



# English Writing Curriculum – Ruby Class (Year 1& 2) – Cycle A

Ruby Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Themes &amp; curricular focus</b> National Poetry Day	Can I be your friend? <b>English &amp; PSHE</b>	Have you met a dinosaur? <b>English</b>	What's your plea for the sea? <b>Geography – weather in the UK</b>	Where's my favourite toy? <b>History – how toys have changed</b>	Why won't my flower grow? <b>Science - plants</b>	How high can you fly? <b>History – How did we learn to fly?</b>
<b>Core Texts</b>  Fiction Non-fiction Poetry & Rhyme	 Wolf Girl by Jo Fisher	 Katie and the Dinosaurs by James Mayhew	 Somebody Swallowed Stanley by Sarah Roberts	 Toys in Space by Mini Grey	 Bloom by Anne Booth	 Rosie Revere by Andrea Beaty
<b>Supporting Texts</b>  <b>Children</b> <ul style="list-style-type: none"> <li>are introduced to a range of authors that they might not choose themselves</li> <li>select own books (and be taught how to do so)</li> <li>continue to develop a positive attitude to reading and understand what is read</li> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>read books that are structured in different ways and read for a range of purposes</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	On Sudden Hill by Linda Sarah & Benji Davies  The Lion Inside by Rachel Bright  Super Duper You! by Sophie Henn  Rabbit and Bear by Julian Gough     	The girl and the Dinosaur by Hollie Hughes  Captain Flinn and the Pirate Dinosaurs by Giles Andreae  Harry and the Bucketful of Dinosaurs by Ian Whybrow    	The Storm Whale by Benji Davies  The Big Book of Blue by Yuval Zommer  A Planet full of Plastic by Neal Layton  Where's the Starfish? by Barroux     	Toys and Games by Sally Hewitt  Toys around the world by Joanna Brundle  Dogger by Shirley Hughes  The Hat full of Secrets by Karl Newson     	The Secret Sky Garden by Linda Sarah  Roots, Stems, Leaves and Flowers by Ruth Owen  I am the Seed that Grew the Tree by Fiona Waters    	Fantastically Great Women Who Changed the World by Kate Pankhurst  Izzy Gizmo by Pip Jones  Flying Fergus by Sir Chris Hoy    

<p>Class Reader</p>	 <p>Rabbit and Bear by Julian Gough</p>	 <p>Captain Flinn and the Pirate Dinosaurs by Giles Andreae</p>	 <p>A Planet Full of Plastic by Neal Layton</p>	 <p>The Hat Full of Secrets by Karl Newson</p>	 <p>I am the Seed that Grew the Tree by Fiona Waters</p>	 <p>Flying Fergus by Sir Chris Hoy</p>
<p>Possible Writing Outcomes – Writing to Entertain</p> 	<p>Write a description of a den / safe place (Wolf Girl)</p> <p>Write an imaginary journey (Wolf Girl)</p> <p>Write a letter to Sophie (Wolf Girl)</p> <p>Write a dairy entry as Birt (Sudden Hill)</p> <p>Write a friendship poem (Sudden Hill)</p>	<p>Write a character description (Katie)</p> <p>Write a dinosaur poem (Captain Finn)</p>	<p>Write a narrative about an animal affected by plastic (Somebody Swallowed Stanley)</p> <p>Write a book review (Somebody Swallowed Stanley) – link to reading curriculum</p> <p>Write a description of the character’s feelings (The Storm Whale)</p>	<p>Write a narrative about a lost toy (Toys in space)</p> <p>Write a description of your favourite toy (Toys in Space)</p>	<p>Write an image description (The secret sky garden)</p> <p>Write a compliment letter (Bloom)</p> <p>Write a flower poem (Bloom)</p> <p>Write a character description about the old man (Bloom)</p>	<p>Write a character description of Rosie Revere (Rosie Revere, Engineer)</p> <p>Write a story map (Rosie Revere, Engineer)</p> <p>Write in role as a fantastic flyer (Fantastically Great Women Who Changed the World)</p>
<p>Possible Writing Outcomes – Writing to Inform</p> 		<p>Create a museum map for Katie (Katie)</p> <p>Write a dairy entry of a dream (The girl and the dinosaur)</p>	<p>Write an information booklet about the dangers of plastic – non-fiction (A Planet full of Plastic)</p> <p>Write a recount of a trip to the seaside (The Big Book of Blue)</p>	<p>Create a poster of an old toy (Toys and Games)</p> <p>Write an advert for a new toy (Toys and Games)</p>	<p>Write instructions – seed packets (The Secret Sky Garden)</p> <p>Write a plant care guide leaflet – non-fiction (Roots, stems, leave and flowers)</p> <p>Write an invitation to the secret garden (The Secret Sky Garden)</p>	<p>Write instructions to create a paper aeroplane (Rosie Revere, Engineer)</p> <p>Create an invention (Izzy Gizmo)</p>
<p>Possible Writing Outcomes – Writing to Persuade</p> 	<p>Write a persuasive letter to get Birt to come out and play (Sudden Hill)</p>	<p>Write a ‘Don’t be afraid of a dinosaur’ poster and create own dinosaur (The Girl and the Dinosaur)</p>	<p>Write a persuasive poster to look after the ocean/reduce plastic use (A Planet full of plastic)</p>	<p>Write persuasive speech bubbles to release the toys (Toys in space)</p> <p>Write a missing poster for a lost toy (Toys in Space)</p>		<p>Write a persuasive letter to Izzy to encourage her not to give up (Izzy Gizmo)</p>

