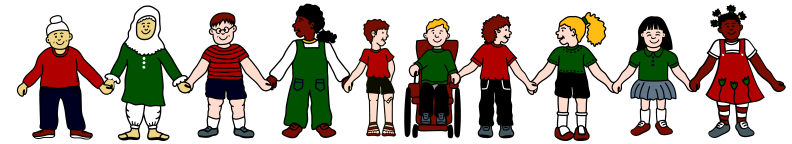


THE
GILES NURSERY
AND
INFANTS'
SCHOOL



Curriculum Journey

English: Writing

Nursery: Autumn term

Unit of work	Key focus and vocabulary	Additional focus
<p>Rhymes and celebrations</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F1 Handwriting scheme (within everyday provision): <ul style="list-style-type: none"> ○ Developing gross motor skills ○ Developing fine motor skills • Poem / rhyme of the week • Mark making area / role play areas 	<p>Learn rhymes by heart:</p> <ul style="list-style-type: none"> • 1, 2, 3 Little Ladybirds • Humpty Dumpty • 5 Currant Buns • Twinkle, Twinkle Little Star • Incy Wincy Spider • <i>Brown Bear, Brown Bear</i>, Bill Martin Jr. (Pie Corbett) • <i>We're Going on a Bear Hunt</i>, Michael Rosen (Pie Corbett) <p>Learn words and actions through repetition, puppets, visual aids to support.</p> <p>Adults highlight phase 2 phonic sounds.</p> <p>Clap out syllables.</p> <p>Listen for rhyming words.</p> <p>Letter shapes (down, up, round, back).</p> <p>Write food list for Teddy's party.</p> <p>Role-play areas linked to language acquisition including descriptive language (for example pet shop, colours, greengrocer, fireworks, party house, nativity story, Santa's Workshop).</p> <p>Literacy rich role-play areas including reading, mark making, story / rhyme sequencing, labelling, letter writing and making cards.</p> <p>Vocabulary: word, sound, story, draw/write, down, up, round, back</p>	<p>Communication and language:</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes.</p> <p>Use longer sentences of four to six words.</p> <p>Physical development:</p> <p>Use large muscle movements to make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Literacy:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing. <p>Develop their phonological awareness.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters of their name.</p>

Nursery: Spring term

Unit of work	Key focus and vocabulary	Additional focus
<p>Jungle animals and growing</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Phase 1 phonics • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F1 Handwriting scheme (within everyday provision): <ul style="list-style-type: none"> ○ Developing gross motor skills ○ Developing fine motor skills • Poem / rhyme of the week • Mark making area / role play areas 	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Dear Zoo</i>, Rod Campbell (Pie Corbett) • <i>The Very Hungry Caterpillar</i>, Eric Carle (Pie Corbett) • <i>Rumble in the Jungle</i>, Giles Andreae • Non-fiction books about animals living in different environments <p>Generate words to describe animals.</p> <p>Oral discussion of how animals make us feel, for example 'happy' or 'scared'.</p> <p>Oral discussion of why my mummy is special (Mother's Day cards).</p> <p>Listen, join in and generate rhyming words.</p> <p>Letter shapes (down, up, round, back).</p> <p>Write a letter to Father Christmas (list).</p> <p>Role-play areas linked to language acquisition including descriptive language (for example jungle, zoo, garden centre, rainforest cafe).</p> <p>Literacy rich role-play areas including reading, mark making, story / rhyme sequencing, labelling, letter writing and making cards.</p> <p>Vocabulary: word, sound, story, draw/write, down, up, round, back, letter, information</p>	<p>Communication and language:</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Physical development:</p> <p>Use large muscle movements to make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Literacy:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing. <p>Develop their phonological awareness.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some of / their entire name.</p>

