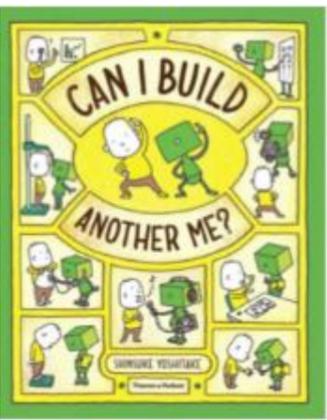
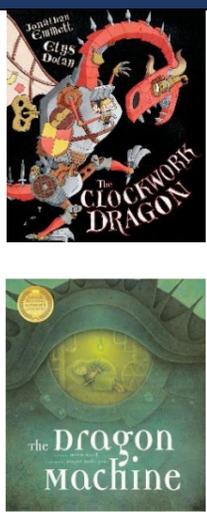
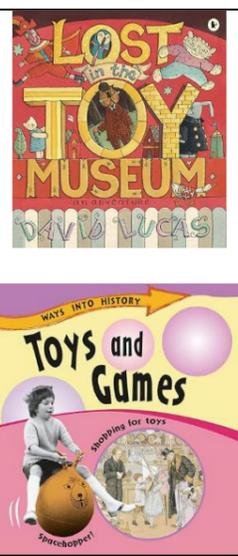
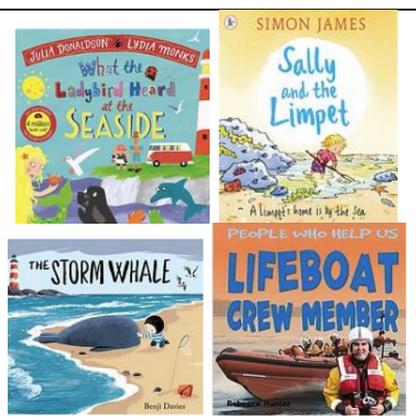


Year 1 and 2 English Curriculum

	How am I Making History?	Where am I?	How have Toys Changed?	What is it like to Live in China?	How Did we Learn to Fly?	What can you see at the Coast?						
Core Texts												
Additional Analysis Texts												
Writing Opportunities	List, labels and captions Instructions Acrostic Poems	Narrative – Fairytales - Setting - Character Description - Retell/Reinvent	Explanation Letter – Complaint	Narrative – - Character Description - Setting Newspaper Report Rhyming Poems	Personal Recount Non-chronological report Narrative	Narrative – Adventure - Alternate ending - Reinvent						
Vocabulary	celebrate celebration change childhood different event family future grandparent lifetime	memory now past present remember significant similar time capsule timeline living memory	aerial photograph aerial view atlas beach car park city country directional language farm	location map mountain museum north ocean photograph place pond position	artefact century decade different evidence living memory memory modern now past	present remember similar source special	continent country different directional language e.g. near, far, next to, behind, etc. key human feature	map physical feature similar symbol	beyond living memory decade evidence eyewitness flight historic historically significant inventor	living memory past present primary source source	aerial photograph capital city city cliff coast coastline continent country data collection fieldwork	location locate ocean physical feature pictogram pier river sand dunes sea tally chart

		feature feelings fieldwork forest hill house lake land locate	post office postcard present river roundabout route school grounds sea shop symbol town							island harbour human feature lake landmark	tourist town village	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
GaP	<ul style="list-style-type: none"> Spaces between words Capital letters to demarcate sentences Full stops to demarcate sentences Word Classes – Noun and Verb 	Y1 Recap <ul style="list-style-type: none"> Full Stops Capital Letters Exclamation Marks Question Marks Commas for lists Expanded Noun Phrases Co-ordination using and, or, but. Commands 	<ul style="list-style-type: none"> Word Classes – Noun and Verb How words combine to make sentences Capital Letters for proper nouns and the pronoun I 	<ul style="list-style-type: none"> Subordination using when, if, that or because Questions 	<ul style="list-style-type: none"> Co-ordinating conjunctions (and) Exclamation marks to demarcate and punctuate sentences 	<ul style="list-style-type: none"> Use of ly for adverbs Apostrophe to mark singular possession Exclamation sentences Statements 	<ul style="list-style-type: none"> Capital Letters for proper nouns and the pronoun I 	<ul style="list-style-type: none"> Past and present tense including progressive form Consistent choice of present and past tense 	<ul style="list-style-type: none"> Regular plural noun suffixes 	<ul style="list-style-type: none"> Consolidation 	<ul style="list-style-type: none"> Question marks to demarcate and punctuate sentences 	<ul style="list-style-type: none"> Consolidation
Phonics	Phase 3 Revision Phase 4: Set 12: Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Phase 5: Set 13: wh, ph		Set 14 (ay a-e igh/ey/ei (long a)) Set 15 (ea e-e ie/ey/y (long e)) Set 16 ie, i-e, y, i (long i) Set 17 (ow o-e o/oe (long o)) Set 18 (ew ue u-e (long u) u / oul (short oo))		Set 19 (aw au al) Set 20 (ir er ear) Set 21 (ou oy) Set 22 (ere/eer are/ear) Set 23 (c k ck ch)		Phase 5 Consolidation Set 24 (ce/ci/cy sc/stl se) Set 25 (ge/gi/gy dge) Set 26 (le mb kn/gn wr) Set 27 (tch sh ea zh (w)a o) Set 28 (suffix -ing -ed) Set 29 (suffix -s -es) Set 30 (prefix re- un-)		Phase 5 Consolidation		Phase 5 Consolidation	
Y1 Irregular/High Frequency Words	said, have, like, so, do, some, come, were, there, little, one, when, out, what, oh, their, people, Mr, Mrs, Ms		looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many		work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once		great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third, clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep					
	The digraphs 'ai' and 'oi' are hardly ever		The digraph 'ay' is used for those sounds at the end of		Adding –er and –est to adjectives where		The sound /k/ spelt with 'k' not 'c', before		Consolidation		Consolidation	

