



# **Becontree Primary School**

## **English Curriculum Overview**

### **Year 2**

By the end of the year, children will know and be able to in writing	in reading
<p>Spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <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>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> <li>- adding suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul> <p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <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 about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <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 form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- the grammar for year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</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 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>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to, discuss and express 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>- discussing the sequence of events in books and how items of information are related</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>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> </ul> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <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. Also by checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and ask questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>

		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing		<p><b>Non-fiction</b> Instructions</p>  <p><b>Fiction</b> Jack and the Beanstalk by Vera Southgate Jim and the Beanstalk by Raymond Briggs</p>	<p><b>Non-fiction</b> Recount</p> <p><b>Non-fiction</b> Fact-file</p>  <p><b>Fiction</b> Lizzie the elf</p>	 <p><b>Fiction</b> The Crow's Tale by Naomi Howarth</p>	 <p><b>Fiction</b> Granny came here on the Empire Windrush by Patrice Lawrence</p>  <p><b>Fiction</b> The Man on the Moon by Simon Bartram</p>	 <p><b>Fiction</b> Room on the Broom by Julia Donaldson</p>  <p><b>Fiction</b> The Magic Finger by Roald Dahl</p>	 <p><b>Fiction</b> The Missing Piece by Jordan Stephens</p> <p><b>Poetry</b> Michael Rosen John Foster</p>
	Reading	<p><b>Read Aloud</b></p>  <p>Too Small Tola, No 1 Car Spotter, No 1 Car Spotter and the Firebird and Anna Hibiscus by Atinuke</p>		<p><b>Read Aloud</b></p>  <p>Mr Penguin and the Lost Treasure and Mr Penguin and the Fortress of Secrets by Alex T. Smith</p>		<p><b>Read Aloud</b></p>  <p>Book of Very Silly Poems by Michael Rosen Quick Let's Get Out of Here by Michael Rosen You Wait Till I'm Older Than You by Michael Rosen No Breathing in Class by Michael Rosen</p>	

Areas of Teaching	Term 1A, Week 1	Term 1A, Week 2	Term 1A, Week 3	Term 1A, Week 4	Term 1A, Week 5	Term 1A, Week 6
<b>Core texts</b>	<b>Instructions</b>			<b>Traditional tales – Jack and the Beanstalk by Vera Southgate and Jim and the Beanstalk by Raymond Briggs</b>		
<b>Objectives</b>	To write instructions based on making a paper plate puppet, hand washing and teeth brushing.			To make predictions based on knowledge of traditional tales To retell Jack and the Beanstalk To explore the characters within Jack and the Beanstalk and determine what is a hero and a villain	To compare the two giants and Jim/Jack from the two texts To edit and improve work	To plan, write and edit a letter from Jim back to the giant