Nursery: Summer term

Unit of work	Key focus and vocabulary	Additional focus
<p>Sand and water</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F1 Handwriting scheme (within everyday provision): <ul style="list-style-type: none"> ○ Developing gross motor skills ○ Developing fine motor skills ○ Developing patterns • Poem / rhyme of the week • Mark making area / role play areas 	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Clumsy Crab</i>, Ruth Galloway • <i>Smiley Shark</i>, Ruth Galloway • <i>Rainbow Fish</i>, Marcus Pfister • <i>Oi Frog!</i>, Kes Gray <p>Listen, join in and generate rhyming words.</p> <p>Handwriting patterns on sea creatures.</p> <p>Letter shapes (down, up, round, back).</p> <p>Design treasure maps.</p> <p>Write postcards.</p> <p>Write an invitation to the Pirate Fun Day.</p> <p>Role-play areas linked to language acquisition including descriptive language (for example under the sea, the seaside, seaside café, ice cream shop, pirate ship).</p> <p>Literacy rich role-play areas including reading, mark making, story / rhyme sequencing, labelling, letter writing and making cards.</p> <p>Vocabulary: word, sound, story, draw/write, down, up, round, back, letter, information, rhyme, list</p>	<p>Communication and language:</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree.</p> <p>Physical development:</p> <p>Use large muscle movements to make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Literacy:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing. <p>Develop their phonological awareness.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some of / their entire name.</p> <p>Write some letters accurately.</p>

Reception: Autumn term

Unit of work

Three Little Pigs / Wolves and Environments

Ongoing:

- Oral segmentation and blending
- Gross motor skills activities
- Fine motor skills activities
- Handwriting patterns
- Penpals F2 Handwriting scheme – curly caterpillar letters (c, a, d, s, o, g, q, e, f)
- Poem / rhyme of the week
- Generation of vocabulary during daily snack
- Writing area / role play area

Key focus and vocabulary

Focus texts:

- Various versions of *The Three Little Pigs*
- *The Healthy Wolf*, David Bedford
- *A New Room for William*, Sally Grindley
- *Moving Molly*, Shirley Hughes

Follow a story map and tell a friend.

Orally compose a sentence about a little pig.

Orally compose a sentence about the Big Bad Wolf.

Act out the story of the *Three Little Pigs*.

Orally generate words rhyming with 'pig'.

Tell the story using stick puppets.

BIG WRITE: Draw and label parts of the healthy wolf (linked to Science Week).

Generate describing words and write as a list.

Orally compose facts about wolves.

Write captions as speech bubbles for the Big Bad Wolf, for example 'I am hungry'.

Make and label a house for the little pigs.

Follow the Nativity story map and tell a friend.

Vocabulary: story, sentence, caption, word, speech bubble, label, list, fact, story map

Additional focus

Communication and language:

Learn new vocabulary.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Physical development:

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

Develop the foundations of a handwriting style, which is fast, accurate and efficient.

Literacy:

Form lower-case letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Reception: Spring term

Unit of work

The Gingerbread Man / Safe Journeys

Ongoing:

- Segmentation for spelling
- Gross motor skills activities
- Fine motor skills activities
- Handwriting patterns
- Penpals F2 Handwriting scheme – long-legged giraffe letters (l, i, u, t, j, y) and one-armed robot letters (r, b, n, h, m, k, p)
- Poem / rhyme of the week
- Generation of vocabulary during daily snack
- Writing area / role play area
- Helicopter stories

Key focus and vocabulary

Focus texts:

- Various versions of *The Gingerbread Man*
- *The Gingerbread Girl*, Lisa Campbell Ernst
- *The Shopping List*, John Burningham
- *Mr Gumpy's Outing*, John Burningham

Follow a story map and tell a friend.

Explore familiar story starters, for example 'Once upon a time'.

Label a character picture with describing words.

Write captions as speech bubbles for a story character, for example 'the fox tried to eat me'.

BIG WRITE: Label parts of the Gingerbread Girl and write a caption.

Sequence pictures of baking gingerbread.

Match captions to picture sequence.

Oral recount of instructions for making gingerbread.

Write simple instructions.

Generate rhyming words using characters from the story – man, cat, dog, cow, fox.

Vocabulary: story, starter, word, character, label, describing word, caption, sequence, instructions, rhyme

Additional focus

Communication and language:

Learn new vocabulary.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Physical development:

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

Develop the foundations of a handwriting style, which is fast, accurate and efficient.

