
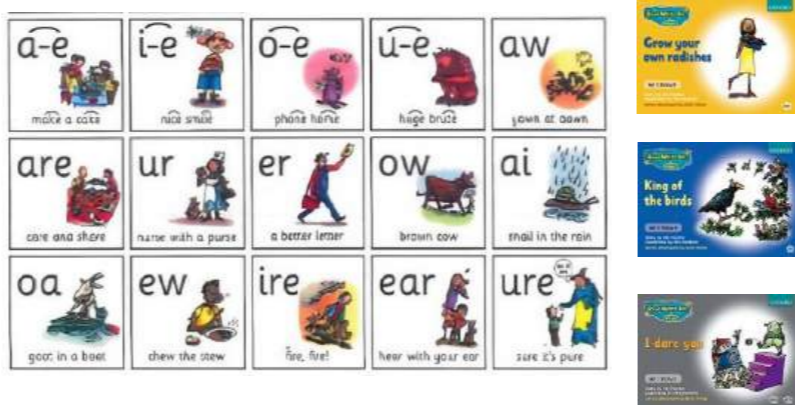




# Y1 ENGLISH CURRICULUM



	Grammatical Features	Punctuation	Phonics / Spelling	Handwriting
	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Noun</li> <li>• Sentence</li> <li>• Adjectives</li> <li>• Subordinating conjunctions (because)</li> <li>• Co-ordinating conjunctions (and, but)</li> <li>• Past and present beginning to be consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Aa?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> </ul>	<ul style="list-style-type: none"> <li>• RWI Set 1 - m, a, s, d, t, i, n, p, g, o, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</li> <li>• RWI Set 2 - ay, ee, igh, oo (moon), oo (shook), ar, or, air, ir, ou, oy</li> <li>• RWI Set 3 - ea, oi, a-e, i-e, o-e, u-e, aw, ur, er, ow, ai, oa, ew, ire, ear, ure, are</li> <li>• Plurals - adding s / es</li> <li>• Suffixes - ing, ed, est and er</li> <li>• Prefix - un</li> <li>• <a href="#">Year 1 Common Exception Words</a></li> <li>• <a href="#">Year 1 Spelling Rules</a></li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Write on the lines.</li> </ul>
	Autumn	Spring	Summer	
Writing Expectations	<ul style="list-style-type: none"> <li>* Follow Drawing Club alongside The Message Centre.</li> <li>* Alternate Maths / English lessons every day.</li> </ul> <p><u>Drawing Club Texts::</u></p> <ul style="list-style-type: none"> <li>• The Bad Tempered Ladybug</li> <li>• White Hen and Fox</li> <li>• Dear Zoo</li> <li>• The Colour Monster</li> <li>• Beegu</li> <li>• Aliens Love Underpants</li> <li>• Hansel &amp; Gretel</li> <li>• Oi Frog</li> <li>• Batfink</li> <li>• 2x non-fiction of the teacher's choice</li> <li>• 2x any genre of the teacher's choice</li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* Masterclasses to have groups of four to six children writing at the same time. Chn are expected to write a simple sentence using the correct letter formations e.g. a red cat is on a mat.</li> <li>* Progressing on to including a common exception word.</li> <li>* Children to record Drawing Club activities twice a week.</li> </ul>	<ul style="list-style-type: none"> <li>* Grammarsaurus Place Value of Grammar and Punctuation unit (5 weeks) then moving onto Curious Quests.</li> <li>* Curious Quests alongside The Message Centre.</li> <li>* Daily English lessons and small group masterclasses.</li> </ul> <p><u>Curious Quests Texts:</u></p> <ul style="list-style-type: none"> <li>• Princess Smarty Pants</li> <li>• Jack &amp; The Beanstalk</li> <li>• Enormous Turnip</li> <li>• Captain Pugwash</li> <li>• 2x non-fiction of the teacher's choice</li> <li>• 2x any genre of the teacher's choice</li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* Masterclasses to have groups of six to eight children writing at the same time.</li> <li>* Children to record Curious Quest activities three times a week.</li> </ul>	<ul style="list-style-type: none"> <li>* Follow Curious Quests alongside The Message Centre.</li> </ul> <p><u>Curious Quests Texts:</u></p> <ul style="list-style-type: none"> <li>• The Three Little Pigs</li> <li>• Open Carefully</li> <li>• Where The Wild Things Are</li> <li>• Tiddler</li> <li>• Gingerbread Man</li> <li>• Superworm</li> <li>• 2x non-fiction of the teacher's choice</li> <li>• 2x any genre of the teacher's choice</li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* Masterclasses to have eight c children writing at the same time.</li> <li>* Children to record Curious Quests activities daily.</li> <li>* Daily English lessons and small group masterclasses. Two groups to work at the same time now.</li> </ul>	

