

Literacy Lesson Medium Term Plan	
Year Group -2	Year -2023-2024

National Curriculum Spoken Language Y1-Y6 (delivered across the Literacy and Wider Curriculum)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>

Autumn 1			
Genre/Text Type	Texts ( <i>texts for WCR/shared reading can be found on the long term plans</i> )	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Narrative-familiar settings including film	A Cloudy lesson Lit Shed Link Adventures are the pits Lit Shed Link <b>Snack Attack</b>	<b>Writing</b> I can write simple, coherent narratives about personal experiences and those of others – TAF I can write about real events, recording these simply and clearly – TAF I can use full stops, capital letters (for most sentences) & use of question marks correctly when required – TAF I consistently use the past and present tense mostly correctly and consistently – TAF	

		<p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p> <p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p>	
--	--	--	--

		<p>can listen to discuss and share my views about stories, poems and non-fiction texts, including language choices at a level beyond that they can read independently</p> <p>I can show awareness of non fiction books that are structured in different ways</p> <p>I can recognise simple repeated phrases in stories and poems</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can participate in discussions about books, poems and other texts that are read to them or by themselves.</p> <p>I can explain and discuss their understanding of books, poems and other texts.</p> <p><b>Writing</b></p> <p>I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF</p>	
--	--	---	--

		<p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p>	
--	--	--	--

		<p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p>	
Non-Fiction Explanation –	<p>Wellbeing Block, wishes, dreams and feelings Umbrella by Elena Arevalo Melville</p> <p>*Amazing Grace</p>	<p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p>	

		<p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p> <p><b>Writing</b></p> <p>I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p>	
--	--	--	--

		<p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p>	
--	--	---	--

		<p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p>	
<p>Non fiction Persuasive</p> <p>Newspaper reports</p> <p>Diary entry</p> <p>Character profiles</p>	<p>Recount from trip to Sutton Ecology</p>	<p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p>	



		<p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p> <p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p> <p><b>Writing</b></p> <p>I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p>	
--	--	---	--

		<p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p>	
--	--	---	--

		<p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p>	
--	--	--	--

<p><b>Poetry</b> <b>Discussion texts</b> link to antibullying week.</p>	<p>A good play, The swing and my shadow</p> <p>Something Else</p>	<p><b>Reading</b> I can accurately read words of two or more syllables - TAF I read most words fluently and accurately without over sounding and blending - TAF I can read most words containing common suffixes - TAF I can read most common exception words - TAF I can sound out most unfamiliar words accurately without undue hesitation - TAF I can answer questions and make some inferences based on what is said and done - TAF I can predict what has happened so far in what I have read - TAF I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD I can make inferences about I'm reading - TAF GD I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD I can make links between the book I'm reading and other books - TAF GD I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent. I can idiscuss the sequence of events in books and how items of information are related. I can become familiar with and re-tell a range of stories, fairytales and traditional tales I can re-read to build up fluency and confidence in word reading. I can discuss and clarify the meanings of words, choosing my favourites</p> <p><b>Writing</b></p>	
---	---	--	--

		<p>I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p>	
--	--	---	--

		<p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p>	
--	--	---	--

		I can read aloud what they have written with appropriate intonation to make the meaning clear. I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far	
<b>Autumn 2</b>			
<b>Genre/Text Type</b>	<b>Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Narrative Persuasive texts-letter	The Story Machine	<b>Writing</b> I can use co-ordination (e.g. or, and, but) – TAF I can use some subordination (e.g. when, if, that, because) – TAF I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others – TAF	
Narrative	Monty The Penguin	<b>Reading</b> I can accurately read words of two or more syllables - TAF I read most words fluently and accurately without over sounding and blending - TAF I can read most words containing common suffixes - TAF I can read most common exception words - TAF I can sound out most unfamiliar words accurately without undue hesitation - TAF I can answer questions and make some inferences based on what is said and done - TAF I can predict what has happened so far in what I have read - TAF	

		<p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p>	
Recounts	Recounts of trips cinema/Ecology centre	<p><b>Writing</b></p> <p>I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly</p>	



		<p>and making phonically-plausable attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p>	
--	--	--	--

		<p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p> <p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p>	
--	--	--	--

		<p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites.</p>	
<b>Spring 1</b>			
<b>Genre/Text Type</b>	<b>Texts (texts for WCR/shared reading can be found on the long term plans)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Discussion text Nonchronological texts	<p>Follow the moon home, A tale of one idea, twenty kids and a hundred sea turtles by Phillippe Cousteau/Deborah Hopkinson</p> <p>The Osbourne book of Sea creatures by Minna Lacy</p>	<p><b>Writing</b> I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p>	

		<p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausable attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p>	
--	--	--	--

		<p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p>	
--	--	---	--

		<p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p> <p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p> <p>can spell many common exception words - TAF / most for TAF – GD</p>	
--	--	---	--

		<p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters – TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p>	
Information and Biography	Manfish A story of Jacques Cousteau by Jennifer Berne	<p><b>Writing</b> I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p> <p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p>	

		<p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p>	
--	--	---	--



		<p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p> <p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p> <p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p>	
--	--	---	--

		<p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p>	
<b>Spring 2</b>			
<b>Genre/Text Type</b>	<b>Texts <i>(texts for WCR/shared reading can be found on the long term plans)</i></b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Poetry	Alien Poems	<p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p>	

		<p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p> <p><b>Writing</b></p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF – GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p>	
--	--	--	--