Literacy:

Form lower-case letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Reception: Summer term

Unit of work	Key focus and vocabulary	Additional focus
<p>The Little Red Hen / Growing</p> <p>Ongoing:</p> <ul style="list-style-type: none">• Segmentation for spelling• Gross motor skills activities• Fine motor skills activities• Handwriting patterns• Penpals F2 Handwriting scheme – zig-zag monster letters (z, v, w, x)• Poem / rhyme of the week• Generation of vocabulary during daily snack• Writing area / role play area• Helicopter stories	<p>Focus texts:</p> <ul style="list-style-type: none">• Various versions of <i>The Little Red Hen</i>• <i>How do Eggs Hatch?</i>, Elea Hobbes• <i>Rosie's Walk</i>, Pat Hutchins• <i>The Tiny Seed</i>, Eric Carle• <i>Jasper's Beanstalk</i>, Nick Butterworth <p>Re-tell a story following a story map, role play, sequencing and using puppets.</p> <p>Oral composition of sentences.</p> <p>Sentence structure focusing on a capital letter, finger spaces and punctuation.</p> <p>Alliterative sentence writing linked to child's name.</p> <p>BIG WRITE: Label parts of a plant and write a factual sentence.</p> <p>Sentence writing: thinking bubbles, writing simple instructions.</p> <p>Vocabulary: story, starter, sentence, capital letter, finger space, full stop, instructions</p>	<p>Communication and language:</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Physical development:</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Literacy:</p> <p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

Year 1: Autumn term		
Unit of work	Key focus and vocabulary	Additional focus
<p>Non-fiction Parts of the body</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>My Body</i>, Rhonda Jenkins <p>Writing labels. Segmenting to spell.</p> <p>Vocabulary: letter, word, singular, plural</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p>
<p>Poetry Rhyme</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Awkward Child</i>, Rose Fyleman <p>Recognition of rhyming words. Onset and rime.</p> <p>Vocabulary: letter, word</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Using phonics to spell.</p>
<p>Non-fiction The natural world</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>The First Musician</i>, Amanda Graham <p>Writing captions. Separation of words with spaces.</p> <p>Vocabulary: letter, word, finger space</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Use phonics to spell.</p>
<p>Fiction 'Ferdie'</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Ferdie and the Falling Leaves</i>, Julia Rawlinson <p>Writing captions. How words can combine to make sentences.</p> <p>Vocabulary: letter, word, sentence, finger space</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing.</p>
<p>Non-fiction Animals</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Some Pets</i>, Angela DiTerLizzi 	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p>

	<ul style="list-style-type: none"> • <i>Hedgehogs</i>, Louise and Richard Spilsbury <p>Writing sentences. Using full stops to demarcate sentences.</p> <p>Vocabulary: letter, word, sentence, finger space, full stop, punctuation</p>	<p>Use phonics to spell. Spell common exception words. Say out loud what they are going to write about. Compose a sentence orally before writing.</p>
<p>Non-fiction Toys</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Toys</i>, Kamini Khandur <p>Writing lists. Introduction of capital letters to demarcate sentences. Adding the 's' or '-es' suffix for plurals.</p> <p>Vocabulary: letter, word, sentence, finger space, full stop, punctuation, capital letter, plural, singular</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing.</p>
<p>Fiction The Christmas story</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>The Beginner's Bible</i> <p>Sequence sentences to form short narratives – oral focus.</p> <p>Vocabulary: sentence, sequence</p>	<p>Compose a sentence orally. Speak clearly enough to be heard by their peers and the teacher.</p>
<p>Autumn term poetry performance: 'Peppermint Stick', anon</p>		

Year 1: Spring term		
Unit of work	Key focus and vocabulary	Additional focus
Fiction Bear and Wolf	Focus text: <ul style="list-style-type: none"> <i>Bear and Wolf</i>, Daniel Salmieri Writing a character profile. Using adjectives to describe characters. Dialogue and speech. Vocabulary: adjective, speech, speech bubble	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Capital letters for names.
Fiction Goldilocks	Focus texts: <ul style="list-style-type: none"> <i>Goldilocks</i>, retold by Janet Hillman Joining two sentences. Using 'and' to put two sentences together ('or' and 'but' introduced orally). Introduction to exclamation marks. Vocabulary: sentence, conjunction, 'and', 'or', 'but' exclamation mark, punctuation	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Capital letters for names.
Fiction Cinderella	Focus texts: <ul style="list-style-type: none"> <i>Cinderella</i>, Stan Cullimore Writing a story ending. Features of effective story endings. Vocabulary: ending, capital letter, full stop, punctuation	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Capital letters for names.
Poetry Spring poems	Focus text: <ul style="list-style-type: none"> <i>Five Little Owls</i>, anon, Pie Corbett reading spine <i>Little Bird</i>, Charlotte Zolotow 	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell.

