

**Hillmead Primary School**  
**English Overview - Objectives**

Year 2

Autumn 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p><b>The Bear and The Piano</b></p> <p><b>The Minpins</b></p>	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>- Recognising simple recurring literary language in stories and poetry</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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>- Making predictions and simple inferences</li> </ul> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<ul style="list-style-type: none"> <li>- segment spoken words into phonemes and represent these by graphemes, spelling most of these correctly</li> <li>- spell common exception words</li> <li>- learn to spell words with contracted forms</li> <li>- add suffixes to spell longer words</li> </ul> <p>- Learning the possessive apostrophe (singular) [for example, the girl's book]</p>	<ul style="list-style-type: none"> <li>- Joining words and joining clauses using <i>and</i></li> <li>- Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement,</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Use expanded noun phrases to describe and specify</li> <li>- Joining words and joining clauses using <i>and</i> and <i>or</i></li> <li>- Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> <li>- Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example,</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the sequence of events in books and how items of information are related</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>- Making inferences on the basis of what is being said and done</li> <li>- 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</li> </ul>		<ul style="list-style-type: none"> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>- Commas to separate items in a list</li> </ul>	<p><b>ends of sentences punctuated correctly]</b></p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form</li> </ul>
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Autumn 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p><b>The Journey Home</b></p> <p><b>House Held up by Trees</b></p> <p><b>The Polar Express</b></p>	<ul style="list-style-type: none"> <li>- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1)</li> <li>- Read other words of more than one syllable that contain taught GPCs (Y1)</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- Read words containing common suffixes</li> <li>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>(LKS2) - Read further exception words, noting the</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- 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</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- Being introduced to non-fiction books that are structured in different ways</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Add prefixes and suffixes:</li> <li>- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning to spell more words with contracted forms</li> <li>- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>(LKS2) - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<ul style="list-style-type: none"> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>- Expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>- Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Commas to separate items in a list</li> <li>- Capital letters for names and for the personal pronoun I [Revision of Year 1]</li> <li>- Formation of adjectives using suffixes such as –ly</li> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by:</li> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing for different purposes</li> <li>Consider what they are going to write before beginning by:</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> <li>- Encapsulating what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing by:</li> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example,</li> </ul>

	<p>unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Recognising simple recurring literary language in stories and poetry</li> </ul> <p>(KS1) - Learning to appreciate rhymes and poems, and to recite some by heart</p> <ul style="list-style-type: none"> <li>- Recognising simple recurring literary language in stories and poetry</li> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>		<ul style="list-style-type: none"> <li>- Apostrophes to mark where letters are missing in spelling</li> </ul> <p>(KS1) - Capital letters for names and for the personal pronoun I</p> <p>(LKS2) - Use of paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> <li>- Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> <li>- Use of commas after fronted adverbials</li> </ul>	<p>ends of sentences punctuated correctly]</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing poetry</li> </ul> <p>Writing narratives about personal experiences and those of others (real and fictional)</p>
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Spring 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p><b>The Goldilocks Project</b></p> <p><b>Jim and the Beanstalk</b></p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> <li>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Read words containing common suffixes</li> <li>- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1)</li> <li>- Read other words of more than one syllable that contain taught GPCs (Y1)</li> <li>- Apply phonic knowledge and skills as the route to decode words (Y1)</li> <li>- Read other words of more than one syllable that contain taught GPCs(Y1)</li> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Recognising simple recurring literary language in stories and poetry</li> <li>- 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</li> <li>- Being encouraged to link what they read or hear read to their own experiences (Y1)</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Making inferences on the basis of what is being said and done</li> </ul>	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (Y1)</li> <li>- Learning to spell common exception words</li> <li>- Words containing each of the 40+ phonemes already taught (Y1)</li> <li>- 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] (Y1)</li> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>- Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- Use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- Apostrophes to mark where letters are missing in spelling and to mark singular</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing for different purposes</li> <li>Consider what they are going to write before beginning by:</li> <li>- Planning or saying out loud what they are going to write about</li> <li>Make simple additions, revisions and corrections to their own writing by:</li> <li>- Evaluating their writing with the teacher and other pupils</li> <li>Discuss what they have written with the teacher or other pupils (Y1)</li> <li>Develop positive attitudes towards and stamina for writing by:</li> <li>Make simple additions, revisions and corrections to their own writing by:</li> <li>- Re-reading to check that their writing makes sense</li> </ul>