<b>Phonics</b> based on the <b>My Letters and Sounds</b> structure	<b>New GPCs; Reading tricky words; Spelling tricky words; Two-syllable words</b>					
<i>Sessions are differentiated according to attainment group. Here is a suggestion of where to start for each group, but assessment results from the previous year will provide specific information.</i>  <b>Group 3: Phase 6</b> using an alternative schemes: waiting for My Letters and Sounds to produce phase 6	<b>Group 1: Phase 3</b> j v w x	<b>Group 1: Phase 3</b> y z zz qu he she to the	<b>Group 1: Phase 3</b> sh ch th ng we me be Reading two syllable words.	<b>Group 1: Phase 3</b> ai ee igh oa was no go Reading two syllable words.	<b>Group 1: Phase 3</b> oo (long) oo (short) ar or my Spelling two syllable words.	<b>Group 1: Phase 3</b> ur ow oi you
	<b>New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words</b>					
	<b>Group 2: phase 5 T2</b> i /igh/ sound (find) o /oa/ sound (old) a /ai/ sound (paper) water want one little	<b>Group 2: phase 5 T2</b> u /yoo/ sound (uniform) u /oo/ (short) sound (put*) e /eel/ sound (he) who whole where do don't	<b>Group 2: phase 5 T2</b> ow /oa/ sound (snow) ie /eel/ sound (field) ea /e/ sound (head) any many two	<b>Group 2: phase 5 T2</b> er /ur/ sound (herb) y /ee/ sound (happy) y /igh/ sound (fly) school work	<b>Group 2: phase 5 T2</b> ou /oa/ sound (shoulder) ou /oo/ sound (you) ou /u/ sound (young) thought different	<b>Group 2: phase 5 T2</b> a /o/ sound (want) ch /c/ sound (school) ch /sh/ sound (chef) friend through what want(ed) school
	<b>Focus Spelling Pattern; Focus Words (decodable); Focus Words (common exception)</b>					
	<b>Group 3: Phase 6</b> 'y' saying /igh/ by, try, dry, sky, fly, sly, spy, reply <b>door, floor</b>	<b>Group 3: Phase 6</b> 'dge' and 'ge' saying /j/ edge, hedge, badge, bridge, change, large, orange, challenge. bought, favourite	<b>Group 3: Phase 6</b> Adding –es to words ending in 'y' flies, spies, babies, teddies, carries, hurries, replies, cries autumn, gone	<b>Group 3: Phase 6</b> 'gn' saying /n/ gnome, sign, gnaw, gnat, design, gnarl, gnash know, colour	<b>Group 3: Phase 6</b> 'kn' saying /n/ knight, knee, knot, knife, knock, know, knapsack, knowledge other, does	<b>Group 3: Phase 6</b> Adding –ing and –ed to words ending in 'y' copied, copying, worried, worrying, annoying, annoyed, studying, studied talk, two
<b>Reading</b>	BERT for those that are below turquoise. 5 x 30 minute sessions – two comprehension and three guided reading. For full details see year group guidance in burgundy curriculum folder.					
<b>Read aloud programme</b>	4x 10 min daily reading sessions Author focus: Atinuke Texts: Too Small Tola, No 1 Car Spotter, No 1 Car Spotter and the Firebird, Anna Hibiscus					
<b>Grammar</b> based on Skills Builders	Toolkit Milestone PACE (Sentence Ninja)	Revision Simple Sentence (Sentence Ninja)	Revision Compound Sentence (and) (Sentence Ninja)	Unit 3 Using and as a joining word	Unit 1 Adding the prefix un	Unit 2 Capital letters
<b>Spelling</b> based on Spelling Shed	Words where 'dge' makes a /j/ sound	Words where 'ge' makes a /j/ sound	Words where 'g' makes a /j/ sound	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	AFL – Address areas of difficulty