	<p>Using adjectives to describe the signs of spring. Introduction to alliteration.</p> <p>Vocabulary: adjective, alliteration</p>	<p>Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense.</p>
<p>Spring term poetry performance: 'Clocks and Watches', anon</p>		

Year 1: Summer term		
Unit of work	Key focus and vocabulary	Additional focus
<p>Fiction The Gruffalo</p>	<p>Focus text:</p> <ul style="list-style-type: none"> <i>The Gruffalo</i>, Julia Donaldson Gruffalo poems, Pie Corbett reading spine <p>Writing a story (innovation). Using verbs. Writing in the past tense ('-ed' suffix). Using adjectives to describe the features of characters.</p> <p>Vocabulary: verb, tense, adjective, noun</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read 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 the teacher. Capital letter for names.</p>
<p>Non-fiction Sunflowers</p>	<p>Focus text:</p> <ul style="list-style-type: none"> <i>Sunflowers</i>, Angela Royston <p>Writing simple instructions. Using verbs.</p> <p>Vocabulary: verb, instructions, tense</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Capital letter for the personal pronoun 'I'.</p>
<p>Non-fiction The seaside</p>	<p>Focus text:</p> <ul style="list-style-type: none"> <i>Seaside – Barnaby Bear</i>, Elaine Jackson <p>Writing facts. Sentence structure. Asking questions.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it</p>

	Vocabulary: fact, sentence, question, question mark, punctuation	makes sense. Discuss what they have written with the teacher or other pupils.
Non-fiction RNLI	Focus text: <ul style="list-style-type: none"> • <i>RNLI – Seashore</i>, Louise and Richard Spilsbury <p>Asking and writing questions.</p> <p>Vocabulary: question, question mark, punctuation, who, what, when, where, why</p>	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.
Non-fiction Trip to the seaside	Focus texts: <ul style="list-style-type: none"> • Various non-fiction texts <p>Writing a recount. Past tense.</p> <p>Vocabulary: past tense, sentence, full stop, capital letter, punctuation</p>	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Capital letter for the personal pronoun 'I'.

Also covered in phonics lessons:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell days of the week.
- Name the letters of the alphabet.
- Add prefixes and suffixes: -s or -es.
- Use the prefix: un-
- Use the suffixes: -ing, -ed, -er and -est.
- Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far.

Year 2: Autumn term		
Unit of work	Key focus and vocabulary	Additional focus
<p>Non-fiction Fizzy lifting drinks</p>	<p>Focus text:</p> <ul style="list-style-type: none"> <i>Revoltng Recipes</i>, Roald Dahl <p>Writing a recount. Revision of capital letters and full stops. Temporal and time conjunctions. Writing in the past tense.</p> <p>Vocabulary: time conjunctions, past tense, sentence, full stop, punctuation, capital letter</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense.</p>
<p>Non-fiction The Enormous Crocodile</p>	<p>Focus text:</p> <ul style="list-style-type: none"> <i>The Enormous Crocodile</i>, Roald Dahl <p>Writing a set of instructions. Time conjunctions and imperative verbs. Commands.</p> <p>Vocabulary: time conjunctions, imperative verbs, title, diagram</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense.</p>
<p>Poetry Harvest vegetable poems</p>	<p>Focus text:</p> <ul style="list-style-type: none"> 'Cauliflowers Fluffy', anon <p>Descriptive vocabulary (adjectives). Using commas to separate items in a list.</p> <p>Vocabulary: poem, poetry, describe, adjectives, noun, comma</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by</p>

		<p>sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Proof reading to check for errors in spelling.</p>
<p>Fiction Katie Morag</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Katie Morag Delivers the Mail</i>, Maire Hedderwick • <i>Katie Morag and the Two Grandmothers</i>, Maire Hedderwick <p>Writing a character profile. Possessive apostrophes e.g. Katie Morag's hair. Extending sentences using coordinating conjunctions (and).</p> <p>Vocabulary: apostrophe, coordinating conjunctions, adjective</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Non-fiction Guy Fawkes and the Gunpowder Plot</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various non-fiction texts <p>Using non-fiction texts including the index, glossary and contents page.</p> <p>Vocabulary: non-fiction, index, glossary, contents</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Write down ideas and/or key words.</p>
<p>Fiction Rapunzel</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Rapunzel</i>, original fairy tale • <i>Rapunzel</i>, Bethan Woolvin <p>Writing a diary entry. Changing present to past tense. Consistency of tense. Writing dialogue. Writing exclamations.</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p>

