

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

