



## Breadth of Study in English

### Years 1 and 2

Genres to be covered:

Narrative

- Familiar stories (Mini Grey, Oliver Jeffers, Shirley Hughes, Lauren Child, Kes Gray, Cressida Cowell, Rainbow Fish, Angry Arthur, Tiger who came to tea, Not now, Bernard)
- Fairytales and playscripts (The Jolly Postman, Ian Beck, Tony Ross, different versions of stories)
- Author study (Francesca Simon, Martin Waddell, Key authors)
- Rhymes/repetitive language (Gruffalo, Each Peach, Pear, Plum, Funnybones, This is the bear, Farmer Duck, On the Way Home, Quentin Blake, The Grumpalump, Something Else, We're going on a Bear Hunt, Suddenly, Andreae Giles, The Very Hungry Caterpillar, Can't you sleep, little bear)
- Stories from other cultures (Handa's Surprise, Mufaro's Beautiful Daughters, Amazing Grace, Princess Grace)
- Animal stories (Hairy MacLary, Percy the Park Keeper, Jungle Book, Just So Stories, A.A. Milne, Beatrix Potter)

Non-Narrative:

- Lists and labels
- Recounts
- Instructions
- Explanation - flowcharts/diagrams

Poetry:

- Acrostic poetry
- Choral poetry
- Calligrams
- Poet Study = compare poems on topic/theme by 2 or more poets.

## **Book List**

### **Key Authors:**

Julia Donaldson

Roald Dahl

Michael Rosen

Beatrix Potter

Maurice Sendak - Where the Wild Things Are

## **Speaking and Listening**

Listen and respond appropriately, including turn taking in groups and following instructions, both 1 step and 2 step

Tell and retell stories, both narrative and non-narrative, in preparation for writing

Expand word knowledge, through use of labels, captions. Introduce dictionaries and glossaries.

Oral explorations, including use of emphasis and expression. (different meanings from different emphasis)

Articulate and justify answers - particularly through immersion phase - opportunities to explore and explain. Also through Guided Reading.

Oral presentations, e.g. taking Barnaby Bear or similar home, then talking about what they did.

Role play, drama opportunities to explore characters, assemblies and performances.

Use of "what if" questions applied to familiar stories, fairytales etc. (What if Cinderella had not lost her shoe? What if the Three Bears had locked their door?)

## Reading

Ongoing class story or poetry - read aloud at a level beyond what the children can read independently.

**Word Reading:** applying what has been learned in Read, Write Inc.

Children should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.

**Comprehension:** Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres.

- Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.
- Explain the meaning of new words within the context of what children are reading, and encourage them to use morphology to work out unknown words.
- Children should learn about cause and effect in both narrative and non-fiction (such as what has prompted a character's behaviour in a story). 'Thinking aloud' when reading to children may help them to understand what skilled readers do.
- Deliberate steps should be taken to increase children's vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Discussion should be demonstrated to children. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.
- Role play and other drama techniques can help children to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ✓ Listening to, discussing and expressing views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond which they can read independently
- ✓ Being encouraged to link what they read or hear read to their own experiences
- ✓ Discussing the sequence of events in books and how items of information are related
- ✓ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ Recognising and joining in with predictable phrases and recognising simple recurring literary language in stories and poetry
- ✓ Learning to appreciate rhymes and poems and to recite some by heart, with appropriate intonation, to make meaning clear
- ✓ Being introduced to non-fiction books that are structured in different ways
- ✓ Discussing and clarifying word meanings, linking new meanings to those already known
- ✓ Discussing their favourite words and phrases

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
- ✓ Checking that the text makes sense to them as they read and correcting inaccurate reading
- ✓ Discussing the significance of the title and events
- ✓ Asking and answering questions (cause and effect for both narrative and non-narrative texts)

- ✓ Making inferences on the basis of what is being said and done
- ✓ Predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain and discuss clearly their understanding of what is read to them and those they read themselves.

