

Term	Topic	Text types/ linked texts	NC objectives	Focused skills and components	Components in practise
Autumn 1	Kernow bys vyken Cornwall our home	Text types Fiction: Handa's surprise, How tortoise got his shell. Non-fiction: persuasive brochure. Poetry: The Magic Box Linked texts: The Puffin Keeper, Mermaid of Zennor, Cornish Tales, Why the whales came, The pisky-led boy, The Mousehole Cat	<u>Spelling:</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <u>Spelling:</u> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, <u>Spelling:</u> learning to spell common exception words <u>VGP:</u> sentences with different forms: statement, question <u>VGP:</u> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks, <u>Handwriting:</u> form lower-case letters of the correct size relative to one another <u>Handwriting:</u> use spacing between words that reflects the size of the letters. <i>Recap from Year 1: understand what a sentence is, accurate demarcation of sentence.</i>	<ul style="list-style-type: none"> • Use the sounds that they know to spell green words and spell some correctly. • Write down all of the ways to represent a phoneme and learn some more. • Spell many Year 1 red words correctly in their writing. • Learn Year 2 red words and use them in their writing. • Write a short sequence of sentences that are punctuated accurately with a capital letter and full stop. • Understand what a sentence is. • Understand what a statement and a question is. • Orally construct statements and questions. • Write questions and statements that are punctuated accurately. • Write small letters, medium letters and tall letters of the correct size. 	<p>This half term the main focus is on ensuring that the pupils understand what a sentence is and can write a sequence of sentences with accurate punctuation. They will produce less writing but it will be accurate. Encourage children to write one sentence at a time. For each sentence they need to say the sentence out loud, then have a go at writing any words they are unsure of (or the whole sentence) in their DEB books. Next write the final sentence down, read it back and check it, before moving to the next.</p> <p>Use the individual complex speed sounds chart to help when spelling green words. Say the word, ask for special friends, ask the children to find the sound, circle it with a pen, write the word using all the representations in their DEB books and tick the correct one. Play games where they have to find the sounds quickly. Do the same with the red words chart.</p> <p>Ensure your chosen text contains questions and statements to help with the teaching of these. Children often find it hard to understand what a question is so play games where they have to identify the questions, ask each other questions etc. Remind them that a question needs an answer. Give opportunities to write questions and statements in their writing.</p>
Autumn 2			<u>Spelling:</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <u>Spelling:</u> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, <u>Spelling:</u> learning to spell common exception words <u>Spelling:</u> add suffixes -er and -est to adjectives where change is needed to the root word (also recap -ed and -ing) <u>VGP:</u> sentences with different forms: command	<ul style="list-style-type: none"> • Use the sounds that they know to spell green words and spell some correctly. • Write down all of the ways to represent a phoneme and learn some more. • Spell many Year 1 red words correctly in their writing. • Learn Year 2 red words and use them in their writing. • Orally construct sentences using -er and -est suffix. • Correctly spell words using -er and -est suffix where change is needed to the root word. • Understand what a command is. 	<p>Continue to focus on spellings and encouraging the children to use the individual spelling sheets and their DEB books to help them. Continue to model/ teach how to edit work and give time for this after each piece of writing.</p> <p>When teaching the '-er' and '-est' suffix ensure that the children can orally construct sentences using these words. Teach about the rules for changing the root word through actions and prompt sheets. Ask the children for pictures/ doodles that may help them to remember the rules. Give them the opportunity to write texts using these words such as character descriptions or comparisons.</p>

			<p><u>VGP</u>: learn about nouns, verbs and adjectives</p> <p><u>VGP</u>: expanded noun phrases to describe and specify.</p> <p><u>VGP</u>: commas in lists</p> <p><u>Handwriting</u>: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<ul style="list-style-type: none"> Orally construct and write commands. Understand nouns, adjectives and verbs. Orally construct and then write expanded noun phrases. Understand how to use commas in lists. Start to use commas in lists in their writing. Use joins to join letters. 	<p>When teaching about commands use an instruction text. Play Simon says. Give the children lots of opportunities to orally construct commands before writing them. Recap nouns when teaching about commas in lists. Instructions are good to use as a focus for commas in lists because of the 'What you need' section.</p> <p>Commas are also used in expanded noun phrases. Ensure that the chosen text you are using has lots of examples of expanded noun phrases. Setting or character descriptions are good opportunities to use expanded noun phrases.</p>
Spring 1	Fire! Fire! (Great Fire of London)	<p>Text Types</p> <p>Fiction: First person diary writing (historical fiction),</p> <p>Non-fiction: Letter writing, Instructions,</p> <p>Linked texts</p> <p>Vlad and the Great Fire of London, Toby and the Great Fire of London, The Great Fire of London (Liz Gogerly) The Great Fire of London: 350th Anniversary of the Great Fire of 1666. Diaries of Samuel Pepys and John Evelyn</p>	<p><u>Spelling</u>: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><u>Spelling</u>: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p> <p><u>Spelling</u>: learning to spell common exception words</p> <p><u>Spelling</u>: learn to spell words with contracted forms</p> <p><u>VGP</u>: apostrophes for contracted forms</p> <p><u>VGP</u>: learn how to use the present and past tense correctly and consistently</p> <p><u>VGP</u>: learn how to use sub-ordination (when, if, that, because) and co-ordination (or, and, but)</p> <p><u>Handwriting</u>: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<ul style="list-style-type: none"> Use the sounds that they know to spell green words and spell some correctly. Write down all of the ways to represent a phoneme and learn some more. Spell many Year 1 red words correctly in their writing and some Year 2 red words correctly. Spell words with the contracted form (can't, didn't) and understand why the apostrophe is there. Understand and identify the past and present tense. Orally construct sentences in the past and present tense. Begin to write correctly in the past and present tense. Use conjunctions in sentences- when, if, that, because, or, and, but) Write capital letters of the correct size. 	<p>This half term the focus on accuracy continues but there also needs to start to be a focus on building writing stamina and having opportunities for more extended writing. Continue to play spelling games and encourage the use of the DEB books. Have a greater focus on editing work, especially on checking for spellings and punctuation. Within the text types ensure that there are lots of examples of the contracted form. Give the children dictated sentences/ hold a sentence to practise writing contracted forms in sentences. Use the apostrophe action when spelling the words.</p> <p>When teaching conjunctions give lots of opportunities to use these words in their writing or orally. The children could take part in debate where they have to put their arguments forward giving reasons. Non-fiction reports are also a good way to use conjunctions. In these the conjunctions can be used to explain facts. Ensure the text that you are using has lots of examples of conjunctions.</p>
Spring 2			<p><u>Spelling</u>: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><u>Spelling</u>: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p> <p><u>Spelling</u>: learning to spell common exception words</p>	<ul style="list-style-type: none"> Use the sounds that they know to spell green words and spell some correctly. Write down all of the ways to represent a phoneme and learn some more. Spell many Year 1 red words correctly in their writing and most Year 2 red words correctly. 	<p>Continue to encourage writing stamina, accuracy and editing. Start to focus more on word choice and writing to interest the reader.</p> <p>When teaching about the possessive apostrophe ensure that the text has lots of examples of the possessive apostrophe in it. Give the children opportunities to write dictated sentences with possessive apostrophes in. Character descriptions are</p>