	Vocabulary: tense, dialogue, speech, exclamation, exclamation mark	Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.
Autumn term poetry performance: 'The Crocodile' Roald Dahl		

Year 2: Spring term		
Unit of work	Key focus and vocabulary	Additional focus
Fiction The Snow Queen	Focus texts: <ul style="list-style-type: none"> • <i>The Snow Queen</i>, Hans Christian Andersen • Various non-fiction books about Antarctica Writing a story setting (weather, time of day, verbs and adverbs, similes). Expanded noun phrases. Descriptive vocabulary (adjectives). Proof reading. Vocabulary: verbs, adverbs, similes, expanded noun phrase, adjective, proofread	Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.
Non-fiction Native Americans	Focus texts: <ul style="list-style-type: none"> • <i>The True Story of Pocahontas</i> • Various non-fiction texts Writing about real life events. Writing questions. Writing in the past tense. Factual writing. Vocabulary: question, question mark, past tense,	Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils.

	facts	Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.
Poetry Rain poems	<p>Focus texts:</p> <ul style="list-style-type: none"> <i>The Works Key Stage 1</i>, Pie Corbett <i>Once Upon a Raindrop</i>, James Carter <p>Onomatopoeia (sound words). Alliteration.</p> <p>Vocabulary: poem, poetry, onomatopoeia, alliteration</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
Fiction Traction Man comic strip	<p>Focus text:</p> <ul style="list-style-type: none"> <i>Traction Man is Here</i>, Mini Grey <p>Following a story pattern (innovation). Writing dialogue. Using verbs and adverbs. Extending sentences using subordinating conjunctions (because).</p> <p>Vocabulary: pattern, dialogue, speech, action word, verb, adverb, conjunction, because</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
Non-fiction Traction Man's watch	<p>Focus text:</p> <ul style="list-style-type: none"> <i>Traction Man meets Turbo Dog</i>, Mini Grey 	<p>Use phonics to spell including alternative spellings for phonemes.</p>

	<p>Writing an explanation text. Subordinating conjunctions (when, if, that, because).</p> <p>Vocabulary: explain, fact, conjunction, when, if, that, because</p>	<p>Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Spring term poetry performance: 'What is Pink?', Christina Rossetti</p>		

<p>Year 2: Summer term</p>		
<p>Unit of work</p>	<p>Key focus and vocabulary</p>	<p>Additional focus</p>
<p>Fiction How To Catch a Star</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>How to Catch a Star</i>, Oliver Jeffers <p>Extending a story. Extending sentences using subordinating conjunctions (when, if, that, because). Alternatives to 'said' to convey emotion. Writing a diary in the past tense.</p> <p>Vocabulary: fiction, extend, conjunction, when, if, that, because</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Non-fiction Slugs and snails</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various non-fiction texts 	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and</p>

	<p>Writing a non-chronological report. Writing questions. Conducting research. Using technical vocabulary. Introduction to paragraphs.</p> <p>Vocabulary: question, question marks, research, technical vocabulary, paragraph</p>	<p>capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Non-fiction Year 2 summer trip</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • Recount examples <p>Writing a recount. Temporal and time conjunctions. Writing in the past tense. Who, when, where, what. Adding an interesting fact.</p> <p>Vocabulary: time conjunctions, past tense</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Fiction The Papaya That Spoke</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>The Papaya That Spoke</i>, Talk for Writing text <p>Writing a story (invention). Writing dialogue. Writing exclamations.</p> <p>Vocabulary: story, fiction, dialogue, speech, exclamation, exclamation mark</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils.</p>

		Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.
Summer term poetry performance: 'Little Red Riding Hood and the Wolf', Roald Dahl		

Also covered in phonics lessons:

- Spell common exception words.
- Spell more words with contracted forms.
- Distinguish between homophones and near homophones.
- Add -ing, -ed, -er, -est and -y to words.
- Add suffixes to spell longer words: ment, -ness, -ful, -less and -ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Use the possessive apostrophe correctly (singular nouns).
- Use apostrophes to mark where letters are missing in spelling (contractions)