<b>Handwriting</b> based on the Nelson Handwriting scheme	Differentiated. Focus on unit 1&2: 'un', 'ig' Nelson unit - Red	Differentiated. Focus on unit 3&4: 'ed', 'an' Nelson unit - Red	Differentiated. Focus on unit 5&6: 'ng', 'ch' Nelson unit - Red	Differentiated. Focus on unit 7&8: 'th', 'ill' Nelson unit - Red	Differentiated. Focus on unit 9&10: 'sl', 'ck' Nelson unit - Red	Differentiated. Focus on unit 11&12: 'st', 'nk' Nelson unit - Red
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Areas of Teaching	Term 1B, Week 1	Term 1B, Week 2	Term 1B, Week 3	Term 1B, Week 4	Term 1B, Week 5	Term 1B, Week 6		
<b>Core texts</b>	<b>Recount: Tea Party</b>		<b>Fact file: Linked to geography unit (UK)</b>		<b>Narrative: Lizzie the elf</b>			
<b>Objectives</b>	To experience a tea party at school and discuss what happened To know the features of a recount To plan, write and edit a recount		To know the features of a fact file To recall information based on geography unit To plan, write and edit a recount		To know what adjectives are and how to use adjectives effectively To plan, write and edit a character description			
<b>Phonics based on the My Letters and Sounds structure</b>  <i>Sessions are differentiated according to attainment group. Here is a suggestion of where to start for each group, but assessment results from the previous year will provide specific information.</i>  <b>Group 3: Phase 6</b> <i>using an alternative scheme: waiting for My Letters and Sounds to produce phase 6</i>	<b>New GPCs; Reading tricky words; Spelling tricky words; Two-syllable words</b>				<b>New GPCs; Reading tricky words; Spelling tricky Words; Words with adjacent consonants</b>			
	Group 1: Phase 3  <b>Revision of all GPCs</b> <i>ear air er they</i>				Group 1: Phase 4 <b>Revision of all GPCs taught so far</b> said so he she we me be Reading and spelling CVCC words		Group 1: Phase 4 <b>Revision of all GPCs taught so far</b> like some come was Reading and spelling CCVC words	
	<b>New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words</b>				<b>New GPCs (alternative graphemes for phonemes); Reading new tricky words; Spelling tricky words</b>			
	<b>Group 2: Phase 5 T2</b> <b>g /j/ sound (giant cage)</b> <b>c /s/ sound (city ice)</b> <i>once eye</i>	<b>Group 2: Phase 5 T2</b> <b>ve for /v/ (give)</b> <b>le for /l/ (or /ul/)</b> (apple) <b>se and ce for /s/ (house fence)</b> <b>ze and se for /z/ (freeze cheese)</b> <i>laugh(ed) because</i>	<b>Group 2: Phase 5 T2</b> <b>al and el for /l/ (or /ul/)</b> (metal label) <b>tch for /ch/ (catch)</b> <b>dge and ge for /j/ (bridge large)</b>	<b>Group 2: Phase 5 T2</b> <b>o and o-e for /u/ (mother some)</b> <b>ey for /ee/ (donkey)</b> <b>and review /ee/ phoneme family (ee ea e-e e ie y)</b> <b>ui for /oo/ (fruit) and review /oo/ phoneme family (oo ue ew u-e u ou)</b>	<b>Group 2: Phase 5 T3</b> <b>Review of graphemes for /oa/ phoneme family (oa oe o-e ow o ou)</b> <b>Review of graphemes for /igh/ phoneme family (igh ie i-e i y)</b> <b>Reading words with contractions</b> oh Mr Mrs	<b>Group 2: Phase 5 T3</b> <b>Review of graphemes for /or/ phoneme family (or aw au [+ aur dinosaur])</b> <b>oor and ore for /or/ (door score)</b> <b>a and al for /or/ (water walk)</b> call(ed) asked		
	<b>Focus Spelling Pattern; Focus Words (decodable); Focus Words (common exception)</b>							
	<b>Group 3: Phase 6</b> <b>'wr' saying /r/</b> <i>wrong, wren, wrist, wrap, write, wrote, wring, wreck</i> four, eight	<b>Group 3: Phase 6</b> <b>'le' saying /l/</b> <i>bubble, middle, table, apple, little, puddle, giggle, cuddle</i> world, work	<b>Group 3: Phase 6</b> <b>Adding –er and –est to words ending in 'y'</b> <i>happier, happiest, easier, easiest, funnier</i> <i>funniest, luckier, luckiest</i> poor, great	<b>Group 3: Phase 6</b> <b>n 'el' saying /l/</b> <i>camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel</i> break, steak	<b>Group 3: Phase 6</b> <b>'al' and 'il' saying /l/</b> <i>festival, total, pupil, April, medal, local, pencil, nostril</i> busy, clothes	<b>Group 3: Phase 6</b> <b>Adding –ed and –er to words ending in e</b> <i>hiked, hiker, timed, timer, braved, braver,</i> <i>baked, baker</i> whole, listen		
<b>Reading</b>	BERT for those that are below turquoise. 5 x 30-minute sessions – two comprehension and three guided reading. For full details see year group guidance in burgundy curriculum folder.							
<b>Read aloud programme</b>	4x 10 min daily reading sessions Author focus: Atinuke Texts: Too Small Tola, No 1 Car Spotter, No 1 Car Spotter and the Firebird, Anna Hibiscus							