	<p>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>- Answering and asking questions</p> <p>- Making links between the book they are reading and other books that they have read</p>		<p>possession in nouns [for example, <i>the girl's name</i>]</p> <p>- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>- Sequencing sentences to form short narratives</p> <p>- Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form</p> <p>- Read aloud what they have written with appropriate intonation to make the meaning clear</p>
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Spring 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p><b>The Great Fire of London</b></p> <p><b>Rosie Revere, Engineer</b></p>	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words and re-read these books to build up their fluency and confidence in word reading</li> </ul>	<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>- Discussing the sequence of events in books and how items of information are related</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> </li> <li>- Being introduced to non-fiction books that are structured in different ways</li> <li>Understand both the books that they can already read accurately and fluently and those that 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> </ul> </li> <li>- Making inferences on the basis of what is being said and done</li> <li>- Predicting what might happen on the basis of what has been read so far</li> <li>- Explain and discuss their understanding of books,</li> </ul>	<ul style="list-style-type: none"> <li>-Add suffixes to spell longer words eg –ment, -ful, -ness, -less, -ly</li> </ul> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Distinguishing between homophones and near-homophones</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>- Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Use apostrophes for contraction and singular possession</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> </ul> </li> <li>- Writing for different purposes</li> <li>- Writing about real events</li> <li>Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about</li> </ul> </li> <li>- Writing down ideas and/or key words, including new vocabulary</li> <li>Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> </ul> </li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>

		<p>poems and other material, both those that they listen to and those that they read for themselves</p> <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>- Discussing word meanings, linking new meanings to those already known</li></ul>			<ul style="list-style-type: none"><li>- Proof-reading to check for errors in spelling, grammar and punctuation</li></ul>
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Summer 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p><b>The Owl and The Pusseycat</b></p> <p><b>Tadpole's Promise</b></p>	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- Read words containing common suffixes</li> <li>- Re-read these books to build up their fluency and confidence in word reading</li> <li>- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) (Y1)</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Recognising simple recurring literary language in stories and poetry</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- Answering and asking questions</li> </ul> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Being encouraged to link what they read or hear read to their own experiences (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning to spell more words with contracted forms</li> <li>- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>- Spell words containing alternative spellings of the /ow/ phoneme.</li> <li>- Learn the possessive apostrophe (singular) [for example, the girl's book].</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters for names and for the personal pronoun I [Revision of Year 1]</li> <li>- Formation of adjectives using suffixes such as –ful, –less</li> <li>- Subordination (using when, if, that, because)</li> <li>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing poetry</li> <li>- Writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p>Consider what they are going to write before beginning by:</p>

	<ul style="list-style-type: none"> <li>- Read words containing 'ow' and 'o_e' graphemes (alternative pronunciations of known graphemes.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the sequence of events in books and how items of information are related</li> <li>- Being introduced to non-fiction books that are structured in different ways</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- Predicting what might happen on the basis of what has been read so far</li> </ul>		<ul style="list-style-type: none"> <li>- Commas to separate items in a list</li> <li>- Apostrophes to mark where letters are missing in spelling</li> <li>- Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>
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Summer 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p><b>The Dragon Machine</b></p> <p><b>Wolves</b></p>	<p>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>- Read accurately words of two or more syllables that contain the same graphemes as above</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>- Discussing the sequence of events in books and how items of information are related</p> <p>- Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>- Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- Making inferences on the basis of what is being said and done</p> <p>- Predicting what might happen on the basis of what has been read so far</p> <p>- Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>- Learning to spell common exception words</p> <p>- Add suffixes to spell longer words, including –ment, –ness</p> <p>- Using the prefix un–</p> <p>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Spell by:</p> <p>- 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</p>	<p>- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>- Commas to separate items in a list</p> <p>- Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>- Writing narratives about personal experiences and those of others (real and fictional)</p> <p>- Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>- Planning or saying out loud what they are going to write about</p> <p>- Writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>- Evaluating their writing with the teacher and other pupils</p> <p>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>- Proof-reading to check for errors in spelling, grammar and punctuation</p>

		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- Being introduced to non-fiction books that are structured in different ways</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- Answering and asking questions</li> </ul>			<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing about real events</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul>
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