English Curriculum Overview

Northwick Park Primary and Nursery Academy

Year 2

NB English teaching in phonics Key Stage 1 follows the Read, Write, Inc and Language and Literacy Programmes. In addition to this, children participate in focused writing sessions. Additional reading support is also provided.

Core Text Type Overview

Autumn	Spring	Summer
Familiar stories/Verbal Story telling/Description writing Gruffalo **Diaries** (Samuel Pepys, Sammy the Street Dog) **Non-fiction texts/non-chron reports** – London Landmarks **Story Writing** – Winnie the Pooh in London **Recount** – Kit Theatre visit **Dictionaries** – alphabetical order (Basic skills – What is a sentence?) **Christmas Acrostic Poetry** **Christmas Classic Poem – 'Twas the Night Before Christmas spoken language outcome** **Postcards** to Thomas Farriner Core skills unit	**Instructions** – linked to Space, Aliens (Space Poems if time) **Non-fiction texts**, non-chron reports – Australia land marks, animals spoken language outcome **Children's classic poems** – Tiddalick The Owl and the Pussy Cat Diamante Poems **Fables** – Australian Dreamtime Stories **Letter Writing** Kitty Koala, LB and WR Academy swap **Story Writing –** La Luna **Explanation** – how to look after a pet Core Skills unit	**Contemporary Poems –** outdoor theme/summer **Recount** – school trip – farm/beach **Explanation –** how a plant grows (linked to science) **Newspaper Report** – The Scarecrow's Wedding Story Speech spoken language (interviews) **Informal Letters** – The Day the Crayons Quit **Book Study** – Flat Stanley Reading resources e.g VIPERS used as appropriate Core Skills unit

Vocabulary – Year 2

New Vocabulary for This Year:			
Text Type/Reading:		GPS:	
Vocabulary Traditional tale Familiar setting	Classic Poem Beat/rhythm Verse/stanza	Noun phrase Present tense Past tense	Adjective Verb Compound word

Non-chronological report Fluency Dictionary Thesaurus Instructions Play Index	Rhyme Persuasive writing Newspaper report Media Recap Recount Contents Glossary	Pronoun 'I' Suffix Statement Question Exclamation Command Inverted commas Adverb	Apostrophe Upper case/lower case letter Conjunction Spelling family Joined letters Inverted Commas Joined letters – ascender, descender
Familiar Vocabulary to Revise this Year:			
Text Type/Reading:		GPS	
Letter Fiction Non-fiction Heading Subheading Title Author	Illustrator Character Beginning/middle/end	Phoneme Grapheme Digraph Blend Segment Split-digraph Beginning/middle/end Vowel Consonant	Noun Question mark Exclamation mark Prefix Capital letter Single Plural Full stop Capital letter

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

Spoken Language Curriculum Content:

Begins to listen and respond appropriately to a wider range of adults and their peers. *Looks at the person speaking.* *Understands how to answer questions in full sentences. 'Yes, I like that character too.'*	**Begins to ask relevant questions to extend their understanding and knowledge.** *'I don't understand x, can you help me?'* *'I've finished, what should I do now?'* *'Is this right?*	**Begins to use relevant strategies to build their vocabulary.** *Uses classroom and personal word banks, and dictionaries.* *Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.*	**Begins to articulate and justify answers, arguments and opinions.** *Uses 'because' to make simple justifications drawing on personal experiences and opinions. 'I like this book [about zoos] because I like animals'.* *Uses sentence stems to support polite disagreement e.g. That's interesting but I think…*	**Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events).* *Use simple conjunctions to support descriptions, explanations and narratives (e.g. and, but, so, because, if).* *Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).*	**Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion.* *May need to use sentence starters or other classroom prompts to help with their responses.*
Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. *Takes a personal approach: 'I think…' or after group work: 'We think…'* *Uses props such as small world figures and puppets to explore and imagine ideas.*	**Begins to speak audibly and fluently with an increasing command of Standard English.** *Uses a louder voice when addressing the class or in a whole school assembly. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.* *Makes eye contact with the other children in the group.* *Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').*	**Begins to participate in discussions, presentations, performances, role play, improvisations and debates.** *Present their work to the rest of the class.* *Participate in short plays and performances.* *Creates improvisations, for example to explore how a character was feeling in a story.*	**Begins to gain, maintain and monitor the interest of the listener(s).** *Uses artefacts and objects to support their talk. For example, bringing a special item to share before describing it in Show and Tell activities.*	**Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.** *Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because…'*	**Begins to select and use appropriate registers for effective communication.** *Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.*

Reading Objectives:

Statutory Curriculum Objectives:	Statements:
Word Reading Pupils should be taught to: ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading.	Band 2 Word Reading: I can use the sounds I know to decode words automatically and my reading is fluent I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters I can read words of two or more syllables that contain sounds I have been taught I can read words containing common suffixes I can read further common exception words and see where the sounds do not match I can read most words quickly and accurately without needing to sound and blend words I have seen before I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses I can re-read books sounding out new words correctly to improve my speed and confidence

