



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Question	What can toys teach us?		What makes the world flourish?		What matters more - the past or the present?	
Texts fiction and non fiction	The Magical Toybox		Non-fiction texts		The Magic Key Mr Ben Mr Peabody and Sherman	
Reading Objectives						
Writing Text Type	Recount - holiday recount Poetry - shape poems / acrostic poems	Story - a story on toys based on The Magical Toybox	Report - a report on animals and habitats	Persuasion - a persuasive letter to garden centers? Instruction - to write instructions on how to make a clay pot	Explanation - to write a timeline of key invasions Story - historical based story - linked to the Magic Key books	Persuasion - a letter to the local council regarding the burial of their time capsule
Writing Objectives						
Non-fiction	<u>Recount:</u> Content and Organisation: Begin to write own sentences to go with given subheadings.(Year 1) Can write appropriate title. Starts with simple introduction (with support). Uses proper nouns. Can use a timeline to plan ideas and refer to this when writing. (Year 2) Language Features: Read given facts linked to the topic and find important key words (Year 1). Uses time conjunctions e.g. first, after that, next. Some use of adverbs.		<u>Report:</u> Content and Organisation: Basic sentences are used under given subheadings. Sentences are written independently. (Year 1) Ideas are organised into chunks that link together to begin to format basic paragraphs (use of diagram to support this at planning stage). Uses given subheadings to organise ideas (Year 2). Language Features: Identify important vocabulary (tier 2 and 3) in facts and texts related to the topic. (Year 1).	<u>Persuasion:</u> Can write simple sentences from a viewpoint. (year 1) Uses appropriate tense. Can use a writing frame to organise ideas. Beginning to write with an audience in mind and shows awareness of their viewpoint. Expresses own opinions appropriately. (year 2) Language Features: Beginning to use conjunctions to expand ideas (Year 1). Beginning to use co-ordinating conjunctions to expand ideas. (Year 2) <u>Instructions:</u>	<u>Explanation</u> Content and Organisation: Simple sentences in order on a given template/frame e.g. life cycle. (year 1) Sentences are in chronological order using some time conjunctions. Beginning to use conjunctions and consistent present tense verbs (y2). Language Features: Use of 'and' and some use of 'because' to develop ideas. Use of given topic vocabulary (Y1). Time conjunctions used e.g. first, next, then, finally. Present tense verbs used	for Persuasion, see previous term

	Subordinating and co-ordinating conjunctions used with support. Writing answers who, where, when and what. (Year 2)		Begin to write in consistent present tense. Discuss vocabulary that is important to their topic and begin to include these in own writing. (Year 2)	Content and Organisation: Use numbered steps to explain a process. With support, list equipment needed. (Year 1) List equipment. Order events sequentially. Choose appropriate title. (Year 2) Language Features: Use 'bossy verbs' to explain. Begin to use vocabulary of quantities/dimensions e.g. spoon/cupfull (Year 1) Use some time conjunctions e.g. First, next, finally. (Year 2)	consistently. Topic vocabulary (tier 2 and 3) used appropriately. (Y2)	
Fiction	<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none"> - (Y1 Simple) narratives and retellings are told/written in first or third person. - (Y1 Simple) narratives and retellings are told/written in past tense. - Events are sequenced to create texts that make sense. - The main participants are human or animal - Simple narratives use typical characters, settings and events whether imagined or real. - (Y1) 'Story language' (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. - (Y2) Characters are simply developed as good or bad. - (Y2) Language choices help create realistic - sounding narratives. e.g. adverbs, adjectives, precise nouns(turquoise instead of blue, jumper instead of top, policeman instead of man) etc. <p><u>Grammatical features:</u> Year 1</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. 				<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none"> - (Y1 Simple) narratives and retellings are told/written in first or third person. - (Y1 Simple) narratives and retellings are told/written in past tense. - Events are sequenced to create texts that make sense. - The main participants are human or animal - Simple narratives use typical characters, settings and events whether imagined or real. - (Y1) 'Story language' (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing. - (Y2) Characters are simply developed as good or bad. - (Y2) Language choices help create realistic - sounding narratives. e.g. adverbs, adjectives, precise nouns(turquoise instead of blue, jumper instead of top, policeman instead of man) etc. <p><u>Grammatical features:</u> Year 1</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. 	