<b>Grammar</b> based on Skills Builders	Revision Compound Sentence (and) (Sentence Ninja)	Unit 4 Singular and plural	Unit 8 Expanded noun phrases	Unit 9 Types of sentences	Unit 15 Sentences, capital letters, full stops	Unit 11 Using ing for actions in the past
<b>Spelling</b> based on Spelling Shed	Words where 'wr' makes a /r/ sound at the beginning of words	Words ending in 'le'	Words ending in 'el'	Words ending in 'al'	Words ending in 'il'	Challenge Words Spelling Challenge Autumn B
<b>Handwriting</b> based on the Nelson Handwriting scheme	Differentiated. Focus on unit 15&16: 'oo', 'w' Nelson unit - Red	Differentiated. Focus on unit 17&18: 'of', 'fl' Nelson unit - Red	Differentiated. Focus on unit 19&20: break letters and capital letters. Nelson unit - Red	Differentiated. Focus on unit 1: 'in', 'ine' Nelson unit - Yellow	Differentiated. Focus on unit 2: 'ut', 'ute' Nelson unit - Yellow	Differentiated. Focus on unit 3: 've', 'vi' Nelson unit - Yellow

Areas of Teaching	Term 2A, Week 1	Term 2A, Week 2	Term 2A, Week 3	Term 2A, Week 4	Term 2A, Week 5	Term 2A, Week 6
<b>Core text</b>	<b>The Crow's Tale by Naomi Howarth</b>					
<b>Objectives</b>	To explore how woodland creatures survive in winter – experience session	To write effective sentences for our story. To write effective sentences for our story. To write effective sentences for our story.	To write effective sentences for our story. To write effective sentences for our story. To explore how animals are affected by different weather types.	To write effective sentences for our story. To write effective sentences for our story. To explore how people's feelings can be hurt.	To write effective sentences for our story. Independent writing – To write a sequel to the story	Independent writing – To write a sequel to the story
<b>Phonics based on the My Letters and Sounds structure</b>  <i>Sessions are differentiated according to attainment group. Here is a suggestion of where to start for each group, but assessment results from the previous year will provide specific information.</i>	<b>New GPCs; Reading tricky words; Spelling tricky Words; Words with adjacent consonants</b>					
<b>Group 3: Phase 6</b> <i>using an alternative scheme: waiting for My Letters and Sounds to produce phase 6</i>	<b>Group 1: Phase 4</b> <b>Revision of all GPCs taught so far</b> have you Reading and spelling CVCC /CCVC words	<b>Group 1: Phase 4</b> <b>Revision of all GPCs taught so far</b> Reading and spelling words with adjacent consonants and Phase Three vowel digraphs <i>were there little one they are</i>	<b>Group 1: Phase 4</b> <b>Revision of all GPCs taught so far</b> Reading and spelling words with adjacent consonants and Phase Three vowel digraphs <i>all</i>	<b>Group 1: Phase 4</b> <b>Revision of all GPCs taught so far</b> Reading and spelling words with adjacent consonants and Phase Three vowel digraphs <i>out do when what my her</i>	<b>Group 1: Phase 4</b> <b>Revision of all GPCs taught so far</b> Revision of reading Phase Four tricky words Reading words and sentences with adjacent consonants and Phase Two and Three graphemes	<b>Group 1: Phase 4</b> <b>Revision of all GPCs taught so far</b> Revision of spelling Phase Four tricky words Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes
	<b>New GPCs (alternative graphemes for phonemes); Reading new tricky words; Spelling tricky words</b>					
	<b>Group 2: Phase 5 T3</b> <b>Review of graphemes for /ur/ phoneme family (ur ir er) (w)or for /ur/ (work) ear for /ur/ (earth) busy pretty</b>	<b>Group 2: Phase 5 T3</b> <b>eer and ere for /ear/ (cheer here) are for /air/ (share) ear and ere for /air/ (bear there) their your</b>	<b>Group 2: Phase 5 T3</b> <b>ure and the /ure/ sound (pure) t(ure) for /ch/ (picture) a for /ar/ (father*) al for /ar/ (half) hour beautiful</b>	<b>Group 2: Phase 5 T3</b> <b>Unstressed /er/ at the end of words: or ar for /er/ (doctor calendar) Unstressed /er/ in the middle of longer words: er and other vowels (depending on pronunciation) (different envelope)</b>	<b>Group 2: Phase 5 T3</b> <b>kn gn for /n/ sound (know gnat) wr for /r/ sound (write) mb for /m/ sound (lamb) shoe parent(s) people our</b>	<b>Group 2: Phase 5 T3</b> <b>st sc for /s/ sound (listen science) y for /i/ sound (gym) augh our oar for /or/ sound (caught four board) friend once</b>
<b>Focus Spelling Pattern: Focus Words (decodable); Focus Words (common exception)</b>						
<b>Group 3: Phase 6</b> <b>'eer' saying /ear/ steer, career, volunteer, cheer, sheer, peer, deer, meerkat build, earth</b>	<b>Group 3: Phase 6</b> <b>'ture' saying /cher/ future, picture, sculpture, nature, vulture, adventure, creature, capture delicious, fruit</b>	<b>Group 3: Phase 6</b> <b>Adding –est and –y to words ending in e nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy learn, search</b>	<b>Group 3: Phase 6</b> <b>'mb' saying /m/ lamb, limb, comb, numb, climb, thumb, crumb, bomb famous, shoe</b>	<b>Group 3: Phase 6</b> <b>'al' saying /or/ all, call, hall, small, walk, talk, chalk, almost pretty, neighbour</b>	<b>Group 3: Phase 6</b> <b>Adding –ing and –ed to CVC and CCVC words patting, humming, dropping, shopping, jogged, fitted, clapped, stopped England, tongue</b>	