		I can distinguish between homophones and near-homophones I can learn new ways of spelling phonemes and words, including a few common homophones – I can use expanded noun phrases (e.g. the blue butterfly)	
	<b>POETREE</b>		
<b>Summer 1</b>			
<b>Genre/Text Type</b>	<b>Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)</b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>
Non-Fiction- Instruction texts	Tidy by Emily Gravitt Pete's busy day	<b>Writing</b> I can write simple, coherent narratives about personal experiences and those of others - TAF I can write about real events, recording these simply and clearly - TAF I can use full stops, capital letters (for most sentences) & use of question marks correctly when required - TAF I consistently use the past and present tense mostly correctly and consistently - TAF I can use co-ordination (e.g. or, and, but) - TAF I can use some subordination (e.g. when, if, that, because) - TAF I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF I can spell many common exception words - TAF / most for TAF - GD I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF	

		<p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p> <p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p>	
--	--	---	--

		<p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p> <p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p> <p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p> <p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p>	
--	--	---	--

		<p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p>	
	Sats Revision		
Letters/adverts	Bedtime arguments, adverts & letters	<p><b>Writing</b></p> <p>I can write simple, coherent narratives about personal experiences and those of others - TAF</p> <p>I can write about real events, recording these simply and clearly - TAF</p> <p>I can use full stops, capital letters (for most sentences) &amp; use of question marks correctly when required - TAF</p> <p>I consistently use the past and present tense mostly correctly and consistently - TAF</p> <p>I can use co-ordination (e.g. or, and, but) - TAF</p> <p>I can use some subordination (e.g. when, if, that, because) - TAF</p>	

		<p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly and making phonically-plausible attempts at others - TAF</p> <p>I can spell many common exception words - TAF / most for TAF - GD</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - TAF</p> <p>I use spacing between words that reflects the size of the letters - TAF</p> <p>I can write for different purposes including real events using the features of a text type (including poetry) - TAF GD</p> <p>I can proof-read my work to check for errors in spelling, grammar and punctuation making additions and revisions - TAF GD</p> <p>I can use the full range of KS1 punctuation (commas in list, apostrophes for singular possession and omission) - TAF GD</p> <p>I can add suffixes to spell some words correctly in their writing 'ment', 'ness', 'ful', 'less' and 'ly' - TAF - GD</p> <p>I can use diagonal and horizontal strokes needed to join letters in some of their writing - TAF GD</p> <p>I can spell some words with contracted forms</p> <p>I can learn the possessive apostrophe(singular - the girl's book)</p> <p>I can distinguish between homophones and near-homophones -</p> <p>I can learn new ways of spelling phonemes and words, including a few common homophones -</p>	
--	--	---	--



		<p>I can use expanded noun phrases (e.g. the blue butterfly)</p> <p>I can use sentences of different forms e.g. statements, questions, exclamations &amp; commands</p> <p>I can use the progressive forms of verbs in the past and present tense (e.g. He was running)</p> <p>I can form lower case letters of the correct size relative to one another.</p> <p>I can plan and discuss the content of my writing and record my ideas</p> <p>I can write down ideas and /or key words, including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences</p> <p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour)</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p> <p><b>Reading</b></p> <p>I can accurately read words of two or more syllables - TAF</p> <p>I read most words fluently and accurately without over sounding and blending - TAF</p>	
--	--	---	--

		<p>I can read most words containing common suffixes - TAF</p> <p>I can read most common exception words - TAF</p> <p>I can sound out most unfamiliar words accurately without undue hesitation - TAF</p> <p>I can answer questions and make some inferences based on what is said and done - TAF</p> <p>I can predict what has happened so far in what I have read - TAF</p> <p>I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD</p> <p>I can make inferences about I'm reading - TAF GD</p> <p>I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD</p> <p>I can make links between the book I'm reading and other books - TAF GD</p> <p>I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent.</p> <p>I can idiscuss the sequence of events in books and how items of information are related.</p> <p>I can become familiar with and re-tell a range of stories, fairytales and traditional tales</p> <p>I can re-read to build up fluency and confidence in word reading.</p> <p>I can discuss and clarify the meanings of words, choosing my favourites</p>	
<b>Summer 2</b>			
<b>Genre/Text Type</b>	<b>Texts <i>(texts for WCR/shared reading can be found on the long term plans)</i></b>	<b>National Curriculum/PI Objectives</b>	<b>Possible text type links to wider curriculum</b>

<p>Narrative Fantasy writing</p>	<p>Lost and Found by Oliver Jeffers The Quest by Ruth Mертens The way back home by Oliver Jeffers The Annoying Elephant by David Walliams Recount of Chessington trip</p>	<p><b>Reading</b> I can accurately read words of two or more syllables - TAF I read most words fluently and accurately without over sounding and blending - TAF I can read most words containing common suffixes - TAF I can read most common exception words - TAF I can sound out most unfamiliar words accurately without undue hesitation - TAF I can answer questions and make some inferences based on what is said and done - TAF I can predict what has happened so far in what I have read - TAF I can check that the text makes sense to them as they read and correcting inaccurate reading - TAF GD I can make inferences about I'm reading - TAF GD I can make a plausible prediction about what might happen on the basis of what's been read - TAF GD I can make links between the book I'm reading and other books - TAF GD I can continue to apply phonic knowledge and skills as the route to decode words until reading is fluent. I can idiscuss the sequence of events in books and how items of information are related. I can become familiar with and re-tell a range of stories, fairytales and traditional tales I can re-read to build up fluency and confidence in word reading. I can discuss and clarify the meanings of words, choosing my favourites <b>Writing</b></p>	<p>Link to science writing of plants</p>
----------------------------------	---	---	--

		<p>I can evaluate my own writing independently, with friends and with an adult</p> <p>I can use appropriate adjectives and adverbs (e.g. plain flour) I can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far</p> <p>I can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, incl. verbs in continuous form.</p>	
--	--	--	--