

Key Skills

Brant Broughton C of E & Methodist



English Plan- Year R/1/2

| | 1 | 2 | 3 |
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| Spelling/Phonics | <p>Nursery- Begin to hear initial sounds in words. -Begins to write letters of own name in correct sequence. -Begins to write letters. -Ascribes meaning to their 'writing'. Reception-Hear initial sounds in words. -Hears phonemes and write phonemes in simple words. -Use phonic knowledge to write in their spoken words. -Some words are spelt correctly others are phonetically plausible. -Begins to write words with same ending (rhyming string). -Begins to write sentences independently. -Writes some irregular words.</p> <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. Spell words phonetically. Write simple sentences to practice spelling. Year 2- Segment spoken words into phonemes.</p> | <p>Y1 Words with known phonemes- first 40 sounds learnt Spell words with alternative sounds. Some common exception words. (tricky words)</p> <p>Y2 Make plausible attempts at spelling unfamiliar words (polysyllabic words) Spell some common homophones.</p> <p>Spell phonemes in new ways when a sound is already known.</p> | <p>Y1 Adding the suffix -s, -es, -ing, -ed, -er, -est. (with root words e.g. helping, helped, helper) Adding the prefix -un.</p> <p>Know how to make plurals +s or +es. Begin to use possessive apostrophes e.g. Alfie's. Begin to spell contracted words accurately.</p> <p>Y2 Spell words with contracted forms correctly. Learn the possessive apostrophe and how this affects words and spell these words correctly. Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly. Spell common exception words. (tricky words)</p> |

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| <p>Handwriting</p> | <p>Year 1 - Sit correctly and hold a pencil correctly. Form lower case letters, starting and finishing in the right place. Form capital letters. Form numbers 0-9.</p> <p>Year 2 - Form lower case letters of the correct size relative to one another. Write capital letters and digits of the correct size and orientation. Begin to show evidence of writing with a cursive style of handwriting. Consistent finger spaces.</p> | <p>Nursery- Begin to hold pencils showing control Ascribes meaning to marks made.</p> <p>Begin to write letters in a cursive style.</p> <p>Reception- Begin to write letters and words in a cursive style</p> <p>Understand which letters belong to the handwriting families. Include finger spaces.</p> <p>Write in a cursive style.</p> | <p>Y2 Joining letters diagonally and horizontally</p> |
| <p>Composition</p> | <p>Year 1 - Say out loud what they are going to write about. -Compose a sentence orally before writing it. -Sequence a series of sentences to order a short narrative. Write about real-life experiences. Write with clear meaning in a series of simple sentences.</p> <p>Year 2- Sustain a narrative and non- narrative forms. (Write a narrative nearing up to a side of A4). Write about personal experience and the experience of others, real events, poetry and for different purposes. (narratives) Plan by writing down ideas and key words with new vocabulary.</p> <p>Write a text which is organised correctly e.g. structure of a letter.</p> | <p>Nursery- Begin to break the flow of speech into words. -Use some clear letters when writing.</p> <p>Reception- Say out loud what they are going to write about. -Compose a sentence orally before writing it. -Begin to sequence two sentences.</p> <p>Y1 Use a variety of adjectives. -Re-read what has been written to make sure it makes sense.</p> <p>Y2 Evaluate writing with others and suggest improvement. Use organisational devices in non-fiction, e.g. subtitles.</p> <p>Use imaginative words to interest a reader.</p> | <p>Y1 Make simple changes in writing where it has been suggested. -Discuss writing with others. Begin to write simple poetry. -Use literary devices such as, alliteration.</p> <p>Y2 Write poetry in a few different forms. Check for errors in spelling, grammar and punctuation.</p> <p>Read aloud with intonation.</p> <p>Use literary devices such as, alliteration, simile and metaphor.</p> <p>Begin to write in paragraphs. Begin to consider how sentence length impacts on writing.</p> |

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| | Plan and say aloud ideas for writing and then re-read for sense. | | |
| Vocabulary | Nursery- Capital letter (for their own name). Year 1- Letter, capital letter, word, singular, plural, full stop, question mark, exclamation mark, conjunction. | Know that the letters look different from each other. Reception- Letter, capital letter, word, singular, full stop, question mark, exclamation mark. Y2 Know how to add detail using adjectives. | Year 2- Noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense, apostrophe, comma, conjunction. |
| Grammar | Year 1- Join words and sentences using the conjunctions and, because, but. Y2 Use the past and present tense correctly and consistently. | Nursery- Know that words within sentences make sense. Reception- Know that you can join sentences together with and. Begin to use and in their writing. Y1 Begin to understand this differences between past and present tense. Use conjunctions such as but, because Year 2- Sentences with different forms: statement, question, exclamation, command. Expand noun phrases to describe, e.g. the green grass. Use a variety of openers. Begin to use co-ordinating and subordinating conjunctions. Use expanded noun phrases. Adverbs | Y1 Regular plural nouns -s, -es, e.g. dog, dogs. Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped. Know what happens to a word when the prefix un- is added, e.g. unhappy. Y2 Add suffixes to adjectives -ful, -less. Turn adjectives into adverbs using -ly, -est, -er. -Join sentences with the conjunctions: when, if, or, because, but, and. -Know the difference between subordinating and co-ordinating connectives. Past simple, past progressive, present simple and present progressive tenses. Know sentence types: statement, command, question and exclamation |
| Punctuation | Reception- Leave finger spaces between words. Use capital letter, full stops. Year 1- Leave spaces between words. Use capital letters and full stops. | Reception Begin to know what ? means. Know that I is a capital. Write name with capital letter. | Y2 Use apostrophe for omission and possession. |

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| | <p>Begin to use ? !</p> <p>Use capital letters for people, places, days of the week and I.</p> <p>Y2 Year 2- Use capital letters (especially for proper nouns), full stops, ? ! correctly.</p> <p>Begin to use sentence types that are correctly punctuated.</p> | <p>Y2 Use commas for a list.</p> | |
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