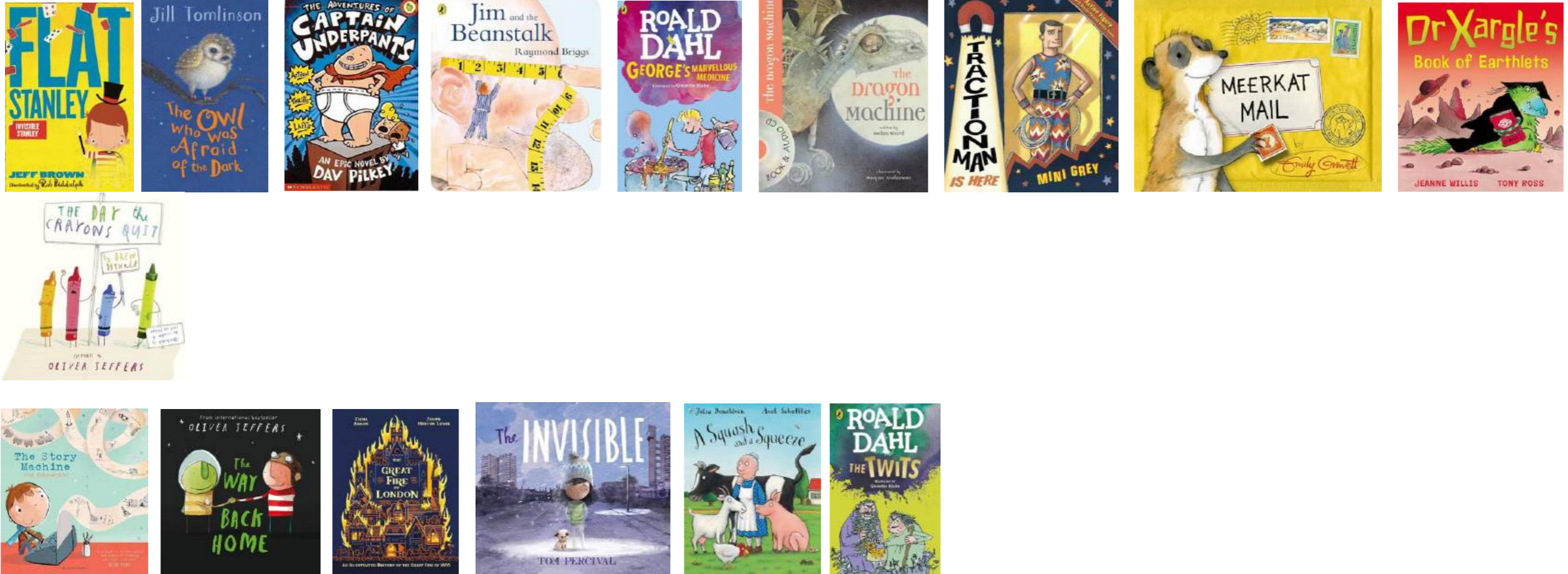
Phonics Expectations	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p> <ul style="list-style-type: none"> <li>Recap any sounds necessary.</li> <li>Focus on fluency and comprehension.</li> </ul>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>
Spelling	<p>Children need to be able to read and spell the following common exception words:</p> <ul style="list-style-type: none"> <li>are, be, of, was, he, me, she, go, so, come, were, is, his, were, they</li> </ul> <p><u>Spelling Rule:</u></p> <ul style="list-style-type: none"> <li>Plural adding s / es</li> </ul>	<p>Children need to be able to read and spell the following common exception words:</p> <ul style="list-style-type: none"> <li>one, once, by, do, friend, says, here, there, where, love, some, ask, school, house, our.</li> </ul> <p><u>Spelling Rule:</u></p> <ul style="list-style-type: none"> <li>adding er / est to root words</li> </ul>	<ul style="list-style-type: none"> <li>Recap any Common Exception Words.</li> </ul> <p><u>Spelling Rules:</u></p> <ul style="list-style-type: none"> <li>words ending in -y</li> <li>words ending in -tch</li> <li>prefix -un</li> <li>k before e, i and y</li> </ul>
Class Novels / Texts	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>She sells seashells</li> <li>If You Should Meet a Crocodile - Christine Fletcher</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>My monster and me - Nadiya Hussain</li> <li>My skin your skin - Laura Henry-Allain</li> <li>The dinosaur that pooped a planet</li> <li>Here we are</li> <li>Man on the moon</li> <li>Counting on Katherine</li> <li>The Darkest Dark</li> <li>Neil Armstrong (Little People, Big Dreams)</li> <li>Mae Jemison (Little People, Big Dreams)</li> <li>The Book of blast off</li> <li>Look inside space</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> <li>Class novel time is to be used to answer comprehension objectives e.g. inference, prediction, vocab etc. Questions and answers to be verbally recorded in a small floor book.</li> </ul>	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>Now we are six - A.A. Milne</li> <li>Aliens From Planet Trouble</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>The Queen's Orangutan</li> <li>The Queen's Knickers</li> <li>The Queen's Handbag Paddington at the palace</li> <li>Princess and the Pea</li> <li>The very smart pea and the princess to be - Mini Grey</li> <li>Great Women who Changed the World - Kate Pankhurst</li> <li>Great Britons - Imogen Williams</li> <li>Little Elizabeth: The Young Princess Who Became Queen</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> <li>Class novel time is to be used to answer comprehension objectives e.g. inference, prediction, vocab etc. Questions and answers to be verbally recorded in a small floor book.</li> </ul>	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>At The Zoo - William Makepeace</li> <li>Ning Nang Nong</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>The House that one was</li> <li>Iggy Peck, Architect</li> <li>Ada twist, scientist</li> <li>When the rain comes - Tom Pow</li> <li>Grandad's Island</li> <li>Selection of little people, big dreams books.</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> <li>Class novel time is to be used to answer comprehension objectives e.g. inference, prediction, vocab etc. Questions and answers to be verbally recorded in a small floor book.