Reading Comprehension
Pupils should be taught to:
▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:
  ▪ listening to, discussing and expressing 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
  ▪ discussing the sequence of events in books and how items of information are related
	Band 2 Reading Comprehension:
	I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself
	I can enjoy reading and discussing the order of events in books and how items of information are related
	I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others

▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has been read so far ▪ 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 ▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	I can enjoy reading by recognising repeated themes and ideas in stories and poems I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know I can talk about my favourite words and phrases I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading I can spot if a word has been read wrongly by following the sense of the text I can say how the characters might feel in a story I have read or heard on the basis of what is said and done I can ask and answer simple questions about the books or stories I am reading I can say what might happen next in a story based on what has happened so far I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say I can explain what I think about books, poems and other material that I have read or heard

Writing Objectives Composition Year 2:

Statutory Curriculum Objectives:	Oxford Writing Criterion Statements:

Pupils should be taught to:
▪ develop positive attitudes towards and stamina for writing by:
  ▪ writing narratives about personal experiences and those of others (real and fictional)
  ▪ writing about real events
  ▪ writing poetry
  ▪ writing for different purposes
▪ consider what they are going to write before beginning by:
  ▪ planning or saying out loud what they are going to write about
  ▪ writing down ideas and/or key words, including new vocabulary
  ▪ encapsulating what they want to say, sentence by sentence
▪ make simple additions, revisions and corrections to their own writing by:
  ▪ evaluating their writing with the teacher and other pupils
  ▪ 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
  ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  ▪ read aloud what they have written with appropriate intonation to make the meaning clear.
	1. Can communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing).
	2. Can control use of ascenders/descenders and upper/lower case letters in handwriting.
	3. Can write in three or more text forms with reasonable accuracy. (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked as they should already know these three text forms. If it is another genre, it can be ticked).
	4. Can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description beyond a simple list).
	5. Can vary the structure of sentences to interest the reader (e.g. questions, direct speech or opening with a subordinate clause etc).
	6. Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age and not a technical word used in a taught context only e.g. 'volcano' in geography or 'evaporate' in science).
	7. Can usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least – staying on task).
	8. Can match organisation to purpose (e.g. showing awareness of the structure of a letter, openings and endings, the importance of the reader, organisational devices, beginnings of paragraphing , etc.).
	9. Can usually maintain the use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length.
	10. Can spell most common words correctly and most of the Years R,1 and 2 High Frequency Words and the Year 1 and 2 words in the National Curriculum, Appendix 1.
	11. Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words (If all the spelling is correct in a long enough piece to provide secure evidence, tick this criterion).

	12. Can use conjunctions other than ‘and’ to join tow or more simple sentences, thoughts, ideas etc (e.g. but, so, or, if, because etc) 13. Can use a range of punctuation, mainly accurately, including three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in list), apostrophe for simple contraction and singular possession (at least) e.g. John’s dog… The cat’s bowl… 14. Can make their writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect, etc). 15. Can link ideas and events, using strategies to create ‘flow’ (e.g. Last time, also, after, then, soon, at last, and another thing…). 16. Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one). 17. Structures basic sentences correctly, including capital and full stops in a longer piece. 18. Can use accurate and consistent handwriting (can show consistent use of upper/lower case, ascenders/descenders, size and form). 19. Begins to show evidence of joined handwriting. 20. Uses past and present tenses correctly. 21. Can produce close to a side (or more) of A4 writing that is clear and coherent with one or more strong features.

Vocabulary, Grammar and Punctuation Year 2

Statutory Curriculum Guidance:

Pupils should be taught to:
▪ develop their understanding of the concepts set out in English Appendix 2 by:
  ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
▪ learn how to use:
  ▪ sentences with different forms: statement, question, exclamation, command
  ▪ expanded noun phrases to describe and specify [for example, the blue butterfly]
  ▪ 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)
  ▪ the grammar for year 2 in English Appendix 2
  ▪ some features of written Standard English
  ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
 	
Statutory Appendix 2:
Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]
Formation of **adjectives** using **suffixes** such as *–ful*, *–less*
(A fuller list of **suffixes** can be found on page 12 in the year 2 spelling section in English Appendix 1)
Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)
Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of **present tense** and **past tense** throughout writing
Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*] Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*] noun, noun phrase

