentences to form short narratives with joining clauses (and / because) - write sentences by saying out loud what they are going to write about - re-read what they have written to check that it makes sense, beginning to make corrections/revisions where needed - discuss what they have written with the teacher / pupils - begin to write effectively and coherently for different purposes, developing an awareness of the audience - begin to select and use interesting vocabulary, using expanded noun phrases Vocabulary, grammar and punctuation - Leave spaces between words - join words and joining clauses using and, because, but - punctuate sentences using a capital letter and a full stop - punctuate sentences using a question mark or exclamation mark with increasing confidence - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - use the past and present tense correctly in speech and begin to incorporate this in their writing



YEAR 2 READING PROGRESSION

Teacher Assessment Framework ~ National Curriculum

Baseline	October Half term	End of Autumn Term	End of Spring Half Term	End of Summer Half Term
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read accurately some words of two or more syllables that contain the same GPCs - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -ss, -th, -ph, -ck, and -ge endings - read words with contractions (e.g., I'm, I'll, we'll), and understand 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 - reread these books to build up their fluency and confidence Comprehension - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher - making inferences on the basis of what is being said / done - predict what might happen on the basis of what has been read so far - explain clearly their understanding of what is read to them - In books they read themselves, answer questions and make inferences on the basis of what is said and done - Make plausible predictions of what might happen on the basis of what has been read so far	WORD READING - Reading is becoming largely fluent and accurate - Phonic ability enables children to sound out most phonetic unknown words - Children have an increasing bank of common exception words that can be read on sight (Year 1 and Autumn 1 Year) - Children can read a book at their current level from start to finish maintaining focus and concentration. COMPREHENSION - Children can explain what has happened so far in what they have read.	WORD READING - Read accurately by blending the sounds in words that contain the common graphemes for 40+ phonemes - Read accurately some words of two or more syllables - Reading is becoming increasingly fluent and accurate, meaning the content of their reading is retained. - Can read over half of the Year Two common exception words ('many' C/E words) - Sounding out of unfamiliar words is largely accurate and is speedy - Beginning to self-correct errors independently by ensuring sentences read make sense COMPREHENSION - Use the key features of a non-fiction book to find information. - Predictions are in line with the content of their reading - Largely understand the content of what they have read. - Can use the context of their reading to identify the meaning of unknown words - Can answer questions in discussion with the teacher and make simple inferences	WORD READING - Read aloud many words quickly and accurately without overt sounding and blending - Read many common exception words - Sound out most unfamiliar words accurately, without undue hesitation - Check their reading makes sense to them, correcting any inaccurate reading (in a book they can read fluently) - Read accurately most words of two or more syllables COMPREHENSION - Answer questions and makes some inferences - Explain how non-fiction books are structured and use these features to find out information. - Make predictions based on what they have read so far - Explain what has happened so far in what they have read - Discuss and clarify the meaning of new words, linking the new meanings to known vocabulary - Accurately answer questions based on what they have read. - Listen to and discuss a wide range of stories, poems, plays and information books, including whole books	WORD READING - Read words accurately and fluently without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words - Read all KS1 common exception words - Read most words containing common suffixes COMPREHENSION - Make inferences - Compare the effectiveness of the key features from a range of non-fiction texts and give preferences. - Make links between the book they are reading and other books they have read. - Begin to use the dictionary to find the meaning of new words, linking the new meanings to known vocabulary - Make inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Children are able to read and understand 'chapter' books. - Make plausible predictions about what might happen on the basis of what has been read so far - Identify cause and effect in narrative and NF - Take part in discussion, considering the opinions of others



YEAR 2 WRITING PROGRESSION

Baseline	October Half term	End of Autumn Term	End of Spring Half Term	End of Year
Transcription - Spell words containing each of the 40+ phonemes already taught - Spell common exception words (40/45) and days of the week - name the letters of the alphabet in order - Use the spelling rule for adding -s or -es on the plural marker for nouns and the third person singular marker for verbs - Use the prefix un- - Use -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, (Appendix 1) Handwriting - form capital letters of the correct orientation and size - form upper and lower case letters of the correct size, using ascenders and descenders. Composition - write sequenced sentences to form short narratives with joining clauses (and / because) - write sentences by saying out loud what they are going to write about - reread what they have written to check that it makes sense, beginning to make correctional revisions where needed - discuss what they have written with the teacher / pupils - begin to write effectively and coherently for different purposes, developing an awareness of the audience - begin to select and use interesting vocabulary, using expanded noun phrases Vocabulary, grammar and punctuation - Leave spaces between words - join words and joining clauses using and, because, but - punctuate sentences using a capital letter and a full stop - punctuate sentences using a question mark or exclamation mark with increasing confidence - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - use the past and present tense correctly in speech and begin to incorporate this in their writing	TRANSCRIPTION - Spell All Year One Common Exception Words correctly. - Can confidently spell words containing Set 2 sounds correctly - Majority of spelling is phonetically plausible. - The majority of letters are correctly formed, with increasingly clear ascenders and descenders in some of their writing GRAMMAR AND PUNCTUATION - Sentence demarcation is becoming more accurate, using full stops and question marks. COMPOSITION - Expanded noun phrases are used in narratives - Can think aloud as they collect ideas, draft and reread to check their meaning - Children can write sentences that are sequenced to form a simple, short narrative	TRANSCRIPTION - Spell 18 Year Two common exception words accurately - Form lower case letters in the correct direction, starting and finishing in the right place - Form lower case letters of the correct size relative to one another in some of their writing - Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others - Can spell words containing Set 3 sounds correctly - Prefixes and suffixes are beginning to be used in context. GRAMMAR AND PUNCTUATION - Subordinations (when, if, that, because) are accurately used. - Beginning to use apostrophes for words in the contracted form and commas in a list COMPOSITION - Children can identify the purpose of their writing. - Writing shows an awareness of having to engage the reader. - Write sentences that are sequenced to form a short narrative - Children are beginning to read through own work and make improvements.	TRANSCRIPTION - Sentences are demarcated with capital letters, full stops and question marks largely accurately. - Sentences are accurately punctuated with contractions, possessive apostrophes and commas in a list. - Phonetic spelling is becoming increasingly accurate and when not, attempts are plausible. - Many common exception words are spelt accurately - Letters, capital letters and numbers are formed accurately, with uniform size - Spacing is consistent and reflective of handwriting size. GRAMMAR AND PUNCTUATION - Use of past and present tense is usually accurate. - Spelling rules of prefixes and suffixes are being applied in writing with increasing accuracy (such as chop, change, double) - Add suffixes to spell longer words, including ment, ness, ful, less, ly COMPOSITION - Narratives are becoming increasingly engaging and interesting. - Can plan or say out loud what they are going to write about - Write down ideas and key words, including new vocabulary - Writing includes many features of chosen genre - Subordination and coordination is being to be used with more consistency	TRANSCRIPTION - Spell most common exception words - Spelling rules are being applied accurately and consistently - Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Uses the diagonal and horizontal strokes needed to join letters - Use spacing between words that reflects the size of letters. - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others - add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) GRAMMAR AND PUNCTUATION - Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required - Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses - Use the punctuation taught at key stage 1 mostly correctly - Use sentences with different forms: statement, question, exclamation, command COMPOSITION - Write simple, coherent narratives about personal experiences and those of others (real or fictional) - Write about real events, recording these simply and clearly - Use present and past tense mostly correctly and consistently - Children are increasingly independent in proof reading writing and make improvements by making additions, revisions and corrections to what has been written. - Draw on reading to inform vocabulary and grammar - Make simple additions, revisions and corrections to their own writing by evaluating their writing and re-reading to check that their writing makes sense - Proof-reading to check for errors in spelling, grammar and punctuation - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing





