

Whole School English Planning Year B

Y1 and 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Interim Framework for writing	<p>Handwriting- using the diagonal and horizontal strokes needed to join letters in some of their writing · writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters · using spacing between words that reflects the size of the letters.</p> <p>Sentence</p> <ul style="list-style-type: none"> · demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks · using sentences with different forms in their writing (statements, questions, exclamations and commands) · using some expanded noun phrases to describe and specify · using present and past tense mostly correctly and consistently · using co-ordination (or / and / but) and some subordination (when / if / that / because) <p>Word-</p> <ul style="list-style-type: none"> · segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly · spelling many common exception words* · spelling some words with contracted forms* · adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly* 					
<u>Word</u>	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]	Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
<u>Sentence</u>	How words can combine to make sentences Joining words and joining clauses using and		Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	
<u>Text</u>	Sequencing sentences to form short narratives		Correct choice and consistent use of present tense and past tense throughout writing		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]	
<u>Punctuation</u>	Separation of words with spaces capital letters, Capital letters for names and for the personal pronoun full stops,	question marks and exclamation marks to demarcate sentences	Commas to separate items in a list	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Contractions with apostrophes	
<u>Terminology</u>	Letter Capital letter word, singular, plural sentence punctuation full stop	question mark, exclamation mark statement, question, exclamation, command	noun, noun phrase suffix adjective, comma	adverb, verb tense (past, present) apostrophe,	compound sentence,	
<u>Spelling/Phonics</u> Phonics phase trajectory?? Spellingspatterns	Phase 4			Adding -es to nouns and verbs ending in -y Words ending -il -al at the end of Words -el at the end of Words Sound spelt -le at the end of words	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant Adding -ed, -ing, -er	Common exception words Homophones and near-homophones Words ending in -tion The suffixes -ment, -ness, -ful, -less and -ly
<u>Cornerstones Topic</u>	Bright Lights	Splendid skies	Street Detectives	Bounce	Memory Box	Beat Band Boogie
<u>Text types</u>	Recounts, adventure narrative, instructions	poetry, post cards, non-chronological reports	Captions, nursery rhymes, adverts, diary writing	information books, instructions, narratives, poetry	Recounts, Rhymes and mnemonics, descriptions, information books	newspaper reports, lyrics invitations
<u>Quality Texts</u>	The Sheep-Pig by Dick King-Smith	The Arrival Shaun Tann	Horrid Henry by Francesca Simon & Tony Ross	The BFG by Roald Dah	The Worst Witch by Jill Murphy	The True Story of the Three Little Pigs Jon Scieszka & Lane Smith
<u>Monitoring Focus</u>	Spelling- is scheme up and running?	Reading- Is it embedded in English lessons? Are reading areas inspiring?	Phonics- Are children on track? Writing-moderation interim assessments	Handwriting/GPS focus	Writing- moderation	Review of year-priorities for year ahead