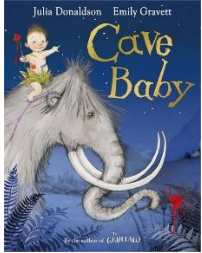
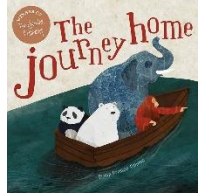
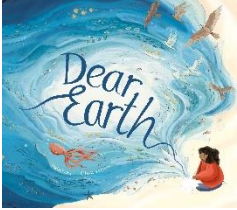

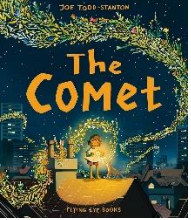

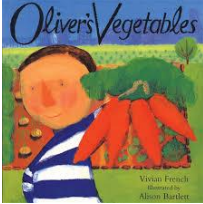
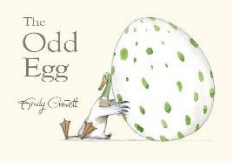


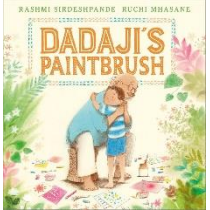
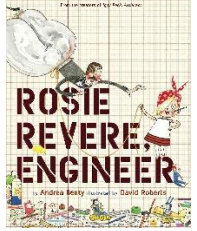






# ENGLISH LTP – CYCLE A

Class 2 – Year 1 & 2 – CYCLE A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading for pleasure class stories: Cakes in Space Rabbit and Bear		Reading for pleasure class stories: Hotel Flamingo Too Small Tola		Reading for pleasure class stories: Grimwood An Alien in the Jam Factory	
WRITING DRIVERS & OUTCOMES					
<p><b>Cave Baby – Julia Donaldson and Emily Gravett</b></p>  <p>Narrative retellings, labels and captions, informal letters</p> <p><b>The Journey Home – Frann Preston-Gannon</b></p>  <p>Persuasive letters, posters, lists, postcards, wanted posters,</p>	<p><b>Dear Earth – Isabel Otter and Clara Anganuzzi</b></p>  <p>Information leaflet, future aspirations, set of instructions, poems, travel blogs, persuasive speeches, letters</p> <p><b>Toys in Space – Mini Grey</b></p>  <p>Own fantasy world narrative, found posters, diary entries, speech bubbles, notes of advice,</p>	<p><b>The Comet – Joe-Todd Stanton</b></p>  <p>Own version narratives, posters, letters of advice, poems, descriptions, writing in role, recipes</p> <p><b>Tadpole's Promise – Jeanne Willis</b></p>  <p>Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations</p>	<p><b>Oliver's Vegetables – Vivian French</b></p>  <p>Letters, lists, instructions</p> <p><b>The Odd Egg – Emily Gravett</b></p>  <p>Non-fiction reports, thought and speech bubbles, diaries, letters, certificates</p>	<p><b>Lost and Found – Oliver Jeffers</b></p>  <p>Own version narratives, character descriptions, retellings, advice, instructions, non-chronological reports</p> <p><b>Ocean Meets Sky – Eric Fan and Terry Fan</b></p>  <p>Own version fantasy narratives, setting and character descriptions, labels, diaries, postcards,</p>	<p><b>Dadaji's Paintbrush – Rashmi Sirdeshpande</b></p>  <p>Own version narratives, labels, captions, character comparisons, thought and speech bubbles, fact files</p> <p><b>Rosie Revere, Engineer – Andrea Beaty</b></p>  <p>Leaflet for local landmarks, short</p>