<b>Reading</b>	BERT for those that are below turquoise. 5 x 30 minute sessions – two comprehension and three guided reading. For full details see year group guidance in burgundy curriculum folder.					
<b>Read aloud programme</b>	4x 10 min daily reading sessions Author focus: Alex T. Smith Text: Mr Penguin and the Lost Treasure					
<b>Grammar</b> based on Skills Builders	Compound Sentence Coordination (and, but, so) (Sentence Ninja)	Using but as a joining word (unit 7)	Using commas in a list Unit 17	Compound words Unit 18	Using ing for actions in the present Unit 10	Common words Unit 35
<b>Spelling</b> based on Spelling Shed	Words where 'y' makes an /igh/ sound	Words where '-es' is added to words ending in 'y'	Words where '-ed' is added to words ending in 'y'	Words where '-er' and '-est' are added to words ending in 'y'	Words where '-ing' is added to words ending in 'e'	AFL – Address areas of difficulty
<b>Handwriting</b> based on the Nelson Handwriting scheme	Differentiated. Focus on unit 5: 'joining the letter s' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 6: 'joining from the letter r' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 7: 'joining to and from the letter a' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 8: 'joining from and to the letter e' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 9: 'joining to and from the letter o' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 10: 'joining to the letter y' Nelson unit - <b>Yellow</b>

Areas of Teaching	Term 2B, Week 1	Term 2B, Week 2	Term 2B, Week 3	Term 2B, Week 4	Term 2B, Week 5	Term 2B, Week 6
<b>Core texts</b>	<b>Narrative: Granny came here on the Empire Windrush</b>		<b>Narrative: The Man on the Moon by Simon Bartram</b>			
<b>Objectives</b>	To familiarize children with the narrative text To write a description of themselves To research own family history	To plan, write and edit a fact file of own family history	To familiarize children with the narrative text To make predictions and inferences To role play what it would be like on the moon To plan a letter	To write and edit a letter about visiting the moon	To plan and begin writing a story about an alien at school	To complete story To edit and improve writing
<b>Phonics based on the My Letters and Sounds structure</b>	<b>New GPCs (Phase Five graphemes); Reading new tricky words; Spelling tricky words</b>					
<i>Sessions are differentiated according to attainment group. Here is a suggestion of where to start for each group, but assessment results from the previous year will provide specific information.</i>	<b>Group 1: Phase 5 (From week 5)</b> <b>ay for /ai/ sound (day)</b> <b>ou for /ow/ sound (cloud)</b> <b>ie for /igh/ sound (pie)</b> <i>oh people</i> out	<b>Group 1: Phase 5</b> ea for /ee/ sound (each) <b>oy for /oi/ sound (boy)</b> ir for /ur/ sound (girl) ea for /ee/ sound (each) <b>oy for /oi/ sound (boy)</b> ir for /ur/ sound (girl) <i>their your</i> <i>some come</i>	Group 1: Phase 5 <b>aw for /or/ sound (saw)</b> <b>ue for /oo/ and /yoo/ sounds (blue rescue)</b> <b>ew for /oo/ and /yoo/ sounds (chew new)</b> <i>Mr Mrs</i> <i>said so</i>	<b>Group 1: Phase 5</b> <b>oe for /oa/ sound (toe)</b> <b>au for /or/ sound (Paul)</b> <b>i-e for /igh/ sound (time)</b> <i>asked called</i> have like	<b>Group 1: Phase 5</b> <b>a-e for /ai/ sound (make)</b> <b>o-e for /oa/ sound (home)</b> <b>u-e for /oo/ and /yoo/ sounds (rude cute)</b> <i>could would should</i> there were	<b>Group 1: Phase 5 (e-e for /ee/ sound (these))</b> <b>wh for /w/ sound(when)</b> <b>ph for /f/ sound (phone)</b> our here <i>when</i>
	<b>New GPCs (alternative graphemes for phonemes); Reading new tricky words; Spelling tricky words</b>				<b>Focus Spelling Pattern; Focus Words (decodable); Focus Words (common exception)</b>	
	<b>Group 3: Phase 6</b> <i>using an alternative scheme: waiting for My Letters and Sounds to produce phase 6</i>	<b>Group 2: Phase 5 T3</b> <b>Review of graphemes for /ai/ phoneme family: ai ay a-e a eigh aigh for /ai/ sound (eight straight)</b> <b>ey ea for /ai/ sound (they great)</b> <i>move improve</i> two (and other numbers)	<b>Group 2: Phase 5 T3</b> <b>Review of graphemes for /sh/ phoneme family: sh ch s for /sh/ (sugar)</b> <b>t(ion) for /sh/ (mention)</b> <b>ci ssi si for /sh/ (special mission mansion)</b> could would should	<b>Group 2: Phase 5 T3</b> <b>su si and /zh/ sound (treasure vision)</b> <b>Reading words with suffixes –ment –ness –ly</b> <b>Reading words with prefix un–</b>	<b>Group 2: Phase 5 T3</b> <b>Reading words with suffixes –less and –ful</b> <b>Review of Phase Five GPCs</b>	<b>Group 2: Phase 6</b> <b>'y' saying /igh/</b> <i>by, try, dry, sky, fly, sly, spy, reply</i> door, floor
<b>Focus Spelling Pattern; Focus Words (decodable); Focus Words (common exception)</b>						
	<b>Group 3: Phase 6</b> <b>'o' saying /u/</b> <i>brother, son, above, wonder, worry, glove, cover, month</i> group, country	<b>Group 3: Phase 6</b> <b>'ey' saying /ee/</b> <i>key, monkey, donkey, honey, money, chimney, valley, turkey</i> heart, dangerous	<b>Group 3: Phase 6</b> <b>Adding –er, –est and –y to CVCC and CVC Words</b> <i>longer, warmer, coldest, windy, wetter, hottest, funny, sunny</i> special, enough	<b>Group 3: Phase 6</b> <b>Contractions</b> <i>can't, I've, you'll, didn't, we'd, couldn't, should've, could've</i> aunt, father	<b>Group 3: Phase 6</b> <b>'war' saying /wor/ and 'wor' saying /wur/</b> <i>war, ward, warm, towards, world, worst, work, worth</i> prove, improve	<b>Group 3: Phase 6</b> <b>Adding suffixes –ment and –ness to words.</b> <i>enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness</i> hour, move

