

Spoken Language

Everyday children spend 15 or 20 minutes storytelling

-pupils are taught to:

- listen and respond appropriately to adults and peers
- ask relevant questions and use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes
- maintain attention and participate actively in collaborative conversations; participate in discussions, presentations, performances, role play, improvisations and debate
- develop understanding through speculating, hypothesising, imaging and exploring ideas
- speak audibly and fluently with increasing command of standard English; gain and maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others.

Reading (word reading including phonics)

-Continue to apply phonic knowledge and skills as well as other strategies

-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

-read accurately words of two or more syllables that contain the same GPCs as above

- read words containing common suffixes

-read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word

-read most words quickly and accurately when they have been frequently encountered without overt sounding and blending

-read aloud books closely matched to their improving word reading knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

-re-read books to build up their fluency and confidence in word reading.

Reading (comprehension)

-Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), 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 their 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 the meaning clear
- understand both the books that they can already read 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 on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing (transcription) spelling and handwriting

Pupils will be taught using the Talk for Writing teaching sequence.

-As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

- spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- distinguishing between homophones and near homophones
- learning to spell common exception words; more words with contracted forms
- learning the possessive apostrophe (singular) e.g. the girl's book

-Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly

-apply spelling rules and guidelines, as listed below

-write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

-The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

-The /s/ sound spelt c before e, i and y

- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /ɹ/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt -le at the end of words
- The /l/ or /əl/ sound spelt -el at the end of words
- The /l/ or /əl/ sound spelt -al at the end of words
- Words ending -il
- The /aɪ/ sound spelt -y at the end of words
- Adding -es to nouns and verbs ending in -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.
- Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- The /i:/ sound spelt -ey
- The /ɒ/ sound spelt a after w and qu
- The /ɜ:/ sound spelt or after w
- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- The suffixes -ment, -ness, -ful, -less and '-ly'
- Words ending in -tion

Pupils will be taught to write with a joined style as soon as they can:

-form lower-case letters of the correct size relative to one another

-start using some of the diagonal and horizontal strokes needed to join letters

- write capital 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.

-Revise and practice correct letter formation

Writing (composition) Text, Sentence and Word Level (Vocabulary, grammar and punctuation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>-Consolidate Year 1 list</p> <p>-Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately</i> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>-Non-Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading, Hook to engage reader, Factual statement / definition, Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending: Make final comment to reader, Extra tips! / Did-you-know? facts / True or false? <p>-The consistent use of present tense versus past tense throughout texts</p> <p>-Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>-Consolidate Year 1 list</p> <p>-Types of sentences:</p> <p>Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>-Vary openers to sentences</p> <p>-Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i></p> <p>adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>-Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>-Complex sentences (Subordination) using:</p> <p>Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>-Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>-Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>-Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>-List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>-Consolidate Year 1 list</p> <p>-Prepositions: <i>behind above along before between after</i></p> <p>-Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>-Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p> <p>using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>-Consolidate Year 1 list</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>-Consolidate:</p> <p>Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>‘Speech marks’</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>