			<p><u>Spelling:</u> learning the possessive apostrophe (singular)</p> <p><u>Spelling:</u> learn how to spell compound words</p> <p><u>Spelling:</u> the use of -ly to turn adjectives into adverbs</p> <p><u>VGP:</u> apostrophes for possessive apostrophe</p> <p><u>VGP:</u> learn about adverbs</p>	<ul style="list-style-type: none"> • Understand why the possessive apostrophe is used. • Start to use the possessive apostrophe in their writing. • Identify compound words. • Spell compound words correctly. • Understand and identify adverbs. • Add -ly to words to create adverbs. • Start to use adverbs in writing. 	<p>good for possessive apostrophes: Jack's clothes are always dirty and torn.</p> <p>When teaching about adverbs recap verbs. Focus on how they help to 'paint a picture' in the reader's mind about how the verb is happening. Offer lots of examples of adverbs in the chosen text. Build a sentence, changing it from a boring sentence to an exciting sentence including adverbs. Play games where someone acts out a verb and their partner has to decide on an appropriate adverb.</p>
Summer 1	Down in the Jungle	<p>Text types</p> <p>Fiction: Kassim and the Greedy Dragon, Tom and the Island of Dinosaurs</p> <p>Non-fiction: Non-chronological report (fact file), Ed Stafford's diary.</p> <p>Poetry: The Zealous Zoo (Pie Corbett)</p>	<p><u>Spelling:</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><u>Spelling:</u> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p> <p><u>Spelling:</u> learning to spell common exception words</p> <p><u>Spelling:</u> learn some homophones and near- homophones. Distinguish between them.</p> <p><u>VGP:</u> sentences with different forms: exclamation</p> <p><u>VGP:</u> learn how to use exclamation marks correctly</p>	<ul style="list-style-type: none"> • Use the sounds that they know to spell green words and spell many correctly. • Write down all of the ways to represent a phoneme and learn some more. • Spell many red words correctly. • Understand homophones and near-homophones. • Learn to spell some homophones and near-homophones, begin to use them correctly in their writing. • Understand what an exclamation is. • Orally construct and then write exclamations. • Use an exclamation mark correctly. 	<p>Focus on 'writing for different purposes' and offer opportunities to write in different genres. Continue focus on editing work and start to include more in-depth editing where the children can use symbols to add sentences/ words at the bottom that they may have missed.</p> <p>Keep a strong focus on spellings, especially red words and suffixes. Re-teach any of the KS1 common exception words that the class are finding challenging.</p>
Summer 2		<p>Linked Texts</p> <p>Wild (Emily Hughes), There's a Rang-Tan in my Bedroom, The Great Kapok Tree, Where the Forest Meets the Sea, (Extra range of non-fiction).</p>	<p>Consolidate all learning across KS1 and practise in writing.</p> <p><u>Year 3 objectives:</u> Start looking at writing in paragraphs and also focus on speech marks (inverted commas) to punctuate direct speech.</p>	<ul style="list-style-type: none"> • Write for a variety of purposes. • Use punctuation accurately. • Spell green and red words accurately. • Read work back and edit it. • Understand paragraphs. • Begin to write in paragraphs. • Begin to use inverted commas in their writing. 	<p>Continue to write for a variety of purposes moving in to more challenging genres such as a persuasive piece of writing. Give plenty of opportunities to practise all the skills they have learnt in KS1 so that they build writing stamina and fluency.</p> <p>Focus on any KS1 common exception words that as a class they are still finding hard. Offer opportunities to write in paragraphs and to look at a text that is in paragraphs. Use speech bubbles first so that children can write down what the character might be saying. Then move the speech from the bubbles into direct speech using inverted commas.</p>

Ongoing during the year:			<p>Pupils should be taught to:</p> <p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> - 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 <p><u>Make simple additions, revisions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> - 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 [for example, ends of sentences punctuated correctly] <p><u>Read aloud what they have written with appropriate intonation to make the meaning clear</u></p>		
--------------------------	--	--	--	--	--