Sentence Building Year 1	<b>Consolidate</b> Expressions through simple phrases and sentences which can be read by others (EYFS)	<b>Introduce</b> Sentence-like constructions and some successful sentences	<b>Practise</b> Sentence-like constructions and some successful sentences		<b>Develop</b> Sentence-like constructions and some successful sentences	
			<b>Introduce</b> Commonly uses <i>and</i> to join clauses		<b>Practise</b> Commonly uses <i>and</i> to join clauses	<b>Develop</b> Commonly uses <i>and</i> to join clauses
	<b>Consolidate</b> Sentence punctuation modelled by adult (EYFS)	<b>Introduce</b> Uses capital letter to name some proper nouns	<b>Practise</b> Uses capital letter to name some proper nouns	<b>Practise</b> Uses capital letter to name some proper nouns		
		<b>Introduce</b> Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	<b>Practise</b> Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	<b>Develop</b> Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	<b>Embed</b> Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	
Sentence Building Year 2	<b>Consolidate</b> Commonly uses <i>and</i> to join clauses (Year 1)		<b>Introduce</b> Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>		<b>Practise</b> Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>	<b>Develop</b> Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>
		<b>Practise</b> Includes lists within sentences	<b>Develop</b> Includes lists within sentences		<b>Embed</b> Includes lists within sentences	
		<b>Introduce</b> Commas in lists	<b>Practise</b> Commas in lists		<b>Develop</b> Commas in lists	
	<b>Introduce</b> Sometimes writes questions		<b>Practise</b> Sometimes writes questions			<b>Develop</b> Sometimes writes questions
	<b>Introduce</b> Writes sentences in different forms e.g. statement, command, exclamation	<b>Practise</b> Writes sentences in different forms e.g. statement, command, exclamation			<b>Develop</b> Writes sentences in different forms e.g. statement, command, exclamation	<b>Embed</b> Writes sentences in different forms e.g. statement, command, exclamation
		<b>Introduce</b> Usually maintains tense e.g. simple past or present tense			<b>Practise</b> Usually maintains tense e.g. simple past or present tense	
	<b>Introduce</b> Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect	<b>Practise</b> Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect	<b>Introduce</b> Apostrophe for singular possession and contractions	<b>Develop</b> Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect	<b>Develop</b> Apostrophe for singular possession and contractions	
Whole Text Building Year 1	<b>Introduce</b> Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide		<b>Practise</b> Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide			<b>Develop</b> Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide
	<b>Introduce</b> Write a title		<b>Practise</b> Write a title			<b>Develop</b> Write a title
	<b>Consolidate</b> Write a sentence about an experience (EYFS)	<b>Introduce</b> Sequence ideas to recount a real experience				