<b>Reading</b>	BERT for those that are below turquoise. 5 x 30 minute sessions – two comprehension and three guided reading. For full details see year group guidance in burgundy curriculum folder.					
<b>Read aloud programme</b>	4x 10 min daily reading sessions Author focus: Alex T. Smith Text: Mr Penguin and the Fortress of Secrets					
<b>Grammar</b> based on Skills Builders	Compound Sentence Coordination (and, but, so) (Sentence Ninja)	Unit 14 Apostrophes for possession	Unit 12 Choosing the right tense	Unit 13 Apostrophes for missing letters	Unit 18 Compound words	Unit 16 Question marks, exclamation marks
<b>Spelling</b> based on Spelling Shed	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where '-ing' is added to single syllable words	Words where '-ed' is added to single syllable words	Words where 'a' makes an /or/ sound	Words where 'o' makes an /u/ sound	Challenge Words Spring B Spelling Challenge
<b>Handwriting</b> based on the Nelson Handwriting scheme	Differentiated. Check-up 10: AFL Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 11: 'joining to the letter a' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 12: 'joining from the letter o' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 13: 'joining to the letter r' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 14: 'the first and second join: ai, al, ay' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 15: 'joining from the letter o' Nelson unit - <b>Yellow</b>

Areas of Teaching	Term 3A, Week 1	Term 3A, Week 2	Term 3A, Week 3	Term 3A, Week 4	Term 3A, Week 5	Term 3A, Week 6
<b>Core texts</b>	<b>Narrative- Room on the Broom by Julia Donaldson</b>			<b>Narrative and Non-fiction - The Magic Finger by Roald Dahl</b>		
<b>Objectives</b>	To familiarize children with the narrative text To plan and write a character description of the witch	To plan and begin writing a story based on the witch character	To complete stories To edit and improve writing	To familiarize children with the narrative text To make predictions about a character To hold a class debate about fox hunting	To plan and write a persuasive letter to The Greggs To edit and improve writing To explore the term 'seeing red'	To plan and write a diary entry To edit and improve writing
<b>Phonics based on the My Letters and Sounds structure</b>	<b>New GPCs (Phase Five graphemes); Reading new tricky words; Spelling tricky words</b>		<b>New GPCs (alternative pronunciations of graphemes); Reading new tricky words; Spelling tricky words.</b>			
<i>Sessions are differentiated according to attainment group. Here is a suggestion of where to start for each group, but assessment results from the previous year will provide specific information.</i>	<b>Group 1:</b> Phase 5 T1 Revision of GPCs in phoneme families: /ai/ ai ay a-e /ee/ ee ea e-e /igh/ igh ie i /or/ or aw au /ur/ ur ir Review of Phase Five tricky words	<b>Group 1:</b> Phase 5 T1 <b>Revision of GPCs in phoneme families:</b> <b>/oa/ oa oe o-e</b> <b>/oo/ and /yoo/ oo ue</b> <b>ew u-e</b> <b>/ow/ ow ou</b> <b>/oy/ oy oi</b> house mouse	<b>Group 1:</b> Phase 5 T2 i /igh/ sound (find) o /oa/ sound (old) a /ai/ sound (paper) <b>water want</b> <i>one little</i>	<b>Group 1:</b> Phase 5 T2 u /yoo/ sound (uniform) u /oo/ (short) sound (put) e /ee/ sound (he) <b>who whole where</b> <i>do don't</i>	<b>Group 1:</b> Phase 5 T2 3 ow /oa/ sound (snow) ie /ee/ sound (field) ea /e/ sound (head) <b>any many two</b>	<b>Group 1:</b> Phase 5 T2 er /ur/ sound (herb) y /ee/ sound (happy) y /igh/ sound (fly) <b>school work</b>
