

Year Group	Term	Topics	Literacy Area	Rationale
EYFS				
Year 1	Autumn	Dinosaurs	<p>Name the letters of the alphabet and place them in order. (Transcription)</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red. (Transcription)</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations. (Transcription)</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the correct place. (Handwriting)</p> <p>Form digits 0-9. (Handwriting)</p> <p>Understand which letters belong to which handwriting 'families' and practise these. (Handwriting)</p> <p>Produce recognisable letters and words to convey meaning. (Composition)</p> <p>Write sentences saying out loud what I am going to write about. (Composition)</p> <p>Write sentences and compose a sentence orally before writing it. (Composition)</p> <p>Discuss what I have written with the teacher or other pupils. (Composition)</p> <p>Leave spaces between words. (VGP)</p>	<p>Children are able to apply their letter recognition and sound to their writing, by building upon the phonics taught in EYFS</p> <p>By building upon the pencil control from EYFS and by holding a pencil correctly, the children can form letters correctly and know where to start and end a letter</p> <p>By writing more recognisable letters, children are able to read their writing to an adult</p> <p>Words and letters have meaning in their writing by using a space between the words</p>
	Spring	Kings and Queens	<p>Spell common exception words. (Transcription)</p> <p>Spell the days of the week. (Transcription)</p> <p>Spell words containing each of the 40+ phonemes already taught including diagraphs and trigraphs. (Transcription)</p> <p>Form capital letters. (Handwriting)</p> <p>Write sentences sequencing them to form short narratives. (Composition)</p> <p>Write sentences and re-read what I have written to check that it makes sense. (Composition)</p> <p>Read aloud my writing clearly enough to be heard by my peers and the teacher. (Composition)</p> <p>Another person can read writing with some mediation. (Composition)</p>	<p>Children are able to recognise and spell words containing the phonemes they have learnt so that they can begin to write simple sentences linked to their topic on Kings and Queens.</p> <p>Children can recognise capital and lower case letters. Children are able to use capital letters for names of people and at the beginning of their writing</p> <p>Be able to build upon simple words and phrases from the autumn term by creating short narratives using simple sentences in the spring term. Children write phonetically plausible words so that another person can read them.</p>

			<p>Develop my understanding of using a capital letter for names of people, places, days of the week and I. (VGP)</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf. (VGP)</p>	<p>Continue to build upon the use of capital letters in writing to help develop understanding of how sentences are formed.</p> <p>Begin to use adjectives in writing to create noun phrases.</p>
	Summer	Once Upon a Time	<p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. (Transcription)</p> <p>Add suffixes using the spelling rule for adding s or es. (Transcription)</p> <p>Add prefix un. (Transcription)</p> <p>Add suffixes -ing, -ed, -er, -est where no change is needed e.g. helping, helped, helper. (Transcription)</p> <p>Apply simple spelling rules and guidance: (Transcription)</p> <p>Segment and spell words containing adjacent consonants e.g. boost, champ, burnt. Spell words of more than one syllable.</p> <p>Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. (Transcription)</p> <p>Develop my understanding of joining words and joining clauses using 'and'. (VGP)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark (VGP)</p> <p>Develop my understanding of learning the selected grammar for Year 1 and appropriate vocab relevant to subject matter. (VGP)</p> <p>Use selected grammatical terminology. (VGP)</p>	<p>Children are beginning to apply letter sounds and blends to writing using their knowledge of phonics.</p> <p>Children are beginning to use different suffixes within their writing to give meaning to the reader.</p> <p>Application of RWI and use of syllables to dictation and every day writing. Writing is becoming more legible and does not always require the writer to read it out loud.</p> <p>Children are able to write simple sentences and then join them with a simple conjunction in their narrative writing.</p> <p>They are showing an understanding of how full stops and capital letters are used in their writing.</p> <p>When evaluating their own work they can explain why they need a capital letter and full stop.</p>
Year 2	Autumn	Superheroes	<p>Learn some words with each spelling, including a few common homophones. (Transcription)</p> <p>Spell some common exception words. (Transcription)</p> <p>Show awareness of silent letters in spelling e.g. knight, write (Transcription)</p> <p>Use spaces between words that reflect the size of the letters. (Handwriting) Expected</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Handwriting) Expected</p> <p>Form lower-case letters of the correct size relative to one another. (Handwriting)</p>	<p>Children are using phonic knowledge to aid with understanding of how letter sounds work, to spell new words. They are showing application of this in their writing- homophones, use of silent letters.</p> <p>Spellings lend themselves to topic and Goldilocks words.</p> <p>Letters are now being written in the correct size in relationship to one another and formed correctly.</p> <p>In daily writing, children are putting spaces between their words to ensure that their writing makes sense - beginning to mirror what they read in their writing.</p>

