





















Y1 ENGLISH CURRICULUM

Grammatical Features	Punctuation	Phonics / Spelling	Handwriting
<ul style="list-style-type: none"> • Subject • Noun • Sentence • Adjectives • Subordinating conjunctions (because) • Co-ordinating conjunctions (and, but) • Past and present beginning to be consistent 	<ul style="list-style-type: none"> • Aa.?! • Spaces to separate words • Capital Letter for start of sentence, names, personal pronoun - I 	<ul style="list-style-type: none"> • 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 • RWI Set 2 - ay, ee, igh, oo (moon), oo (shook), ar, or, air, ir, ou, oy • RWI Set 3 - ea, oi, a-e, i-e, o-e, u-e, aw, ur, er, ow, ai, oa, ew, ire, ear, ure, are • Plurals - adding s / es • Suffixes - ing, ed, est and er • Prefix - un • Year 1 Common Exception Words • Year 1 Spelling Rules 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Write on the lines.



	Autumn	Spring	Summer
Writing Expectations	<ul style="list-style-type: none"> • Follow Drawing Club alongside The Message Centre. • Alternate Maths / English lessons every day. <p><u>Drawing Club Texts::</u></p> <ul style="list-style-type: none"> • The Bad Tempered Ladybug • White Hen and Fox • Dear Zoo • The Colour Monster • Beegu • Aliens Love Underpants • Hansel & Gretel • Oi Frog • Batfink • 2x non-fiction of the teacher's choice • 2x any genre of the teacher's choice <p><u>Expectations:</u></p> <ul style="list-style-type: none"> • 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. • Progressing on to including a common exception word. • Children to record Drawing Club activities twice a week. 	<ul style="list-style-type: none"> • Alternate SPAG focus weeks and Curious Quests. • Daily English lessons and small group masterclasses. <p><u>Curious Quests Texts:</u></p> <ul style="list-style-type: none"> • Princess Smarty Pants • Jack & The Beanstalk • Enormous Turnip • Captain Pugwash • 2x non-fiction of the teacher's choice • 2x any genre of the teacher's choice <p><u>Expectations:</u></p> <ul style="list-style-type: none"> • Masterclasses to have groups of six to eight children writing at the same time. • Children to record Curious Quest activities three times a week. 	<ul style="list-style-type: none"> • Follow Curious Quests alongside The Message Centre. <p><u>Curious Quests Texts:</u></p> <ul style="list-style-type: none"> • The Three Little Pigs • Open Carefully • Where The Wild Things Are • Tiddler • Gingerbread Man • Superworm • 2x non-fiction of the teacher's choice • 2x any genre of the teacher's choice <p><u>Expectations:</u></p> <ul style="list-style-type: none"> • Masterclasses to have eight c children writing at the same time. • Children to record Curious Quests activities daily. • Daily English lessons and small group masterclasses. Two groups to work at the same time now.

Phonics Expectations	<p>Recap any Set 1 Sounds then:</p> <table border="1"> <tr> <td>ay may I play?</td> <td>ee what can you see?</td> <td>igh fly high</td> <td>ow blow the snow</td> <td>oo poo at the zoo</td> <td></td> </tr> <tr> <td>oo look at a book</td> <td>ar start the car</td> <td>or shut the door</td> <td>air that's not fair</td> <td>ir whirl and twirl</td> <td></td> </tr> <tr> <td>ou shout it out</td> <td>oy toy for a boy</td> <td>ea cup of tea</td> <td>oi spoil the boy</td> <td></td> <td></td> </tr> </table>	ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo		oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl		ou shout it out	oy toy for a boy	ea cup of tea	oi spoil the boy			<table border="1"> <tr> <td>a-e make a cake</td> <td>i-e rice snice</td> <td>o-e phone hurie</td> <td>u-e huge bruce</td> <td>aw yawn at dawn</td> <td></td> </tr> <tr> <td>are care and share</td> <td>ur nurse with a purse</td> <td>er a better letter</td> <td>ow brown cow</td> <td>ai snail in the rain</td> <td></td> </tr> <tr> <td>oa goat in a boat</td> <td>ew chew the stew</td> <td>ire fire, fire!</td> <td>ear hear with your ear</td> <td>ure sure it's pure</td> <td></td> </tr> </table>	a-e make a cake	i-e rice snice	o-e phone hurie	u-e huge bruce	aw yawn at dawn		are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain		oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure		Assessments	<ul style="list-style-type: none"> • Recap any sounds necessary. • Focus on fluency and comprehension. <div style="display: flex; justify-content: space-around;">   </div>	Assessments
ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo																																					
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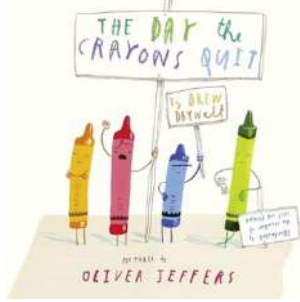
Spelling	<p>Children need to be able to read and spell the following common exception words:</p> <ul style="list-style-type: none"> • are, be, of, was, he, me, she, go, so, come, were, is, his, were, they <p><u>Spelling Rule:</u></p> <ul style="list-style-type: none"> • Plural adding s / es 	<p>Children need to be able to read and spell the following common exception words:</p> <ul style="list-style-type: none"> • one, once, by, do, friend, says, here, there, where, love, some, ask, school, house, our. <p><u>Spelling Rule:</u></p> <ul style="list-style-type: none"> • adding er / est to root words 	<ul style="list-style-type: none"> • Recap any Common Exception Words. <p><u>Spelling Rules:</u></p> <ul style="list-style-type: none"> • words ending in -y • words ending in -tch • prefix -un • k before e, i and y
Class Novels / Texts	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> • She sells seashells • If You Should Meet a Crocodile - Christine Fletcher <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> • My skin your skin - Laura Henry-Allain • The dinosaur that pooped a planet • Here we are • Man on the moon • Counting on Katherine • The Darkest Dark • Neil Armstrong (Little People, Big Dreams) • Mae Jemison (Little People, Big Dreams) • The Book of blast off • Look inside space <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> • 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><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> • Now we are six - A.A. Milne • Aliens From Planet Trouble <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> • The Queen's Knickers • Princess and the Pea • The very smart pea and the princess to be - Mini Grey • Little Elizabeth: The Young Princess Who Became Queen <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> • 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><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> • At The Zoo - William Makepeace • Ning Nang Nong <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> • The Three Little Pigs • Iggy Peck, Architect • Grandad's Island • Selection of little people, big dreams books. • Mae Jemison: a kids book about reaching your dreams <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> • 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.
RHs Favourites	<div data-bbox="189 1213 418 1444" data-label="Image"> </div> <p>Room on the broom, tiddler, monkey puzzle, the ugly five, highway rat, traction man, traction man meets turbo, Toys in space, and the dish ran away with the spoon, snow white, Rumpelstiltskin, elves and the shoemaker, gigantic turnip, oliver's vegetables, extraordinary gardener, lighthouse keepers 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>		
Important Dates	<ul style="list-style-type: none"> • W/C Monday 2nd September - Phonics Assessments • W/C Monday 14th October - Phonics 2018 Test • W/C Monday 21st October - Phonics Assessments • W/C Monday 25th November - Phonics 2019 Test • W/C Monday 16th December - Phonics Assessments 	<ul style="list-style-type: none"> • W/C Monday 17th February - Phonics 2022 Test • W/C Monday 3rd March - Phonics Assessments • W/C Monday 24th March - Phonics 2023 Test 	<ul style="list-style-type: none"> • W/C Monday 12th May - Phonics Assessments • W/C Monday 19th May - Phonics 2024 Test • W/C Monday 9th June 2025 - Phonics Screening Test • W/C Monday 14th July - Phonics Assessments