## Writing

### Transcription/Spelling: Read, Write Inc

| <i>Statutory requirements</i>  |
|--|
| <p>The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> <li>▪ all letters of the alphabet and the sounds which they most commonly represent</li> <li>▪ consonant digraphs which have been taught and the sounds which they represent</li> <li>▪ vowel digraphs which have been taught and the sounds which they represent</li> <li>▪ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>▪ words with adjacent consonants</li> <li>▪ guidance and rules which have been taught</li> </ul> |

| <i>Statutory requirements</i>                                     | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>    |
|---|---|---|
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words.<br><b>Exceptions:</b> if, pal, us, bus, yes. | off, well, miss, buzz, back             |
| The /ŋ/ sound spelt n before k                                    |   | bank, think, honk, sunk                 |
| Division of words into syllables                                  | Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an  | pocket, rabbit, carrot, thunder, sunset |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i>                | <i>Example words (non-statutory)</i> |
|-------------------------------|--|--------------------------------------|
|                               | unstressed syllable in which the vowel sound is unclear. |                                      |

| <i>Statutory requirements</i>  | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>                                      |
|--|--|---|
| -tch   | The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.  | catch, fetch, kitchen, notch, hutch                                       |
| The /v/ sound at the end of words  | English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.  | have, live, give  |
| Adding s and es to words (plural of nouns and the third person singular of verbs)        | If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .   | cats, dogs, spends, rocks, thanks, catches                                |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | <b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.<br><br>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> .<br><br>If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding –er and –est to adjectives where no change is needed to the root word             | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.  | grander, grandest, fresher, freshest, quicker, quickest                   |

## Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

| <i>Vowel digraphs and trigraphs</i> | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>                                   |
|-------------------------------------|--|--|
| ai, oi                              | The digraphs ai and oi are virtually never used at the end of English words.                       | rain, wait, train, paid, afraid<br>oil, join, coin, point, soil        |
| ay, oy                              | <b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay<br>boy, toy, enjoy, annoy                    |
| a-e                                 |  | made, came, same, take, safe   |
| e-e                                 |  | these, theme, complete   |
| i-e                                 |  | five, ride, like, time, side   |
| o-e                                 |  | home, those, woke, hope, hole  |
| u-e                                 | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .                       | June, rule, rude, use, tube, tune                                      |
| ar                                  |  | car, start, park, arm, garden  |
| ee                                  |  | see, tree, green, meet, week   |
| ea (/i:/)                           |  | sea, dream, meat, each, read (present tense)                           |
| ea (/ɛ/)                            |  | head, bread, meant, instead, read (past tense)                         |
| er (/ɜ:/)                           |  | (stressed sound): her, term, verb, person                              |
| er (/ə/)                            |  | (unstressed <i>schwa</i> sound): better, under, summer, winter, sister |
| ir                                  |  | girl, bird, shirt, first, third  |
| ur                                  |  | turn, hurt, church, burst, Thursday                                    |

| <i>Vowel digraphs and trigraphs</i> | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i> |
|-------------------------------------|--|--------------------------------------|
| oo (/u:/)                           | Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i> | food, pool, moon, zoo, soon          |

| <i>Vowel digraphs and trigraphs</i> | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|-------------------------------------|---|--|
| oo (/ʊ/)                            |   | book, took, foot, wood, good   |
| oa                                  | The digraph <b>oa</b> is very rare at the end of an English word.   | boat, coat, road, coach, goal  |
| oe                                  |   | toe, goes  |
| ou                                  | The only common English word ending in <b>ou</b> is <i>you</i> .  | out, about, mouth, around, sound   |
| ow (/aʊ/)<br>ow (/əʊ/)<br>ue<br>ew  | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> . | now, how, brown, down, town<br>own, blow, snow, grow, show<br>blue, clue, true, rescue, Tuesday<br>new, few, grew, flew, drew, threw |
| ie (/aɪ/)                           |   | lie, tie, pie, cried, tried, dried   |
| ie (/i:/)                           |   | chief, field, thief  |
| igh                                 |   | high, night, light, bright, right  |
| or                                  |   | for, short, born, horse, morning   |
| ore                                 |   | more, score, before, wore, shore   |
| aw                                  |   | saw, draw, yawn, crawl   |
| au                                  |   | author, August, dinosaur, astronaut  |
| air                                 |   | air, fair, pair, hair, chair   |
| ear                                 |   | dear, hear, beard, near, year  |
| ear (/ɛə/)                          |   | bear, pear, wear   |
| are (/ɛə/)                          |   | bare, dare, care, share, scared  |



| <i>Statutory requirements</i>     | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|-----------------------------------|---|--|
| Words ending –y (/i:/ or /ɪ/)     |   | very, happy, funny, party, family  |
| New consonant spellings ph and wh | The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).                                | dolphin, alphabet, phonics, elephant<br>when, where, which, wheel, while   |
| Using k for the /k/ sound         | The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .  | Kent, sketch, kit, skin, frisky  |
| Adding the prefix –un             | The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.                        | unhappy, undo, unload, unfair, unlock  |
| Compound words                    | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.             | football, playground, farmyard, bedroom, blackberry  |
| Common exception words            | Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | 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 – and/or others, according to the programme used |

