

Y1&2 Year A						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Into the wood...	Ice Explorers	Where in the world?	Danger in the Kingdom	To infinity and Beyond	Ahoy There...
Quality Text (F, N, P)	<i>The Fox (F)</i>	Polar Express (F)	Meerkat Mail (F)	The Hunter (F)	Sea of Tranquillity (F)	Videos (P, NF)
Writing inc Grammar	Year 1: Use words build sentences. Say sentence out loud before to write. Finger spaces	Year 1: Join two sentences using 'and'. Discuss what I have written with the teacher or my friends. Read aloud own writing	Year 1: Explain how to use capital letter, a full stop, question marks or exclamation marks. Adding -s or -es. For example, dog and dogs or wish and wishes.	Year 1: Adding un to the beginning of some words. Add suffix such as -ing and -ed.	Year 1: Use capital letter for the names of people, places, the days of the week and when I use I	Year 1: Grammar recap
	Year 2: Use punctuation writing, including full stops, capital letters, exclamation marks and question marks. present or past tense.	Year 2: Use: when, if, that, because, or, and or but when I write sentences. Commas in lists Different sentences which convey different meaning for different purposes.	Year 2: Add -er, -est and -ly to words. write for different purposes. Beginning to write stories	Year 2: Add -ful and -less to words to make adjectives. Add -ness and -er to the end of a word Compound words	Year 2: Use an apostrophe for contracted form.	Year 2: Write my own poems. Recap on Grammar list
Editing	<ul style="list-style-type: none"> I check my sentences make sense by re-reading them. 					

	<ul style="list-style-type: none"> • I will re-read my work to make sure my punctuation is in the right place. • I will edit my work to make sure that my vocabulary choice is appropriate. • Once finished, I will re-read my work to make sure it makes sense. • I can read aloud my work in a way which helps people understand it. • I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation • I am able to write more interesting sentences by adding further detail • I can make changes in my writing by listening to what others have to say about it. 					
Reading	Year 1: VIPERS Identifying the audience and purpose of a text.	Year 1: VIPERS Talk about special stories	Year 1 VIPERS Check reading for sense Retell stories that have been read	Year 1 VIPERS Check reading for sense Retell stories that have been read	Year 1 VIPERS Check reading for sense Retell stories that have been read	Year 1 VIPERS Check reading for sense Retell stories that have been read
	Year 2: VIPERS Understand what is read Check reading for sense	Year 2: VIPERS Check reading for sense Make connections between texts Find out about non-fiction books and how they are set out.	Year 2: VIPERS	Year 2: VIPERS	Year 2: VIPERS	Year 2: VIPERS Answer and ask questions about what I have read.

Objectives taught through guided reading	<p>I like to join in with the class at special times of a story when the teacher is telling certain stories</p> <p>I listen and discuss what I have read, including poems, stories and non-fiction books</p> <p>I take turns to listen and discuss when I am in a group.</p> <p>Year 2</p> <p>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</p> <p>I am happy to tell you my favourite words and phrases from my reading.</p> <p>I can say out loud a number of poems I have learnt.</p> <p>I can recognise simple language patterns in stories and poems.</p>					
Assessment opportunity	Setting description Innovated story	Story No Chorological report	Recount	Persuasive writing Prediction	Recount Character description	

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Writing inc Grammar	<p>Use words build sentences.</p> <p>Say sentence out loud before to write.</p> <p>Finger spaces</p>	<p>Join two sentences using 'and'.</p> <p>Discuss what I have written with the teacher or my friends.</p> <p>Read aloud own writing</p>	<p>Explain how to use capital letter, a full stop, question marks or exclamation marks.</p> <p>Adding -s or -es. For example, dog and dogs or wish and wishes.</p>	<p>Adding un to the beginning of some words.</p> <p>Add suffix such as -ing and -ed.</p>	<p>Use capital letter for the names of people, places, the days of the week and when I use I</p>	
	<p>Year 2:</p> <p>Use punctuation writing, including full stops, capital letters, exclamation marks and question marks.</p> <p>present or past tense.</p>	<p>Year 2:</p> <p>Use: when, if, that, because, or, and or but when I write sentences.</p> <p>Commas in lists</p> <p>Different sentences which convey different meaning for different purposes.</p>	<p>Year 2:</p> <p>Add -er, -est and -ly to words.</p> <p>write for different purposes.</p> <p>Beginning to write stories</p>	<p>Year 2:</p> <p>Add -ful and -less to words to make adjectives.</p> <p>Add -ness and -er to the end of a word</p> <p>Compound words</p>	<p>Year 2:</p> <p>Use an apostrophe for contracted form.</p>	<p>Year 2: Write my own poems.</p> <p>Recap on Grammar list</p>
Editing	<ul style="list-style-type: none"> • I check my sentences make sense by re-reading them. • I will re- read by work to make sure my punctuation is in the right place. • I will edit my work to make sure that my vocabulary choice is appropriate. • Once finished, I will re-read my work to make sure it makes sense. • I can read aloud my work in a way which helps people understand it. • I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation • I am able to write more interesting sentences by adding further detail • I can make changes in my writing by listening to what others have to say about it. 					

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