	<ul style="list-style-type: none"> - Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. <p>Year 2</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... - Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. - Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. - Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions, including rhetorical questions used to engage the reader. - Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. 			<ul style="list-style-type: none"> - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. <p>Year 2</p> <ul style="list-style-type: none"> - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... - Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. - Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. - Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using fullstops, capital letters and finger spaces. - Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions, including rhetorical questions used to engage the reader. - Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. - Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. - Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. - Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.
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Planning and Preparation	<ul style="list-style-type: none"> - (Y1) Learn stories orally and retell them with actions - (Y1) Make structured plans based on the chosen story by changing characters and key events. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. - Listen to/ learn stories and narrative texts that use the features required for the writing. - Use drama to understand and deepen understanding of chosen text. - Activities to deepen the understanding of the chosen story e.g. using Story Mountain and Skeletons. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. - Recognise and use 'story language' e.g. Once upon a time, later that day. happily ever after, etc. - Think, say and write sentences to tell the story or narrative in their own words. - (Y2) Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. - (Y2) Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts - (Y2) Write narratives using their plans. - (Y2) Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. - (Y2) Reread completed narratives aloud, for example, to a partner, small group or the teacher. 			
Phonics/Spelling /Grammar (See Phonics Bug Planning for more detail for Y1)	<p>Y1 Spell the days of the week accurately.</p> <p>Spell common exception words. (tricky words)</p> <p>Letters of the alphabet in order.</p> <p>Spell words phonetically.</p> <p>Write simple sentences to practice spelling.</p> <p>Begin to use noun phrases</p> <p>Use coordinating conjunctions i.e. but, or, and.</p> <p>Year 2- Segment spoken words into phonemes.</p>	<p>Y1 Words with known phonemes- first 40 sounds learnt</p> <p>Spell words with alternative sounds.</p> <p>Some common exception words. (tricky words)</p> <p>Use noun phrases.</p> <p>Use subordinating conjunctions i.e. because.</p> <p>Y2 Make plausible attempts at spelling unfamiliar words (polysyllabic words)</p> <p>Spell some common homophones.</p> <p>Begin to use expanded noun phrases.</p> <p>Use subordinating conjunctions i.e. when, if, that because.</p> <p>Use coordinating conjunctions i.e. but, or, and</p>	<p>Y1 Adding the suffix -s, -es, -ing, -ed, -er, -est. (with root words e.g. helping, helped, helper)</p> <p>Adding the prefix -un.</p> <p>Know how to make plurals +s or +es.</p> <p>Use coordinating conjunctions - but, or, and independently.</p> <p>Use past/present tense consistently.</p> <p>Y2 Spell words with contracted forms correctly.</p> <p>Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly.</p> <p>Spell common exception words. (tricky words)</p> <p>Begin to use expanded noun phrases.</p> <p>Use subordinating conjunctions i.e. when, if, that because.</p> <p>Use co-ordinating conjunctions i.e. but, or, and</p> <p>Understand past/present simple/progressive tenses.</p> <p>Recognise sentence types: command, exclamation, statement and question.</p> <p>Recognise adverbs</p>	
Punctuation	<p>Year 1</p> <p>Use full stops and capital letters. ?!</p> <p>Year 2</p>	<p>Year 1: Use full stops and capital letters ? !independently.</p> <p>Year 2: Begin to use apostrophes for omission and possession.</p>	<p>Year 1: Use full stops and capital letters and ? ! correctly and consistently.</p> <p>Year 2 Use commas to separate items in a list.</p>	

	Begin to use commas to separate items in a list.			Use inverted commas.		
Spoken Language						