## Year 2

| <i>Statutory requirements</i>   | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>  |
|---|--|---|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | <p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt –<b>dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –<b>ge</b> at the end of a word.</p> | <p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> |

| <i>Statutory requirements</i>  | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>                                 |
|--|---|--|
|  | In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. | gem, giant, magic, giraffe, energy<br>jacket, jar, jog, join, adjust |
| The /s/ sound spelt c before e, i and y                              |   | race, ice, cell, city, fancy   |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.  | knock, know, knee, gnat, gnaw  |
| The /r/ sound spelt wr at the beginning of words                     | This spelling probably also reflects an old pronunciation.  | write, written, wrote, wrong, wrap                                   |
| The /l/ or /əl/ sound spelt -le at the end of words                  | The <b>-le</b> spelling is the most common spelling for this sound at the end of words.   | table, apple, bottle, little, middle                                 |

| <i>Statutory requirements</i>   | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>  |
|---|--|---|
| The /l/ or /əl/ sound spelt -el at the end of words   | The <b>-el</b> spelling is much less common than <b>-le</b> .<br>The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .  | camel, tunnel, squirrel, travel, towel, tinsel  |
| The /l/ or /əl/ sound spelt -al at the end of words   | Not many nouns end in <b>-al</b> , but many adjectives do.   | metal, pedal, capital, hospital, animal   |
| Words ending -il  | There are not many of these words.   | pencil, fossil, nostril   |
| The /aɪ/ sound spelt -y at the end of words   | This is by far the most common spelling for this sound at the end of words.  | cry, fly, dry, try, reply, July   |
| Adding -es to nouns and verbs ending in -y  | The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.  | flies, tries, replies, copies, babies, carries  |
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it           | The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied<br>... <b>but</b> copying, crying, replying |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it | The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .   | hiking, hiked, hiker, nicer, nicest, shiny  |

| <i>Statutory requirements</i>   | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|---|---|--|
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).<br><b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| The /ɔ:/ sound spelt a before l and ll  | The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before l and ll.   | all, ball, call, walk, talk, always  |
| The /ʌ/ sound spelt o   |   | other, mother, brother, nothing, Monday  |

| <i>Statutory requirements</i>   | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>  |
|---|--|---|
| The /i:/ sound spelt –ey  | The plural of these words is formed by the addition of –s ( <i>donkeys, monkeys, etc.</i> ).   | key, donkey, monkey, chimney, valley  |
| The /ɒ/ sound spelt a after w and qu  | <b>a</b> is the most common spelling for the /ɒ/ (‘hot’) sound after <b>w</b> and <b>qu</b> .  | want, watch, wander, quantity, squash   |
| The /l/ or /əl/ sound spelt –el at the end of words                                   | The – <b>el</b> spelling is much less common than – <b>le</b> .<br>The – <b>el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .   | camel, tunnel, squirrel, travel, towel, tinsel  |
| The /l/ or /əl/ sound spelt –al at the end of words                                   | Not many nouns end in – <b>al</b> , but many adjectives do.  | metal, pedal, capital, hospital, animal   |
| Words ending –il  | There are not many of these words.   | pencil, fossil, nostril   |
| The /aɪ/ sound spelt –y at the end of words   | This is by far the most common spelling for this sound at the end of words.  | cry, fly, dry, try, reply, July   |
| Adding –es to nouns and verbs ending in –y  | The <b>y</b> is changed to <b>i</b> before – <b>es</b> is added.   | flies, tries, replies, copies, babies, carries  |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it | The <b>y</b> is changed to <b>i</b> before – <b>ed</b> , – <b>er</b> and – <b>est</b> are added, but not before – <b>ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied<br>... <b>but</b> copying, crying, replying |
| Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a           | The – <b>e</b> at the end of the root word is dropped before – <b>ing</b> , – <b>ed</b> , – <b>er</b> , – <b>est</b> , – <b>y</b> or any other suffix beginning with a   | hiking, hiked, hiker, nicer, nicest, shiny  |

| <i>Statutory requirements</i>   |
|---|
| consonant before it   |
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter |
| The /ɔ:/ sound spelt a before l and ll  |
| The /ʌ/ sound spelt o   |