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RHs Favourites</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Room on the Broom, Tiddler, Monkey Puzzle, The Ugly Five, Highway Rat, Traction Man, Traction Man Meets Turbo, Toys in Space, The Dish Ran Away with the Spoon, Snow White, Rumpelstiltskin, Elves and the Shoemaker, Gigantic Turnip, Oliver's Vegetables, Extraordinary Gardener, Lighthouse Keeper's Lunch, Storm Whale, Cave Baby, Bog Baby, Colour Monster, Ugly Duckling, The Trouble with Trolls, True Story of the Three Little Pigs (John Cieszka), Slug needs a Hug</p> </div> </div>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Important Dates</p>	<ul style="list-style-type: none"> <li>• W/C Monday 2<sup>nd</sup> September - Phonics Assessments</li> <li>• W/C Monday 14<sup>th</sup> October - Phonics 2018 Test</li> <li>• W/C Monday 21<sup>st</sup> October - Phonics Assessments</li> <li>• W/C Monday 25<sup>th</sup> November - Phonics 2019 Test</li> <li>• W/C Monday 16<sup>th</sup> December - Phonics Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• W/C Monday 17<sup>th</sup> February - Phonics 2022 Test</li> <li>• W/C Monday 3<sup>rd</sup> March - Phonics Assessments</li> <li>• W/C Monday 24<sup>th</sup> March - Phonics 2023 Test</li> </ul>	<ul style="list-style-type: none"> <li>• W/C Monday 12<sup>th</sup> May - Phonics Assessments</li> <li>• W/C Monday 19<sup>th</sup> May - Phonics 2024 Test</li> <li>• W/C Monday 9<sup>th</sup> June 2025 - Phonics Screening Test</li> <li>• W/C Monday 14<sup>th</sup> July - Phonics Assessments</li> </ul>

# Y2 ENGLISH CURRICULUM

	Grammatical Features	Punctuation	Phonics / Spelling	Handwriting
	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Sentence</li> <li>• Noun and expanded noun phrase</li> <li>• Verbs</li> <li>• Adverbs</li> <li>• Adjective</li> <li>• Subordinating (when, if, that, because) and Coordinating conjunctions (but, or, and)</li> <li>• Past and present mostly consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Aa?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophe for contraction</li> <li>• Possessive apostrophe</li> <li>• Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Recap any Y1 Spelling Rules as required</li> <li>• Recap any Phonics sounds as required</li> <li>• Contractions - can't, didn't, hasn't, couldn't etc.</li> <li>• Suffixes - ment, ness, ful, less, ly</li> <li>• Homophones - to/too/two, there/their, no/know, sea/see</li> <li>• <a href="#">Year 2 Common Exception Words</a></li> <li>• <a href="#">Year 2 Spelling Rules</a></li> </ul>	<ul style="list-style-type: none"> <li>• Use most lead in strokes in join letters.</li> <li>• Write letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>
	Autumn	Spring	Summer	
Writing / Genre Expectations	<p>Follow Y1 Curious Quests planning alongside The Message Centre.</p> <p><u>Autumn 1 - Curious Quest Texts:</u></p> <ul style="list-style-type: none"> <li>• Pirate Pete</li> <li>• Lost and Found</li> <li>• The Odd Egg</li> <li>• Pink Panther</li> <li>• Willow The Wisp</li> <li>• Are the dinosaurs dead, dad?</li> <li>• <i>Other weeks focussing on any objectives necessary.</i></li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* Masterclasses to have eight children writing at once now.</li> <li>* Chn are expected to write multiple sentences including conjunctions and writing on the lines.</li> <li>* Children to record Curious Quests activities daily.</li> </ul> <p><u>Autumn 2 - Y2 Curious Quests Planning Focuses:</u></p> <ul style="list-style-type: none"> <li>• Diary - Paddington Bear</li> <li>• Wanted Poster - Three Bad Pigs</li> <li>• Fact File - Dragon and The Machine</li> <li>• Letter - Santa</li> <li>• Story (Rags to Riches)</li> <li>• Any other genres to be chosen by teacher or driven by the children.