			<p>Consider what to write before beginning, by writing down ideas and/or appropriate, topic-related key words, including new vocabulary. (Composition)</p> <p>Consider what to write before beginning, by planning or saying out loud what will be written. (Composition)</p> <p>Read aloud what has been written with appropriate intonation to make the meaning clear. (Composition)</p> <p>Learn how to use expanded noun phrases to describe and specify e.g. blue butterfly. (VGP)</p> <p>Develop understanding by learning how to use familiar and new punctuation correctly:</p> <p>Full stops and capital letters and question marks (Expected) (VGP)</p> <p>Learn how to use co-ordination (or, and, but) (VGP) (Expected)</p>	<p>In discussion with their peers/ adult, children are able to verbalise words and phrases that they want to use in their writing about countries/ places/ people from around the world.</p> <p>Children are able to use a wider range of vocabulary including key words in their planning and discussion work. They are able to transmit some of these ideas to paper.</p> <p>Children are able to read aloud to their group or class what they have written with expression and intonation so that the listener comprehends what is being said.</p> <p>In their writing, children are beginning to use a range of adjectives to describe nouns to add detail to their writing.</p> <p>In writing a variety of sentences, children become aware of how to use question marks, commas, and exclamation marks</p> <p>Developing their use of co-ordination from Year 1, children are able to extend sentences using a variety of conjunctions</p>
	Spring	Around the World	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. (Transcription) (Expected)</p> <p>Learn to spell common exception words. (Transcription) (Expected - many; Greater Depth - most)</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. (Transcription)</p> <p>Use -le ending as the most common spelling for this sound at the end of words. (Transcription)</p> <p>Develop a positive attitude towards and stamina for writing by writing narratives about personal experiences and those of others. (Composition) (Expected)</p> <p>Develop a positive attitude towards and stamina for writing, by writing about real events. (Composition) (Expected)</p> <p>Make simple additions, revisions and corrections to my own writing by evaluating this with the teacher and other pupils. (Composition)</p> <p>Proof-read to check for errors in spelling, grammar and punctuation. (Composition)</p>	<p>Children are continuing to build upon their spelling rules through RWI .</p> <p>Weekly spellings of exception words and through dictation, children apply their spelling knowledge.</p> <p>Children are beginning to write longer pieces of writing that make sense and consistently use basic punctuation. They are able to write about festivals/ trips/workshops/superheroes. They are beginning to make changes that are more informed to their work when evaluating it with an adult or their peers and can spot</p>

			<p>Develop understanding by learning how to use familiar and new punctuation correctly: Exclamation marks and commas in a list (VGP)</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. time connectives (VGP)</p> <p>Learn how to use sentences with different forms e.g. statements, questions, exclamations and commands. (VGP)</p> <p>Learn how to use subordination (when, if, that, because) (VGP) (Expected)</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest. (VGP)</p>	<p>where they have missed capital letters, full stops and some spelling mistakes.</p> <p>Children have been taught how to use time connectives to add more detail to their fiction and no-fiction writing. They are building upon previous terms work on using a variety of conjunctions to extend their sentences and thus develop their writing-length/ variety of sentence structure.</p> <p>They are showing an increasing understanding of how to use noun phrases by choosing a variety of adjectives and adverbs to describe their superheroes/ extend their writing.</p>
	Summer	Cracking Inventions	<p>Learn the possessive singular apostrophe e.g. the girl's book (Transcription)</p> <p>Distinguish between homophones and near-homophones. (Transcription)</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly (Transcription) (Greater Depth)</p> <p>Apply spelling rules and guidance including phonically decodable 2/3 syllable words (Transcription)</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. (Handwriting) (Greater Depth)</p> <p>Develop a positive attitude and stamina for writing, by writing for different purposes. (Composition)</p> <p>Re-read writing to check it makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. (Composition)</p>	<p>Introduction of apostrophes for contractions and possession. Children are able to identify who the object/ item belongs to from the use of apostrophe.</p> <p>Building upon RWI lessons to develop understanding of how to use the suffixes -ment, -ness, -ful, -less, -ly and to understand how the root word changes and effects the meaning of the word.</p> <p>In their writing, children are now showing a more consistent use of cursive writing. They are aware of which letters to join and those not to. Use of the Nelson programme to support handwriting. Ensure that all letters are formed correctly and that the ascenders and descenders are clearly visible.</p> <p>Children are now able to write for longer and create more detailed pieces, using a range of grammar and punctuation taught. They are showing application of spelling rules and a varied vocabulary. A variety in length of sentences and use of conjunctions enable them to write for a range of purposes. The children are now able to re-read their writing for sense</p>

			<p>Develop understanding by learning how to use familiar and new punctuation correctly:</p> <p>Apostrophes for contracted form</p> <p>Apostrophes for possession (VGP)</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form. (VGP) (Expected)</p> <p>Learn how to use selected features of written Standard English (VGP)</p> <p>Use and understand grammatical terminology when discussing writing. (VGP)</p>	<p>and to ensure that the verbs are in the correct tense.</p> <p>Within their writing, children are able to use apostrophes for possession and contractions. They are choosing the correct tenses and a variety of punctuation to show their understanding of the written word..</p>
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