Y2 ENGLISH CURRICULUM

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

Suggestions			<ul style="list-style-type: none"> • Instructions - Dragon and the Machine • Instructions - Jack and the Beanstalk - how to capture a giant • Postcard - Meerkat Mail 	<ul style="list-style-type: none"> • Narrative - The Story Machine by Tom McLaughlin - rewrite story with own invention • Narrative - Traction Man • Diary - The Way Back Home • Explanation - The Story Machine by Tom McLaughlin - explain how the machine works • Explanation - Looking after a monster
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>Assessments</u></p> <ul style="list-style-type: none"> • Spelling test after every two units to identify any rules to recap or to cover through intervention. <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"> • Spelling test after every two units to identify any rules to recap or to cover through intervention. <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>Spring 2</u> Questions and exclamations</p>	<p><u>Summer 1</u> Capital letters for names and places</p> <p><u>Summer 2</u> Apostrophes for contractions</p>
Reading Sessions			<p><u>Fluency Assessment</u></p> <ul style="list-style-type: none"> • 2x Whole Class Reading - verbally record all slides in a floor book. • 2x Fluency - reading in groups • 1x Reading Comprehension sheet 	
Class Novels / Texts	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> • The Owl and the pussycat by Edward Lear • Please Do Not Feed The Animals <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> • The Great fire of London: Anniversary edition of the great fire 1666 • The great fire of London : Usborne young readers • Fire Fire! A struggle for survival in the great fire of London 1666 • Selection of Little people, big dreams books • Selection of great women who books • Mae Jemison: a kids book about reaching your dreams <p>Pupils / teacher to choose any extra texts.</p> <p><u>Expectations</u> 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>	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> • On the Ning Nang Noo by Soike Milligan • A Ballroom for St Bernards <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> • Meerkat mail • The Lion and the Mouse By Jerry Pinkney • The most important animal of all by Penny Worms • The Boy Who Would Be King by Micheal Monpurgo • If I were king by Chelsea O'Bryne <p>Pupils / teacher to choose any extra texts.</p>	<p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> • Hurt No Living Thing - Christina Rossetti <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> • The Boy who biked the world collection • Journey by Aaron Becker • The Giraffe, the Pelly and Me by Roald Dahl • We are water protectors by Carole Lindstorm • A planet full of plastic by Neal Layton • The Whale who wanted more by Racehl Bright <p>Pupils / teacher to choose some non-fiction texts.</p>	

RHs
Favourites



Important
Dates

- W/C Monday 2nd September - Phonics Assessments
- W/C Monday 14th October - Phonics 2018 Test
- W/C Monday 21st October - Phonics Assessments
- W/C Monday 25th November - Phonics 2019 Test
- W/C Monday 16th December - Phonics Assessments

- W/C Monday 17th February - Phonics 2022 Test
- W/C Monday 3rd March - Phonics Assessments
- W/C Monday 17th March - Reading Fluency Assessments
- W/C Monday 24th March - Testbase Assessments
- W/C Monday 24th March - Phonics 2023 Test

- W/C Monday 12th May - Phonics Assessments
- W/C Monday 19th May - Phonics 2024 Test
- W/C Monday 9th June 2025 - Phonics Screening Test
- W/C Monday 16th June - Reading Fluency Assessments
- W/C Monday 14th July - Phonics Assessments