Year B Year 1/2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Question	Does chocolate grow on trees?		Why is London our capital?		What is the wonder of the big top?	
Texts fiction and non fiction	Non-fiction texts Maps		Clara Button and the Magical Hat Day		If I ran the Circus Ninja Nan	
Reading Objectives						
Reading Comprehension	<p>Year 1: Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they have read or hear to their own experiences; 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; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known;</p> <p>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; 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.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Year 2: 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 poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways; recognising simple recurring literary language in stories and poetry; discussing and clarifying meaning of words, linking new meanings to known vocabulary; discussing favourite words and phrases; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meanings clear.</p> <p>Understand both the books they can read already accurately and fluently and those that 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; making inferences based on what is said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems, and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>					

Writing Text Type	Recount - holiday recount Poetry - shape poems about sweets	Instruction - instructions on how to make chocolate products Persuasion - to persuade	Story - to write a story based on Clara Button and the Magical Hat Day	Report - a report based on London Explanation - to explain why London is our capital	Story - circus story - Ninja Nan	Poetry - circus poems
Writing Objectives						
Non-fiction	<u>Recount:</u> Content and Organisation: Begin to write own sentences to go with given subheadings.(Year 1) Can write appropriate title. Starts with simple introduction (with support). Uses proper nouns. Can use a timeline to plan ideas and refer to this when writing. (Year 2) Language Features: Read given facts linked to the topic and find important key words (Year 1). Uses time conjunctions e.g. first, after that, next. Some use of adverbs. Subordinating and co-ordinating conjunctions used with support. Writing answers who, where, when and what. (Year 2)	<u>Instructions:</u> Content and Organisation: Use numbered steps to explain a process. With support, list equipment needed. (Year 1) List equipment. Order events sequentially. Choose appropriate title. (Year 2) Language Features: Use 'bossy verbs' to explain. Begin to use vocabulary of quantities/dimensions e.g. spoon/cupfull (Year 1) Use some time conjunctions e.g. First, next, finally. (Year 2) <u>Persuasion:</u> Can write simple sentences from a viewpoint. (year 1) Uses appropriate tense. Can use a writing frame to organise ideas. Beginning to write with an audience in mind and shows awareness of their viewpoint. Expresses own opinions appropriately. (year 2) Language Features:	<u>Report:</u> Content and Organisation: Basic sentences are used under given subheadings. Sentences are written independently. (Year 1) Ideas are organised into chunks that link together to begin to format basic paragraphs (use of diagram to support this at planning stage). Uses given subheadings to organise ideas (Year 2). Language Features: Identify important vocabulary (tier 2 and 3) in facts and texts related to the topic. (Year 1). Begin to write in consistent present tense. Discuss vocabulary that is important to their topic and begin to include these in own writing. (Year 2) <u>Explanation</u> Content and Organisation: Simple sentences in order on a given template/frame e.g. life cycle. (year 1) Sentences are in chronological order using some time conjunctions. Beginning to use conjunctions and consistent present tense verbs (y2). Language Features: Use of 'and' and some use of 'because' to develop ideas. Use of given topic vocabulary (Y1). Time conjunctions used e.g. first, next, then, finally. Present tense verbs used consistently. Topic vocabulary (tier 2 and 3) used appropriately. (Y2)			

		Beginning to use conjunctions to expand ideas (Year 1). Beginning to use co-ordinating conjunctions to expand ideas. (Year 2)			
Fiction			<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none">- (Y1 Simple) narratives and retellings are told/written in first or third person.- (Y1 Simple) narratives and retellings are told/written in past tense.- Events are sequenced to create texts that make sense.- The main participants are human or animal- Simple narratives use typical characters, settings and events whether imagined or real.- (Y1) ‘Story language’ (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing.- (Y2) Characters are simply developed as good or bad.- (Y2) Language choices help create realistic - sounding narratives. e.g. adverbs, adjectives, precise nouns(turquoise instead of blue, jumper instead of top, policeman instead of man) etc. <p><u>Grammatical features:</u></p> <p>Year 1</p> <ul style="list-style-type: none">- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.- Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.- Sentences are demarcated using fullstops, capital letters and finger spaces.- Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.- Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!- Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. <p>Year 2</p> <ul style="list-style-type: none">- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.	<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none">- (Y1 Simple) narratives and retellings are told/written in first or third person.- (Y1 Simple) narratives and retellings are told/written in past tense.- Events are sequenced to create texts that make sense.- The main participants are human or animal- Simple narratives use typical characters, settings and events whether imagined or real.- (Y1) ‘Story language’ (e.g. once upon a time, later that day, etc.) may be used to create purposeful sounding writing.- (Y2) Characters are simply developed as good or bad.- (Y2) Language choices help create realistic - sounding narratives. e.g. adverbs, adjectives, precise nouns(turquoise instead of blue, jumper instead of top, policeman instead of man) etc. <p><u>Grammatical features:</u></p> <p>Year 1</p> <ul style="list-style-type: none">- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.- Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.- Sentences are demarcated using fullstops, capital letters and finger spaces.- Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.- Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!- Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. <p>Year 2</p> <ul style="list-style-type: none">- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.	