Autumn Term GPS	Spring Term	Summer Term	Statements:
TEACH: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of **present tense and past tense** throughout writing. **REVISE:** Capital letters from names and the personal pronoun 'I' (from Yr 1) Plural suffixes – s or –es e.g. dogs/wishes.	**TEACH:** Commas to separate items in a list. Formation of **nouns** using **suffixes** such as –ness, er and compounding e.g. whiteboard, superman. Formation of **adjectives** using **suffixes** such as –ful, -less (a full list of suffixes can be found in the year 2 spelling appendix. Expanded **noun phrases** for description (e.g. the blue butterfly, plain flour etc). **Apostrophes** to mark where letters are missing in spelling e.g. 'can't' and to park singular possession in nouns e.g. the girl's name. **REVISE:** Past and present tense. All punctuation from Year 1 and 2	**TEACH:** Use of **suffixes –**er,est in adjectives and **–l**y to turn adjectives into verbs. Use of the progressive form of **verbs** in the present and past tense to mark actions in progress e.g. she is drumming, she was shouting. How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation or command.** **Subordination** (using when, if, that, because) and **coordination** (using 'or' 'and' 'but) **REVISE** Any work so far that needs revision from Year 2 or Year 1.	Band 2 Statements: I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together <eg>whiteboard, superman</eg> I can make new words by adding -ful, -less to the end of a word <eg> helpful, helpless </eg> I can add these letter groups to the end of words: -er, -est, -ly <eg> smoother, smoothest, smoothly </eg> I can use these words in my writing: when, if, that, because, or, but I can use description in my writing <eg>the blue butterfly, plain flour, the man in the moon</eg> I can tell if a sentence is a question, command, exclamation or a statement I can use the correct tense in my writing I can use the correct verb form to indicate actions in progress in the present time or in the in past <eg>she is drumming, he was shouting</eg> I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end I can use commas when I am writing a list I can use apostrophes. I can use them to show where letters are missing and to show possession <eg>the girl's hat</eg>

			I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma

Spelling Year 2: (Please see phonics information first)

Statutory Curriculum Objectives Year 2:

Spelling (see English Appendix 1)

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Autumn Term Rising Stars Spelling Patterns	Spring	Summer Term
Test 1: Year 1 Review **Test 2: Year 1 Review** **Test 3: 'ee' sounds spelt 'ey'** **Test 4:'ur' sound spelt 'or'; 'or' sound spelt 'ar' and 'a'** **Test 5: 'o' sound spelt 'a'; 'u' sound spelt 'o'** **Test 6: silent letters ('wr', 'kn' and 'gn'** **Test 7: 'j' sounds spelt 'ge', 'dge' 'j' and 'g'** **Test 8: 's' sounds spelt 'c'** **Test 9: 'ie' sound spelt 'y'; ies endings**	**Test 1: Spelling review** **Test 2: Spelling review ('ie' sound spelt 'y' and –ies endings)** **Test 3: 'l' sound spelt 'le'** **Test 4: 'l' sounds spelt 'el'** **Test 5: 'l' sound spelt 'al'; words ending in -il** **Test 6: words ending –ed, -er and –est after 'y'** **Test 7: endings – ed,-er, -est, -ing and -y** **Test 8: endings –ed, -er, -est, ing and -y** **Test 9: apostrophe for missing letter**	**Test 1: spelling review** **Test 2: -ness and –ment suffixes** **Test 3: -ful and –less suffixes** **Test 4: 'zhur'/ 'shur' sounds spelt 's'** **Test 5: compound words** **Test 6: homophones and near homophones** **Test 7: -tion endings** **Test 8: possessive apostrophes** **Test 9: common exception words and words from across the curriculum**

Test 10: present tense –ing and past tense -ed	Test 10: common exception words	Test 10: words from across the curriculum

Target Tracker Statements for Spelling Year 2:

Band 2 Statements:
I can break down spoken words into their sounds and write them mostly correctly
I can learn new spellings by using words I already know how to spell
I can spell common exception words I can spell words which have been shortened
I can spell words which use an apostrophe to show possession <eg>the girl's book </eg>
I can spell words that sound the same but are spelt differently <eg> buy bye by </eg>
I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words I
can use simple spelling rules
I can write the correct spellings and punctuation in simple sentences I hear my teacher say

NB the school chosen spelling scheme will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing 9 additional weeks for topic based spelling, filling learning gaps or revision.

Statutory Spelling Appendix for Year 2:

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The **–le** spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
The /l/ or /əl/ sound spelt –el at the end of words	The **–el** spelling is much less common than **–le**. The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –**al**, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The **y** is changed to **i** before **–es** is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*.	copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**, **–est**, **–y** or any other suffix beginning with a vowel letter is added. **Exception**: *being.*	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing*, *mixed*, *boxer*, *sixes*.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The **/ɔ:/** sound ('or') is usually spelt as **a** before **l** and **ll**.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	**a** is the most common spelling for the **/ɒ/** ('hot') sound after **w** and **qu**.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
	Exceptions: (1) *argument* (2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable.	merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't* – *cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Handwriting:

Statutory Guidance:	Target Tracker Statements:
Handwriting Pupils should be taught to: ▪ form lower-case letters of the correct size relative to one another ▪ 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 ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters.	Band 2 Statements: I can write lower-case letters that are all the same size I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters I can use spacing between words that fits with the size of the letters

When planning, please note that the statutory requirements are in black, additional guidance is in blue.
Additional guidance – Please see additional document for text type progression.