	<b>Introduce</b> Write to the simple purpose of the task, relating content to that purpose	<b>Practise</b> Write to the simple purpose of the task, relating content to that purpose			<b>Develop</b> Write to the simple purpose of the task, relating content to that purpose	
	<b>Introduce</b> Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)	<b>Develop</b> Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)				
Whole Text Building Year 2	<b>Consolidate</b> Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide (Year 1)	<b>Introduce</b> Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	<b>Practise</b> Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	<b>Develop</b> Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	<b>Embed</b> Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	
		<b>Introduce</b> In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale	<b>Practise</b> In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale		<b>Develop</b> In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale	
	<b>Consolidate</b> Sequence ideas to recount a real experience (Year 1)	<b>Introduce</b> Sequence ideas correctly to record a real experience or event				
	<b>Consolidate</b> Write to the simple purpose of the task, relating content to that purpose (Year 1)	<b>Introduce</b> Sequence instructions in the right order, using some conjunctions for clarity	<b>Practise</b> Sequence instructions in the right order, using some conjunctions for clarity		<b>Develop</b> Sequence instructions in the right order, using some conjunctions for clarity	
	<b>Practise</b> Write to the purpose of the task, choosing content appropriately		<b>Develop</b> Write to the purpose of the task, choosing content appropriately		<b>Embed</b> Write to the purpose of the task, choosing content appropriately	
	<b>Introduce</b> With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections		<b>Practise</b> With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections			<b>Develop</b> With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections
	<b>Introduce</b> Use a scaffold to write poems in different ways, using other poems as models	<b>Practise</b> Use a scaffold to write poems in different ways, using other poems as models	<b>Practise</b> Use a scaffold to write poems in different ways, using other poems as models	<b>Develop</b> Use a scaffold to write poems in different ways, using other poems as models		
Authorial Effect Communicate with the reader in meaningful ways: Year 1	<b>Introduce</b> Use the adult's model to write simply to the task	<b>Practise</b> Use the adult's model to write simply to the task		<b>Develop</b> Use the adult's model to write simply to the task	<b>Embed</b> Use the adult's model to write simply to the task	
	<b>Consolidate</b> Write simple expressions and orally explain what they say (EYFS)	<b>Introduce</b> Say out loud what they are going to write about	<b>Practise</b> Say out loud what they are going to write about		<b>Develop</b> Say out loud what they are going to write about	
		<b>Introduce</b> Sometimes use an exclamation mark to amuse, interest or scare the reader		<b>Practise</b> Sometimes use an exclamation mark to amuse, interest or scare the reader		

		<b>Introduce</b> Sometimes provide more detail about a noun by describing it	<b>Practise</b> Sometimes provide more detail about a noun by describing it	<b>Develop</b> Sometimes provide more detail about a noun by describing it		
	<b>Introduce</b> Use a title to inform		<b>Practise</b> Use a title to inform		<b>Develop</b> Use a title to inform	
	<b>Introduce</b> Reread what they have written to check its sense	<b>Practise</b> Reread what they have written to check its sense		<b>Develop</b> Reread what they have written to check its sense		
	<b>Introduce</b> Discuss what they have written with an adult and other pupils	<b>Practise</b> Discuss what they have written with an adult and other pupils	<b>Develop</b> Discuss what they have written with an adult and other pupils		<b>Embed</b> Discuss what they have written with an adult and other pupils	
		<b>Consolidate</b> Use some of the vocabulary they know to support the context of their writing (EYFS)	<b>Introduce</b> Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping	<b>Practise</b> Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping	<b>Develop</b> Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping	
	<b>Introduce</b> Play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i>	<b>Practise</b> Play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i>	<b>Develop</b> Play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i>			
<p align="center"><b>Authorial Effect</b></p> <p align="center">Communicate coherently with the reader:</p> <p align="center">Year 2</p>	<b>Consolidate</b> use the adult's model to write simply to the task (Year 1)	<b>Introduce</b> write for different purposes e.g. real events, personal experiences, stories, poems	<b>Practise</b> Write for different purposes e.g. real events, personal experiences, stories, poems		<b>Develop</b> Write for different purposes e.g. real events, personal experiences, stories, poems	
		<b>Introduce</b> Talk about who the audience will be	<b>Practise</b> talk about who the audience will be	<b>Develop</b> talk about who the audience will be		<b>Embed</b> Talk about who the audience will be
	<b>Consolidate</b> Say out loud what they are going to write about (Year 1)	<b>Introduce</b> Plan out loud what they are going to write about	<b>Practise</b> Plan out loud what they are going to write about		<b>Develop</b> Plan out loud what they are going to write about	<b>Embed</b> Plan out loud what they are going to write about
		<b>Practise</b> Write an account of connected events, real or imagined		<b>Develop</b> Write an account of connected events, real or imagined		
	<b>Consolidate</b> Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping (Year 1)	<b>Introduce</b> Choose vocabulary appropriate to the purpose of the task	<b>Practise</b> Choose vocabulary appropriate to the purpose of the task		<b>Develop</b> Choose vocabulary appropriate to the purpose of the task	<b>Embed</b> Choose vocabulary appropriate to the purpose of the task
	<b>Introduce</b> Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems	<b>Practise</b> Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems	Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems			