Reception

Red ditties 6 - 10

I
of
no
go
the
to

Green books

was
she
he
me
be
we

Purple Books

they
my
you
said
do
is

Pink books

all
her
some
there
so
are

Orange books

come what like want
your one

Yellow and beyond

Consolidation time of previously learnt spellings



Year One

Autumn 1 the a do to I was no go so	Autumn 2 said is they he she we me be you
Spring 1 were by my some come one your has his	Spring 2 says here there are of pull full push put
Summer 1 house love ask where once friend our today	Summer 2 Consolidation time



Year Two

Autumn 1 door floor poor find kind mind child	Autumn 2 fast last past class pass grass could
--	---

wild told old cold climb pretty	should would both every great Christmas
Spring 1 improve move prove after people eye because who gold hold beautiful everybody	Spring 2 any many children steak break path bath half hour again most sure whole
Summer 1 Mr Mrs clothes water behind even only sugar father busy money plant parents	Summer 2 Consolidation time

Year Two SPAG Timetable - example

Spelling and Grammar – Summer 1 – Week 2				
	2 mins	5 mins	10 mins	5-10 mins
Monday	Introduce this week's spelling rule (one lesson only) If a word ends in a short vowel sound (a, e, i, o, u) and a consonant, we double the consonant before adding -er or -est. Explain what a short vowel is	Model writing 6 words using the spelling rule and discuss meanings. Model changing the words to -er and -est words Big -> bigger Big -> biggest Hot -> hotter Hot -> hottest Slim -> slimmer Slim -> slimmest	Give children 6 words to write in their books by writing them on the whiteboard. Children to change the words to -er or -est words. Mad -> madder Mad -> maddest Wet -> wetter Wet -> wettest Fit -> fitter Fit -> fittest Tick or fix altogether.	Children to write dictated sentences in their book using the spelling rule. It was the wettest day in history. He was much fittest when he ran lots. That only made him madder!
Tuesday	Recap this week's spelling rule (one lesson only) If a word ends in a short vowel sound (a, e, i, o, u) and a consonant, we double the consonant before adding -er or -est.	Briefly recap changing the words to -er and -est words. Glad -> gladder Glad -> gladdest Thin -> thinner Thin -> thinnest Fat -> fatter Fat -> fattest	Give children 6 words to write in their books by writing them on the whiteboard. Children to change the words to -er or -est words. Red -> redder Red -> reddest Dim -> dimmer Dim -> dimmest Flat -> flatter Flat -> flattest Tick or fix altogether.	Children to write dictated sentences in their book using the spelling rule. His face got redder when he was hot. It was the dimmest light in the house. My pancake is flatter than yours.
Wednesday	Recap this week's spelling rule (one lesson only) If a word ends in a short vowel sound (a, e, i, o, u) and a consonant, we double the consonant before adding -er or -est.	Briefly recap changing the words to -er and -est words. Big -> bigger Glad -> gladdest Thin -> thinner	Give children 6 words to write in their books by writing them on the whiteboard. Children to change the words to -er or -est words. No arrows. Tick or fix altogether. Bigger Madder Hottest Dimmest Flatter slimmest	Test each other in pairs on six words from this week on whiteboards Flatter Flattest Dimmer Dimmest Bigger Biggest Etc.
Thursday	Chosen comprehension paper – Tiger Tom Second part of booklet)	Discuss paper and read through story/text. Model answering first question verbally, pointing out how you would find the answer using the key words.	Discuss second question as a class.	Children to finish questions independently.
Friday	Literacy Shed – Short film Embarked - THE LITERACY SHED	Prediction: What do you think this will be about? What does the title mean?	Inference: How do you think the treehouse felt when the boy moved to the city?	Explain what has happened so far. Discuss: The ending.