			<ul style="list-style-type: none">- The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...- Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed.- Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes.- Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.- Sentences are demarcated using fullstops, capital letters and finger spaces.- Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.- Use of exclamation marks to indicate emotions such as surprise or shock e.g Help! Oh no!- Question marks can be used to form questions, including rhetorical questions used to engage the reader.- Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.- Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.- Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond.- Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.	<p>The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...</p> <p>Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed.</p> <p>Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes.</p> <p>Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.</p> <p>Sentences are demarcated using fullstops, capital letters and finger spaces.</p> <p>Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</p> <p>Use of exclamation marks to indicate emotions such as surprise or shock e.g Help! Oh no!</p> <ul style="list-style-type: none">- Question marks can be used to form questions, including rhetorical questions used to engage the reader.- Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.- Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.- Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond.- Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.
Planning and Preparation	<ul style="list-style-type: none">- (Y1) Learn stories orally and retell them with actions- (Y1) Make structured plans based on the chosen story by changing characters and key events.- Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.- Listen to/ learn stories and narrative texts that use the features required for the writing.- Use drama to understand and deepen understanding of chosen text.- Activities to deepen the understanding of the chosen story e.g. using Story Mountain and Skeletons.- Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose.- Recognise and use 'story language' e.g. Once upon a time, later that day. happily ever after, etc.- Think, say and write sentences to tell the story or narrative in their own words.- (Y2) Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc.- (Y2) Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts- (Y2) Write narratives using their plans.- (Y2) Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.- (Y2) Reread completed narratives aloud, for example, to a partner, small group or the teacher.			
Phonics/Spelling /Gramer	Y1 Spell the days of the week accurately. Spell common exception words. (tricky words)	Y1 Words with known phonemes- first 40 sounds learnt Spell words with alternative sounds. Some common exception words. (tricky words)	Y1 Adding the suffix -s, -es, -ing, -ed, -er, -est. (with root words e.g. helping, helped, helper) Adding the prefix -un.	

(See Phonics Bug Planning for more detail for Y1)	Letters of the alphabet in order. Spell words phonetically. Write simple sentences to practice spelling. Begin to use noun phrases Use co-ordinating conjunctions i.e. but, or, and. Year 2- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings ar already know, learn some words with each spelling including homophones.		Use noun phrases. Use subordinating conjunctions i.e. because. Y2 Make plausible attempts at spelling unfamiliar words (polysyllabic words) Begin to use expanded noun phrases Use subordinating conjunctions i.e. when, if, that because. Use co-ordinating conjunctions i.e. but, or, and		Know how to make plurals +s or +es. Use co-ordinating conjunctions - but, or, and independently. Use past/present tense consistently. Y2 Spell words with contracted forms correctly. Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly. Spell common exception words. (tricky words) Begin to use expanded noun phrases. Use subordinating conjunctions i.e. when, if, that because. Use co-ordinating conjunctions i.e. but, or, and Understand past/present simple/progressive tenses. Recognise sentence types: command, exclamation, statement and question. Recognise adverbs.	
	Punctuation	Year 1 Use full stops and capital letters and ? ! Begin to use commas to separate items in a list.		Year 1: Use full stops and capital letters and ? ! independently. Year 2: Begin to use apostrophes for omission and possession.		Year 1: Use full stops and capital letters and ? ! correctly and consistently. Year 2 Use commas to separate items in a list. Use inverted commas.
Spoken Language						