	<b>Consolidate</b> Sometimes provide more detail about a noun by describing it (Year 1)	<b>Introduce</b> Use expanded noun phrases to add details for the reader	<b>Practise</b> Use expanded noun phrases to add details for the reader		<b>Develop</b> Use expanded noun phrases to add details for the reader	
	<b>Consolidate</b> Sometimes use an exclamation mark to amuse, interest or scare the reader (Year 1)	<b>Introduce</b> use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks	<b>Practise</b> Use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks	<b>Develop</b> use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks		<b>Embed</b> Use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks
	<b>Consolidate</b> Use a title to inform (Year 1)		<b>Introduce</b> Sometimes use subheadings to organise information			<b>Practise</b> Sometimes use subheadings to organise information
	<b>Consolidate</b> reread what they have written to check its sense (Year 1)	<b>Introduce</b> Evaluate their own and others' writing with adult and peers	<b>Practise</b> Evaluate their own and others' writing with adult and peers		<b>Develop</b> Evaluate their own and others' writing with adult and peers	<b>Embed</b> Evaluate their own and others' writing with adult and peers
		<b>Introduce</b> Read aloud what they have written, with appropriate intonation to make the meaning clear	<b>Practise</b> Read aloud what they have written, with appropriate intonation to make the meaning clear	<b>Develop</b> Read aloud what they have written, with appropriate intonation to make the meaning clear		
Grammar and Punctuation Year 1 Word Classes	Know that names of people begin with a capital letter Know words that are things or objects Know some words that are places e.g. <i>forest, garden, kitchen, England</i>	Use describing words for objects in the environment, both in and out of the classroom  Understand the terms <i>describe</i> and <i>describing words</i>	Know that names of places begin with a capital letter e.g. town, county, country  Know that the personal pronoun 'I' has a capital letter, and use in own writing	Talk about actions  Identify action/doing words in stories and rhymes  Include doing and being words when composing sentences, orally and in writing	Reinforce words which describe things during outings and in the environment  Sometimes say and write describing words to describe things, places or people	Orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done  Listen to stories which include adverbs to describe characters' actions
Sentence Functions	Listen to a variety of sentence types; model capital letter and full stop routinely during shared writing; point to the question/exclamation mark when reading texts together		Model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		Model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !	
Combining Words, Phrases and Clauses	Model simple oral and written sentences as examples of clear units of meaning  Write simple dictated sentences from memory	Speak in meaningful sentences  Expand oral responses with some detail, using the words <i>and, or, but, when</i> or <i>because</i>	Orally tell a short story sequence using conjunctions which are familiar  Write joining words in short sentences e.g. by sequence of pictures	Read and write sentences together in shared reading and shared writing  Sometimes include conjunctions to join two ideas	Make oral sentence chains, each child making a contribution  Read known conjunctions on word cards with confidence	Compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence
Verb Tenses	Orally respond to child's error with correct verb form  Read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i>	Draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i>  Model re-reading to check sense	Find verbs ending with <i>ed</i> when reading texts together  Reinforce understanding of the words <i>in the past</i> , showing that the event has already happened	During shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked</i> ; re-read sense of sentences	Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. ' <i>I done</i> ' - ' <i>You did that, did you?</i> '  Read and write common irregular past tense verbs e.g. <i>came, was, took</i>	Continue to identify past tense verb forms during shared reading and writing  Build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i>
Punctuation	Know that sentences begin with capital letter Recognise and sometimes use ? and ! in writing  Sometimes use capital letter to begin a sentence and full stop to end a sentence in writing  Shared writing to model punctuation		Remember also to use capital letter for names of people and personal pronoun 'I'  Model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		Ask children to help you write sentences together: <i>What do we write at the end of this question?</i> ; edit sentences: <i>What have I left out? What mistake have I made?</i>  Encourage and praise children for remembering to use a capital letter and full stop when they write their own sentences	