</li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* Masterclasses to have eight children writing at once now.</li> </ul>	<p>Y2 PVPG Unit (5 weeks)</p> <p><u>Spring 2 - Y2 Curious Quests Planning Focuses:</u></p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Non-Chronological Report</li> <li>• Story (overcome the monster)</li> <li>• Story (rags to riches)</li> <li>• Postcard</li> <li>• Letter - Day the Crayon's Quit</li> <li>• Any other genres to be chosen by teacher or driven by the children.</li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* Masterclasses to have half of the class writing at once now.</li> <li>* Children will write a text type by the end of the week. Each day will be writing one section.</li> </ul>	<p>Now following <i>Main Writing Journey</i>.</p> <p><u>Genres:</u></p> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Narrative - Traditional Tale</li> <li>• Explanation</li> <li>• Poetry - Diamante</li> <li>• <i>Other weeks focussing on any objectives necessary.</i></li> </ul> <p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>* All children to be writing at the same time. Teacher and TA will have groups.</li> </ul>	

	* Children will write a text type by the end of the week. Each day will be writing one section.			
Suggestions			<ul style="list-style-type: none"> <li>• Instructions - <a href="#">Dragon and the Machine</a></li> <li>• Instructions - <a href="#">Jack and the Beanstalk</a> - how to capture a giant</li> <li>• <a href="#">Postcard</a> - <a href="#">Meerkat Mail</a></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - <a href="#">The Story Machine by Tom McLaughlin</a> - rewrite story with own invention</li> <li>• Narrative - <a href="#">Traction Man</a></li> <li>• Diary - <a href="#">The Way Back Home</a></li> <li>• Explanation - <a href="#">The Story Machine by Tom McLaughlin</a> - explain how the machine works</li> <li>• Explanation - Looking after a monster</li> </ul>
Phonics / Spelling	<p><u>Autumn 1</u> Recap any sounds necessary. Focus on fluency and comprehension.</p>  <p><u>Autumn 2</u> Read, Write, Inc Spelling Book A Units 1 - 7</p> <p>Also learn to read, write and spell: after, many, any, bath, both, beautiful, pass, grass, class, child, children, climb</p>	<p><u>Autumn 1</u> Recap any sounds necessary. Focus on fluency and comprehension.</p>  <p><u>Autumn 2</u> Read, Write, Inc Spelling Book A Units 1 - 7</p> <p>Also learn to read, write and spell: after, many, any, bath, both, beautiful, pass, grass, class, child, children, climb</p>	<ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book A Units 8 - 15</p> <p>Read, Write, Inc Spelling Book B Units 1-4</p> <p>Also learn to read, write and spell: past, last, fast, door, even, because, every, everybody, floor, Christmas, father, find, cold, gold, hold, old, told, busy, great, half, move, prove, improve, kind, mind, behind, find, eye, again, money</p>	<ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book B Units 4-15</p> <p>Also learn to read, write and spell: could, should, would, most, hour, only, Mr, Mrs, parents, break, steak, people, plant, poor, pretty, clothes, sugar, sure, water, whole, who, wild</p>
SPAG				<p><u>Summer 1</u> Capital letters for names and places</p> <p><u>Summer 2</u> Questions and exclamations</p>
