

## English - Year 1 and 2

Autumn	Spring	Summer
<p><b><u>Reading Comprehension</u></b></p> <p><b><u>Year 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>▪ being encouraged to link what they read or hear read to their own experiences</li><li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>▪ recognising and joining in with predictable phrases</li><li>▪ learning to appreciate rhymes and poems, and to recite some by heart</li><li>▪ discussing word meanings, linking new meanings to those already known</li></ul></li><li>▪ understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>▪ discussing the significance of the title and events</li><li>▪ making inferences on the basis of what is being said and done</li></ul></li></ul>		

## English - Year 1 and 2

- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

### Year 2

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, 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 and clarifying the meanings of words, linking new meanings to known vocabulary
  - 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

## English - Year 1 and 2

- 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

Pupils will write for different purposes and audiences including:

Stories

Recounts

Descriptions

Poems

### Writing

Pupils will write for different purposes and audiences including:

Stories

Recounts

Descriptions

Poems

Information texts

### Writing

Pupils will write for different purposes and audiences including:

Stories

Recounts

Descriptions

Poems

Instructions

## English - Year 1 and 2

Pupils will learn how to:

- develop positive attitudes towards and stamina for writing
- consider what they are going to write before beginning
- make simple additions, revisions and corrections to their own writing
- read aloud what they have written with appropriate intonation to make the meaning clear.

### **Spellings**

#### **Year 1**

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

## English - Year 1 and 2

- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Year 2

Pupils should be taught to:

- 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
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
  - add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

## English - Year 1 and 2

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting and Presentation**

#### **Year 1**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

#### **Year 2**

Pupils should be taught to:

- 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 and understand which letters, when adjacent to one another, are best left unjoined

## English - Year 1 and 2

- 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.