| <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|---|--|
| vowel letter is added. <b>Exception:</b> <i>being</i> .   |  |
| The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).<br><b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.  | all, ball, call, walk, talk, always  |
|   | other, mother, brother, nothing, Monday  |

| <i>Statutory requirements</i>                  |
|--|
| The /i:/ sound spelt –ey                       |
| The /ɒ/ sound spelt a after w and qu           |
| The /ɜ:/ sound spelt or after w                |
| The /ɔ:/ sound spelt ar after w                |
| The /ʒ/ sound spelt s                          |
| The suffixes –ment, –ness, –ful, –less and –ly |
| Contractions                                   |

| <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|---|--|
| The plural of these words is formed by the addition of –s ( <i>donkeys, monkeys, etc.</i> ).  | key, donkey, monkey, chimney, valley   |
| <b>a</b> is the most common spelling for the /ɒ/ (‘hot’) sound after <b>w</b> and <b>qu</b> .   | want, watch, wander, quantity, squash  |
| There are not many of these words.  | word, work, worm, world, worth   |
| There are not many of these words.  | war, warm, towards   |
|   | television, treasure, usual  |
| If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.<br><b>Exceptions:</b><br>(1) <i>argument</i><br>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly<br><br>merriment, happiness, plentiful, penniless, happily |
| In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i> ).<br><i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or   | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll  |

|  |  |   |
|--|--|---|
| <b>Statutory requirements</b>              | <b>Rules and guidance (non-statutory)</b>  | <b>Example words (non-statutory)</b>  |
|  | sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.   |   |
| The possessive apostrophe (singular nouns) |  | Megan's, Ravi's, the girl's, the child's, the man's   |
| Words ending in -tion                      |  | station, fiction, motion, national, section   |
| <b>Statutory requirements</b>              | <b>Rules and guidance (non-statutory)</b>  | <b>Example words (non-statutory)</b>  |
| Homophones and near-homophones             | It is important to know the difference in meaning between homophones.  | 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  |
| Common exception words                     | Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .<br><br><i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</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 – and/or others according to programme used.<br><br><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. |

## **Transcription/Handwriting: Penpals**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters.

## **Composition**

- Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.
- Children should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.
- Drama and role play can contribute to the quality of children' writing by providing opportunities for them to develop and order their ideas by playing

roles and improvising scenes in various settings.

- Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.
- The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Pupils should be taught to:

- ✓ Write sentences by saying out loud what they are going to write about
- ✓ Write sentences by composing a sentence orally before writing it
- ✓ Write sentences by sequencing sentences to form short narratives
- ✓ Write sentences by re-reading what they have written to check that it makes sense
- ✓ Discuss what they have written with the teacher or other pupils
- ✓ Read aloud their writing clearly enough to be heard by their peers and teacher
- 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
- ✓ 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
  - encapsulating what they want to say, sentence by sentence
- ✓ 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 [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

### Grammar:

Lesson starters to focus on grammar and vocabulary development. Use "Jumpstart!", Grammar for Writing, Spelling bank activities, for example.

| <i>Year 1: Detail of content to be introduced (statutory requirement)</i> |   |
|---|---|
| <b>Word</b>   | Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun<br><br><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )<br><br>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ] |
| <b>Sentence</b>   | How <b>words</b> can combine to make <b>sentences</b><br>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>   |
| <b>Text</b>   | Sequencing <b>sentences</b> to form short narratives  |
| <b>Punctuation</b>  | Separation of <b>words</b> with spaces<br><br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br><br>Capital letters for names and for the personal <b>pronoun I</b>  |
| <b>Terminology for pupils</b>   | letter, capital letter<br>word, singular, plural<br>sentence<br>punctuation, full stop, question mark, exclamation mark   |



*Year 2: Detail of content to be introduced (statutory requirement)*

|                               |   |
|-------------------------------|---|
| <b>Word</b>                   | Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ]<br>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i><br>(A fuller list of <b>suffixes</b> can be found on page <a href="#">10</a> in the year 2 spelling section in English Appendix 1)<br>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b> |
| <b>Sentence</b>               | <b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )<br>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]<br><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>  |
| <b>Text</b>                   | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing<br>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]  |
| <b>Punctuation</b>            | Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br>Commas to separate items in a list<br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]  |
| <b>Terminology for pupils</b> | noun, noun phrase<br>statement, question, exclamation, command<br>compound, suffix<br>adjective, adverb, verb<br>tense (past, present)<br>apostrophe, comma   |