

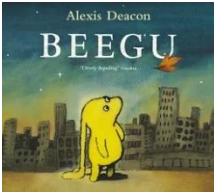


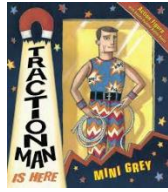


ENGLISH LTP – **CYCLE B**

Class 2 – Year 1 & 2 – CYCLE B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WRITING DRIVERS & OUTCOMES					
 <p>Meerkat Mail</p> <p>Outcome: Character fact file Setting Narrative</p> <p>Unit: Literacy Shed+</p>	 <p>Mrs Mole, I'm Home!</p> <p>Outcome: Descriptive sentences Character fact file Oral retelling Poem</p> <p>Unit: Literacy Shed+</p>	 <p>Beegu</p> <p>Outcome: Narrative Speech bubbles Persuasive letter</p> <p>Unit: Literacy Shed+</p>	 <p>Flat Stanley</p> <p>Outcome: Postcard Letter Information text</p> <p>Unit: Literacy Shed+</p>	 <p>The Green Ship</p> <p>Outcome: Roleplay Retelling Narrative Persuasion</p> <p>Unit: Literacy Shed+</p>	 <p>Traction Man</p> <p>Outcome: Narrative Description Instructions</p> <p>Unit: Literacy Shed+</p>
Curriculum statements (writing) – phase 1		Curriculum statements (writing) – phase 2		Curriculum statements (writing) – phase 3	
<p>Composition and effect:</p> <ol style="list-style-type: none"> 1 Say out loud what they are going to write about 1 Discuss what they have written with the teacher or other pupils 1 Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary 2 Consider what they are going to write before beginning by planning or saying out loud what they are going to write about 2 When planning, write down ideas and/or key words, including new vocabulary 2 Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils 2 Re-read to check that writing makes sense e.g. verb tense <p>Sentence structure:</p> <ol style="list-style-type: none"> 1 Compose a sentence orally before writing it 1 Write a simple sentence starting with a personal pronoun 1 Write a simple sentence starting with a noun/proper noun 2 Write questions (beginning with who/ what/ when/ where/ how etc) 		<p>Composition and effect:</p> <ol style="list-style-type: none"> 1 Begin to punctuate sentences using a question mark 1 Join clauses using 'and' 1 Use a capital letter for days of the week 2 Use subordinating conjunctions (when/ if /that /because) 2 Use commas to separate items in a list 2 Use apostrophes to mark where letters are missing in spelling 2 Use the suffixes –er, -est, in adjectives <p>Sentence structure:</p> <ol style="list-style-type: none"> 1 Write a simple sentence with straight forward subject/ verb agreement 2 Write commands using the imperative form of a verb <p>Text structure and organisation:</p> <ol style="list-style-type: none"> 1 Sequence sentences to form short narratives 		<p>Composition and effect:</p> <ol style="list-style-type: none"> 1 Use simple prepositions 2 Use a range of prepositions (behind, before, above, along) <p>Sentence Structure:</p> <ol style="list-style-type: none"> 1 Write reliably formed simple and compound sentences 2 Use sentences with different forms: statement, question, exclamation, command <p>Text structure and organisation:</p> <ol style="list-style-type: none"> 1 Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions <p>Transcription:</p> <ol style="list-style-type: none"> 1 Can use the prefix un– 1 Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words 	

<p>2 Write statements</p> <p>Text structure and organisation:</p> <p>1 Has an awareness that ideas can be organised into a sequence</p> <p>2 Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>2 Use brief opening and ending</p> <p>2 Appropriately sequences ideas</p> <p>Transcription:</p> <p>1 Spell words containing each of the 40+ phonemes already taught</p> <p>1 Spell common exception words that have been taught</p> <p>1 Name the letters of the alphabet in order</p> <p>1 Use letter names to distinguish between alternative spellings of the same sound</p> <p>1 Use –ing and –ed, where no change is needed in the spelling of root words</p> <p>2 Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>2 Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>2 Spell common homophones</p> <p>2 Spell common exception words taught so far</p> <p>2 Add suffixes to spell longer words, including –ly</p> <p>Handwriting:</p> <p>1 Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>1 Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>1 Form capital letters</p> <p>1 Form digits 0-9</p> <p>1 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</p> <p>2 Form lower-case letters of the correct size relative to one another</p> <p>2 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>2 Use spacing between words that reflects the size of the letters</p>	<p>2 Link related sentences through the use of pronouns and adverbials where appropriate</p> <p>Transcription:</p> <p>1 Spell the days of the week</p> <p>1 Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>1 Begin to spell words using contracted forms</p> <p>2 Use the possessive apostrophe (singular)</p> <p>2 Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>2 Spell more words with contracted forms</p> <p>2 Distinguish between homophones and near-homophones</p> <p>Handwriting:</p> <p>2 Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>2 Add suffixes to spell longer words –ment, –ness</p> <p>2 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Handwriting:</p> <p>As phase 1 and 2</p>
Grammar to be taught	Grammar to be taught	Grammar to be taught
See Hampshire English Team Curriculum Phase Expectations document – phase 1 Saved in staffshare/curriculum23-24/English	See Hampshire English Team Curriculum Phase Expectations – phase 2 Saved in staffshare/curriculum23-24/English	See Hampshire English Team Curriculum Phase Expectations – phase 3 Saved in staffshare/curriculum23-24/English

<p><i>From Sonar tracker, these are the objectives we will assess against this term:</i></p> <p>Vocabulary and grammar:</p> <ul style="list-style-type: none"> 1 Leave spaces between words 1 Use capital letter for names 1 Use capital letter for the personal pronoun 'I' 1 Begin to punctuate sentences using a capital letter and a full stop 1 Join words using 'and' 2 Use capital letters, full stops, question marks and exclamation to demarcate sentences 2 Use coordinating conjunctions (or/and/but) 2 Write expanded noun phrases to describe and specify 2 Use the present and past tenses correctly and consistently 	<p><i>From Sonar tracker, these are the objectives we will assess against this term:</i></p> <p>Vocabulary and grammar:</p> <ul style="list-style-type: none"> 1 Begin to punctuate sentences using a question mark 1 Join clauses using 'and' 1 Use a capital letter for days of the week 2 Use subordinating conjunctions (when/ if /that /because) 2 Use commas to separate items in a list 2 Use apostrophes to mark where letters are missing in spelling 2 Use the suffixes –er, -est, in adjectives 	<p><i>From Sonar tracker, these are the objectives we will assess against this term:</i></p> <p>Vocabulary and grammar:</p> <ul style="list-style-type: none"> 1 Begin to punctuate sentences using an exclamation mark 1 Use simple noun phrases (adjective + noun) 1 Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 2 Use the progressive form correctly and consistently e.g he was shouting. 2 Use apostrophes to mark singular possession in nouns 2 Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman 2 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma
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