Vocabulary	Name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. <i>purple, turquoise, brown</i> days of the week; months of the year  Read rhymes and poems to hear rhyming words	Expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...	Expand vocabulary by offering a wide range of rich texts which children hear read aloud  Read and sometimes recite more rhymes and poems to enjoy and discuss new words  Clarify child's misconceptions of word meanings	Build vocabulary about the wider world through outings and outdoor walks, talks by visitors  Expand vocabulary related to cross-curricular topics	
Grammar and Punctuation  Year 2  Word Classes	Introduce the term <i>noun</i> which refers to things, people and places  Know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a capital letter	Use adjectives to describe nouns e.g. <i>a rough stone</i>  Find adjectives in shared reading; which noun do they describe?  Write noun phrases to add interest to written expressions	Continue to use and apply the terms noun and adjective  Identify verbs in texts, both 'doing' and 'being' words  Children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.	Identify adverbs ending in 'ly' to describe how verbs are done  Find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing  Cloze procedure sentences – select a suitable adjective / verb / noun  Sentence – identify the noun / adjective / verb / adverb  Increase complexity by including a higher level of challenge or abstraction	During shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events  Expand range of adverbs to include those with different endings e.g. <i>fast</i>
Sentence Functions	Identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark		During shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not	Play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types	
Combining Words, Phrases and Clauses	Model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and, or, but</i>  Write simple dictated sentences from memory	Introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when, if and because</i> ; write about real events	Compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences  Write simple dictated sentences from memory	Write sentences to accompany storyboards or story maps  Independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions	Make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences  Revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions
Verb Tenses	Be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when reading texts together; spell words ending with <i>ed</i>	During shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</i>	Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. ' <i>We was</i> ' - ' <i>Were you?</i> ' or ' <i>I done</i> ' - ' <i>You did, did you?</i> '  Continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i>	Change selected words from present tense to past tense within a given sentence, and vice versa  Locate all verbs in a sentence and change to the new tense	Continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write
Punctuation	Establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model capital letter and full stop / ? / ! during shared writing and when reading texts together; model apostrophe for omission		Use a comma to separate items in a list  Continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i> ; use KS1 punctuation fans to practise making selections; identify some commands which do not need !	Write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !  Demarcate most sentences with capital letter and full stop; identify and use apostrophe to mark singular possession; revise commas in a list	
Vocabulary	Revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i> ; read rhymes and poems to hear rhyming words, descriptive words and varied verbs  Know that people and places begin with a capital letter, and apply mostly independently in writing	Expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions	Expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions  Read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary  Clarify child's misconceptions of word meanings	Build vocabulary about the wider world through outings and outdoor walks, talks by visitors  Refine vocabulary related to cross-curricular topics	

<p>Spelling Year 1</p>	<p>Little Wandle Letters and Sounds Revised Spellings</p>					
<p>Spelling Year 2</p>	<p>No Nonsense Spellings</p>					
<p>Handwriting Year 1</p>	<p>Little Wandle Letters and Sounds Revised Letter Formation Practice Sheets  Weeks 1-3: Cc, Oo, Aa  Morrells Letter Formation Workbook 1  Weeks 4-7: Cc, Oo</p>	<p>Little Wandle Letters and Sounds Revised Letter Formation Practice Sheets  Weeks 1-3: Gg, Qq, Dd  Morrells Letter Formation Workbook 1  Weeks 4-7: Aa, Gg</p>	<p>Morrells Letter Formation Workbook 1  Weeks 1-4: Qq, Dd  Weeks 5-6: Ii, Ll</p>	<p>Morrells Letter Formation Workbook 1  Weeks 1-6: Tt, Kk, Jj, Vv, Ww, Uu</p>	<p>Morrells Letter Formation Workbook 1  Weeks 1-6: Yy, Ff, Rr, Nn, Mm, Hh</p>	<p>Morrells Letter Formation Workbook 1  Weeks 1-6: Pp, Bb, Ee, Ss, Xx, Zz</p>
<p>Handwriting Year 2</p>	<p>Morrells Letter Formation Workbook 2  Weeks1-7: Cc, Oo, Aa, Gg, Qq, Dd, Ii</p>	<p>Morrells Letter Formation Workbook 2  Weeks1-7: Ll, Tt, Kk, Jj, Vv, Ww, Uu</p>	<p>Morrells Letter Formation Workbook 2  Weeks1-6: Yy, Ff, Rr, Nn, Mm, Hh</p>	<p>Morrells Letter Formation Workbook 2  Weeks1-6: Pp, Bb, Ee, Ss, Xx, Zz</p>	<p>Morrells Letter Formation Workbook 2  Weeks1-2: Monday Weeks 3-4: Tuesday Weeks 5-6: Friday</p>	<p>Morrells Letter Formation Workbook 2  Weeks1-2: January Weeks 3-4: July Weeks 5-6: 1,2,3</p>