<p>Spelling Y1</p>	<p>used at the end of English words.</p> <p>The vowel digraph 'oo' – very few words have oo at the end</p> <p>The sound /ee/ spelt 'e' and with the vowel digraph 'ee'</p> <p>The trigraph igh</p> <p>The vowel digraph 'ar'</p> <p>The vowel digraph 'er' (unstressed) 'er' (stressed)</p> <p>The vowel digraph 'ir', 'ur'</p> <p>The vowel trigraph 'ear'</p> <p>The vowel trigraph 'air'</p> <p>The sound spelt n before k 'nk'</p> <p>spelling 'ph' and 'wh'</p> <p>The sounds /f/ and /s/, spelt 'ff' and 'ss'</p> <p>The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>words and at the end of syllables.</p> <p>The split vowel digraphs 'a-e' and 'e-e'</p> <p>Words ending with the sound /e/ spelt with 'y'</p> <p>The split vowel digraphs 'i-e' 'o-e'</p> <p>The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)</p> <p>The vowel digraph 'ea'</p> <p>The vowel digraph 'ie' making the /igh/ and /ee/ sounds</p> <p>The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'</p> <p>The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</p> <p>Common Exception Words</p>	<p>no change is needed to the root word</p> <p>The vowel trigraph 'air' and 'are'</p> <p>The vowel digraph 'or' and the vowel trigraph 'ore'</p> <p>The vowel digraphs 'aw' and 'au'</p> <p>The vowel digraphs 'ow' and 'ou'</p> <p>The digraph 'oy' is used for those sounds at the end of words and at the end of syllables.</p>	<p>e, i and y</p> <p>The /v/ sound at the end of words spelt with 've'</p> <p>The sound /ch/ spelt –'tch'</p> <p>Adding the prefix –un without any change to the spelling of the root word</p> <p>Adding s and es to Words</p> <p>Compound words</p>		
<p>Common Exception Words Y1</p>	<p>The, a do, pull, full, me, she, we, be, he, I, by, my, are, were, our, there, here, they, where</p>	<p>to, today, says, go, no, so, of, said, was, has, come, some, one, once, ask, is</p>	<p>You, your</p>	<p>Love, undo, school, friend, push, house,</p>	<p>Consolidation</p>	<p>Consolidation</p>
	<p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p>	<p>The sound /l/ spelt with '-el' at the end of words</p> <p>The sound /l/ spelt</p>	<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant after a single vowel</p>	<p>The suffixes –ment, -ness and -ful</p> <p>The suffixes –less</p>	<p>Homophones and near homophones</p> <p>Months of the year/ time</p>	<p>Consolidation</p>

Spelling Y2	<p>The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of Words</p> <p>The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</p> <p>The sound /l/ spelt with '-le' at the end of words</p>	<p>with '-il' and '-al' at the end of words</p> <p>The sound /igh/ spelt with '-y' at the end of words</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>Adding -ed, -er and -est to a word ending in -y with a consonant before it</p> <p>Adding -ing to a word ending in -y with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>	<p>The sound /or/ spelt 'a' before l or ll</p> <p>The sound /u/ spelt with 'o'</p> <p>The sound /ee/ spelt with '-ey'</p> <p>The /o/ sound spelt with 'a' after w and qu</p> <p>The stressed/er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w</p> <p>The sound /zh/ spelt 's'</p>	<p>and -ly</p> <p>Words ending in -tion</p> <p>Contractions</p> <p>The possessive apostrophe</p>	<p>Question Words</p> <p>Consolidation</p>	
Common Exception Words Y2	Door, floor, again, wild, children, climb, parents, most, only, both	find, mind, behind, old, cold, gold, hold, told, every, everybody	fast, last, father, class, grass, pass, plant, path, bath, people,	even, break, steak, great, move, prove, improve, sure, sugar, eye	any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind,	Consolidation