<p>information reports, short stories</p>	<p>space logs, invitations, fantasy setting descriptions</p>	<p><b>Leo and the Octopus – Isabelle Marinov</b></p>  <p>Fact files, posters, letters of advice, factual descriptions, logbooks, scripts</p>	<p><b>Meerkat Mail – Emily Gravett</b></p>  <p>Sequel narratives, labels, postcards, photo album captions</p>	<p>captain's logs, instructions, dialogue</p>	<p>explanations, writing in role, reports, adverts</p>
<p>Curriculum statements – phase 1</p>		<p>Curriculum statements – phase 2</p>		<p>Curriculum statements – phase 3</p>	
<p><b>Composition and effect:</b></p> <p><b>1</b> Say out loud what they are going to write about</p> <p><b>1</b> Discuss what they have written with the teacher or other pupils</p> <p><b>1</b> Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p><b>2</b> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p><b>2</b> When planning, write down ideas and/or key words, including new vocabulary</p> <p><b>2</b> Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p><b>2</b> Re-read to check that writing makes sense e.g. verb tense</p> <p><b>Sentence structure:</b></p> <p><b>1</b> Compose a sentence orally before writing it</p> <p><b>1</b> Write a simple sentence starting with a personal pronoun</p>		<p><b>Composition and effect:</b></p> <p><b>1</b> Begin to punctuate sentences using a question mark</p> <p><b>1</b> Join clauses using 'and'</p> <p><b>1</b> Use a capital letter for days of the week</p> <p><b>2</b> Use subordinating conjunctions (when/ if /that /because)</p> <p><b>2</b> Use commas to separate items in a list</p> <p><b>2</b> Use apostrophes to mark where letters are missing in spelling</p> <p><b>2</b> Use the suffixes –er, -est, in adjectives</p> <p><b>Sentence structure:</b></p> <p><b>1</b> Write a simple sentence with straight forward subject/ verb agreement</p> <p><b>2</b> Write commands using the imperative form of a verb</p> <p><b>Text structure and organisation:</b></p> <p><b>1</b> Sequence sentences to form short narratives</p> <p><b>2</b> Link related sentences through the use of pronouns and adverbials where appropriate</p>		<p><b>Composition and effect:</b></p> <p><b>1</b> Use simple prepositions</p> <p><b>2</b> Use a range of prepositions (behind, before, above, along)</p> <p><b>Sentence Structure:</b></p> <p><b>1</b> Write reliably formed simple and compound sentences</p> <p><b>2</b> Use sentences with different forms: statement, question, exclamation, command</p> <p><b>Text structure and organisation:</b></p> <p><b>1</b> Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p> <p><b>Transcription:</b></p> <p><b>1</b> Can use the prefix un–</p>	

- 1 Write a simple sentence starting with a noun/proper noun
- 2 Write questions (beginning with who/ what/ when/ where/ how etc)
- 2 Write statements

**Text structure and organisation:**

- 1 Has an awareness that ideas can be organised into a sequence
- 2 Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence
- 2 Use brief opening and ending
- 2 Appropriately sequences ideas

**Transcription:**

- 1 Spell words containing each of the 40+ phonemes already taught
- 1 Spell common exception words that have been taught
- 1 Name the letters of the alphabet in order
- 1 Use letter names to distinguish between alternative spellings of the same sound
- 1 Use -ing and -ed, where no change is needed in the spelling of root words
- 2 Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- 2 Spell by learning new ways of spelling phonemes for which one or more spellings are already known
- 2 Spell common homophones
- 2 Spell common exception words taught so far
- 2 Add suffixes to spell longer words, including -ly

**Handwriting:**

**Transcription:**

- 1 Spell the days of the week
- 1 Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- 1 Begin to spell words using contracted forms
- 2 Use the possessive apostrophe (singular)
- 2 Add suffixes to spell longer words, including -ful, -less (to create adjectives)
- 2 Spell more words with contracted forms
- 2 Distinguish between homophones and near-homophones

**Handwriting:**

- 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

- 1 Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words
- 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- 2 Add suffixes to spell longer words -ment, -ness
- 2 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Handwriting:**

As phase 1 and 2

<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 style="text-align: center;">Grammar to be taught</p>	<p style="text-align: center;">Grammar to be taught</p>	<p style="text-align: center;">Grammar to be taught</p>
<p>See Hampshire English Team Curriculum Phase Expectations document – phase 1 Saved in staffshare/curriculum23-24/English</p>	<p>See Hampshire English Team Curriculum Phase Expectations – phase 2 Saved in staffshare/curriculum23-24/English</p>	<p>See Hampshire English Team Curriculum Phase Expectations – phase 3 Saved in staffshare/curriculum23-24/English</p>