Reading Sessions			<ul style="list-style-type: none"> <li>• 2x Whole Class Reading - verbally record all slides in a floor book.</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>	<p>Fluency Assessment</p> <ul style="list-style-type: none"> <li>• 2x Whole Class Reading - record rapid retrieval in individual books, other slides to be answered verbally in a floor book.</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading comprehension sheet</li> </ul> <p>Fluency Assessment</p>
Class Novels / Texts	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">The Owl and the pussycat by Edward Lear</a></li> <li>• <a href="#">Please Do Not Feed The Animals</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• The Great fire of London: Anniversary edition of the great fire 1666</li> <li>• The great fire of London : Usborne young readers</li> <li>• Fire Fire! A struggle for survival in the great fire of London 1666</li> <li>• Selection of Little people, big dreams books</li> <li>• Selection of great women who books</li> </ul>		<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">On the Ning Nang Noo by Soike Milligan</a></li> <li>• <a href="#">A Ballroom for St Bernards</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• The Boy who biked the world collection</li> <li>• Journey by Aaron Becker</li> <li>• Paddington Bear</li> <li>• Meerkat mail</li> <li>• The Lion and the Mouse By Jerry Pinkney</li> </ul>	
				<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Hurt No Living Thing - Christina Rossetti</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• The Giraffe, the Pelly and Me by Roald Dahl</li> <li>• We are water protectors by Carole Lindstorm</li> <li>• The Flower by John Light</li> <li>• The great kapok tree by Lynne Cherry</li> <li>• If you come to earth by Sophie Blackall</li> <li>• The uncorker of ocean bottles</li> <li>• A planet full of plastic by Neal Layton</li> </ul>

	<ul style="list-style-type: none"> <li>Mae Jemison: a kids book about reaching your dreams</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <p>Class novel time is to be used to answer comprehension objectives e.g. inference, prediction, vocab etc. Questions and answers to be verbally recorded in a small floor book.</p>	<ul style="list-style-type: none"> <li>A Collection of Rudyard Kipling's Just So Stories by Rudyard Kipling &amp; Various Illustrators</li> <li>The Whale who wanted more by Racehl Bright</li> <li>The most important animal of all by Penny Worms</li> <li>The Book Who Would Be King</li> </ul> <p>Pupils / teacher to choose any extra texts.</p>	<p>Pupils / teacher to choose some non-fiction texts.</p>
<p>RHs Favourites</p>			
<p>Important Dates</p>	<ul style="list-style-type: none"> <li>W/C Monday 2<sup>nd</sup> September - Phonics Assessments</li> <li>W/C Monday 14<sup>th</sup> October - Phonics 2018 Test</li> <li>W/C Monday 21<sup>st</sup> October - Phonics Assessments</li> <li>W/C Monday 25<sup>th</sup> November - Phonics 2019 Test</li> <li>W/C Monday 16<sup>th</sup> December - Phonics Assessments</li> </ul>	<ul style="list-style-type: none"> <li>W/C Monday 17<sup>th</sup> February - Phonics 2022 Test</li> <li>W/C Monday 3<sup>rd</sup> March - Phonics Assessments</li> <li>W/C Monday 17<sup>th</sup> March - Reading Fluency Assessments</li> <li>W/C Monday 24<sup>th</sup> March - Testbase Assessments</li> <li>W/C Monday 24<sup>th</sup> March - Phonics 2023 Test</li> </ul>	<ul style="list-style-type: none"> <li>W/C Monday 12<sup>th</sup> May - Phonics Assessments</li> <li>W/C Monday 19<sup>th</sup> May - Phonics 2024 Test</li> <li>W/C Monday 9<sup>th</sup> June 2025 - Phonics Screening Test</li> <li>W/C Monday 16<sup>th</sup> June - Reading Fluency Assessments</li> <li>W/C Monday 14<sup>th</sup> July - Phonics Assessments</li> </ul>