	<b>Focus Spelling Pattern:</b> <i>Focus Words (decodable); Focus Words (common exception)</i>					
	<b>Group 3: Phase 6</b> <i>Using an alternative scheme: waiting for My Letters and Sounds to produce phase 6</i>	<b>Group 2:</b> Phase 6 <b>Adding –es to words ending in ‘y’</b> <i>flies, spies, babies, teddies, carries, hurries, replies, cries autumn, gone</i>	<b>Group 2:</b> Phase 6 <b>‘gn’ saying /n/</b> <i>gnome, sign, gnaw, gnat, design, gnarl, gnash</i> know, colour	<b>Group 2:</b> Phase 6 <b>‘kn’ saying /n/</b> <i>knight, knee, knot, knife, knock, know, knapsack, knowledge</i> other, does	<b>Group 2:</b> Phase 6 <b>Adding –ing and –ed to words ending in ‘y’</b> <i>copied, copying, worried, worrying, annoying, annoyed, studying, studied</i> talk, two	<b>Group 2:</b> Phase 6 <b>‘wr’ saying /r/</b> <i>wrong, wren, wrist, wrap, write, wrote, wring, wreck</i> four, eight
<b>Focus Spelling Pattern:</b> <i>Focus Words (decodable); Focus Words (common exception)</i>						
	<b>Group 3:</b> Phase 6 <b>n ‘s’ saying /zh/</b> <i>usual, casual, treasure, pleasure, measure, Asia, visual, closure</i> sure, sugar	<b>Group 3:</b> Phase 6 <b>wa saying /wo/, qua saying /quo/</b> <i>want, watch, wash, swap, quality, squash, squabble, quantity</i> half, quarter	<b>Group 3:</b> Phase 6 <b>‘tion’ saying /shun/</b> <i>action, motion, description, station, section, adoption, portion, fiction</i> touch, straight	<b>Group 3:</b> Phase 6 <b>Adding the suffixes –ful, –less and –ly to words.</b> <i>graceful, wonderful, powerful, breathless, careless, badly, happily, luckily</i> caught, daughter	<b>Group 3:</b> Phase 6 <b>Homophones</b> <i>hear, here, there, their, bare, bear, quiet, quite</i> journey, area	<b>Group 3:</b> Phase 6 <b>Adding the prefix dis–</b> <i>dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey</i> heard, early
<b>Reading</b>	BERT for those that are below turquoise. 5 x 30 minute sessions – two comprehension and three guided reading. For full details see year group guidance in burgundy curriculum folder.					
<b>Read aloud programme</b>	4x 10 min daily reading sessions Author focus: Michael Rosen Texts: Book of Very Silly Poems, Quick Let's Get Out of Here, You Wait Till I'm Older Than You and No Breathing in Class					
<b>Grammar based on Skills Builders</b>	Complex Sentences Subordination (when, if, because)	Unit 5 Using because, that, if and when	Unit 22 Silent letters	Unit 23 Words ending in le and el	Unit 24 Words ending in al and il	Unit 27 Verbs ending in y

	(Sentence Ninja)					
<b>Spelling</b> based on Spelling Shed	Words where 'ey' makes an /ee/ sound	Words where 'a' makes an /o/ sound	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words where 's' makes an /z/ sound	Words ending in '-ment' and '-ness'	Words ending in '-ful' and '-less'
<b>Handwriting</b> based on the Nelson Handwriting scheme	Differentiated. Focus on unit 16: 'horizontal join to the letter e' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 17: horizontal join to the letter u' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 18: 'practising print' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 19: 'joining to ascenders' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 20: 'practising all the joins' Nelson unit - <b>Yellow</b>	Differentiated. Check-up 2 - AFL Nelson unit - <b>Yellow</b>

Areas of Teaching	Term 3B, Week 1	Term 3B, Week 2	Term 3B, Week 3	Term 3B, Week 4	Term 3B, Week 5	Term 3B, Week 6
<b>Core text</b>	<b>Narrative- The Missing Piece by Jordan Stephens</b>			<b>Poetry by Michael Rosen</b>	<b>Poetry by John Foster</b>	
<b>Objectives</b>	To explore stories from other cultures Plan. Write and edit description of own home and compare to a friend/relative	To plan, write and edit a 'Friendship mixture' – make a recipe for a successful friendship	To plan, write and edit a retell of the story.	To explore Michael Rosen poetry To write a poem based on a familiar structure To edit and improve poems	To explore John Foster poetry To read and recite a John Foster poem To understand how the rhyming elements of a poem make it pacey, fun and even funny	To write a poem based on a familiar structure To edit and improve poems
<b>Phonics based on the My Letters and Sounds structure</b>	<b>New GPCs (alternative pronunciations of graphemes);</b> <i>Reading new tricky words</i> ; Spelling tricky words.					<i>New GPCs (alternative graphemes for phonemes)</i> <i>Reading new tricky words</i> <i>Spelling tricky words</i>
<i>Sessions are differentiated according to attainment group. Here is a suggestion of where to start for each group, but assessment results from the previous year will provide specific information.</i>	<b>Group 1:</b> Phase 5 T2 a /o/ sound (want) ch /c/ sound (school) ch /sh/ sound (chef)  <b>friend through what</b>  want(ed) school	<b>Group 1:</b> Phase 5 T2 g /j/ sound (giant cage) c /s/ sound (city ice)  <b>once eye</b>	<b>Group 1:</b> Phase 5 T2 ve for /v/ (give) le for /l/ (or /ul/) (apple) se and ce for /s/ (house fence) ze and se for /z/ (freeze cheese)  <b>laugh(ed) because</b>	<b>Group 1:</b> Phase 5 T2 al and el for /l/ (or /ul/) (metal label) tch for /ch/ (catch) dge and ge for /j/ (bridge large)	<b>Group 1:</b> Phase 5 T2 o and o-e for /u/ (mother some) ey for /ee/ (donkey) and review /ee/ phoneme family (ee ea e-e e ie y) ui for /oo/ (fruit) and review /oo/ phoneme family (oo ue ew u-e u ou)	<b>Group 1:</b> Phase 5 T3 Review of graphemes for /oa/ phoneme family (oa oe o-e ow o ou) Review of graphemes for /igh/ phoneme family (igh ie i-e i y) Reading words with contractions <i>oh Mr Mrs</i>
<b>Group 3: Phase 6</b> <i>using an alternative scheme: waiting for My Letters and Sounds to produce phase 6</i>	<b>Focus Spelling Pattern:</b> <i>Focus Words (decodable); Focus Words (common exception)</i>					
	<b>Group 2:</b> Phase 6 <b>Adding –er and –est to words ending in ‘y’</b> <i>happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest, poor, great</i>	<b>Group 2:</b> Phase 6 <b>n ‘el’ saying /l/</b> <i>camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel, break, steak</i>	<b>Group 2:</b> Phase 6 <b>‘al’ and ‘il’ saying /l/</b> <i>festival, total, pupil, April, medal, local, pencil, nostril, busy, clothes</i>	<b>Group 2:</b> Phase 6 <b>Adding –ed and –er to words ending in e</b> <i>hiked, hiker, timed, timer, braved, braver, baked, baker, whole, listen</i>	<b>Group 2:</b> Phase 6 <b>‘eer’ saying /ear/</b> <i>steer, career, volunteer, cheer, sheer, peer, deer, meerkat, build, earth</i>	<b>Group 2:</b> Phase 6 <b>‘ture’ saying /cher/</b> <i>future, picture, sculpture, nature, vulture, adventure, creature, capture, delicious, fruit</i>
	Having a go at unfamiliar words and cross-curricular words (HFW)					
	<b>Group 3:</b> Phase 6 <b>Phase 6 Revision</b> To reflect on how spelling can affect the way people feel about themselves To know how to give and ask for spelling help constructively	<b>Group 3:</b> Phase 6 <b>Phase 6 Revision</b> To know clear routines for having a go at spelling unfamiliar words To know all the expectations for spelling in my classroom	<b>Group 3:</b> Phase 6 <b>Phase 6 Revision</b> To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the word	<b>Group 3:</b> Phase 6 <b>Phase 6 Revision</b> To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the words	<b>Group 3:</b> Phase 6 <b>Phase 6 Revision</b> To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the words	<b>Group 3:</b> Phase 6 <b>Phase 6 Revision</b> To further develop strategies for learning to spell new words To further develop strategies for rehearsing words To learn to spell the words
<b>Reading</b>	BERT for those that are below turquoise.					

