



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Children will hear and make different sounds with their voice. With help, they will listen to sounds in words and rapidly join them together to 'blend' them into words. Children will know that putting two words together will make a new word e.g., foot + ball makes football	Children will continue to orally 'blend', listening to two syllables of a word and rapidly 'blending' them together to make the whole word.	Children will continue to orally 'blend', listening to three syllables of a word and rapidly 'blending' them together to make the whole word.	Children will build their oral blending skills, listening to the onset and rime of a word, rapidly 'blending' them together to make the whole word. They will be supported to hear the first sounds in words (segmenting).	Children will use all the oral blending skills they have learnt to hear the individual sounds in words containing three sounds, and rapidly 'blend' them together to make the whole word. They will hear the first and last sounds in words (segmenting).	Children will orally blend (build up) and segment (break up) three-sound words, building on their previous learning. This will help them when they begin to learn sound-symbol correspondences in Reception, when they will 'blend' to read, and 'segment' to write three-sound words.
<b>Systematic Synthetic Phonics Programme</b>  <b>Sounds ~ Write</b>	From Reception and throughout Key Stage 1 (Year 1 and 2), we use a programme called Sounds-Write to teach our children about phonics (knowing the sounds in English and how they are represented). This is a respected linguistic phonics programme that teaches the children that letters (graphemes) are used to represent or 'spell' sounds (phonemes). Sounds-Write splits this into Initial Code (our alphabet and some digraphs) and Extended Code (different spellings for the same sound, and the same spelling used for different sounds). Children are taught to 'say the sounds, read the word' to 'blend' to read words. They are taught to 'say the sounds, write the word', when 'segmenting' to write. They are taught about phonemic manipulation and how to read and write polysyllabic words. There is a strong emphasis on revisiting and revising previous learning to enable this to be embedded. Children read books that are matched to their phonic ability and linked to the Sounds-Write programme.					
<b>Reception</b>	Children will learn sound-symbol correspondences (the letter that is used to spell a sound in English). In our phonics programme, Sounds-Write, this is referred to as 'code'. Children will use this knowledge to 'blend'	Children will learn new sound-symbol correspondences (code) and they will read and write a wider range of words containing three sounds. New 'tricky words' will be taught and children will read books that are	Children will learn new sound-symbol correspondences (code) and a wider range of three-sound words will be read and written. They will begin to read and write more challenging words	Children will learn new sound-symbol correspondences (code). They will learn how to read and write words containing up to 5 sounds. They will learn that sometimes two letters are used to spell one sound	All the sound-symbol correspondences (code) we learnt will be practised. Children will use their 'code' knowledge to read and write words containing up to five sounds, including words containing 'two letters, one	Children will use their 'code' knowledge to read and write words containing up to five sounds, including words containing 'two letters, one sound' spellings. Children will be taught how to read and write words

	(to read) and 'segment' (to write) words containing three sounds. Some 'tricky words' are taught as to be read on sight, as these cannot be read using 'say the sounds, read the word'. Children will read books that are matched to their phonic knowledge.	matched to their phonic knowledge.	containing four sounds. New 'tricky words' will be taught and children will read books that are matched to their phonic knowledge. Children will be supported to use their phonic knowledge to write simple captions and sentences.	e.g. sh and ch. Children will read books that are matched to their phonic knowledge. Children will be supported to use their phonic knowledge to write simple captions and sentences.	sound' spellings. Children will be taught how to read and write words containing two-syllables. Children will begin to learn that sometimes we can spell the same sound in different ways, e.g., 'ay' in <u>play</u> , <u>rain</u> , <u>make</u> . Children will read books that are matched to their phonic knowledge. Children will use their phonic knowledge to write simple sentences.	containing two-syllables. Children will continue to learn about spelling the same sound in different ways. Children will read books that are matched to their phonic knowledge. Children will use their phonic knowledge to write simple sentences.
<b>Year 1</b>	Children will recap learning from Reception. They will learn new 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will be taught how to read and write words	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing three	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing three	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will be taught how to read and write words containing four	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four

	containing three syllables. Children will read books that are matched to their phonic knowledge.	syllables. Children will read books that are matched to their phonic knowledge.	syllables. Children will read books that are matched to their phonic knowledge.	syllables. Children will read books that are matched to their phonic knowledge.	syllables. Children will read books that are matched to their phonic knowledge.	syllables. Children will read books that are matched to their phonic knowledge.
<b>Year 2</b>	Children will recap learning from Year 1. They will learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four syllables. Children will read books that are matched to their phonic knowledge.	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing five syllables. Children will read books that are matched to their phonic knowledge.	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing six syllables. Children will read books that are matched to their phonic knowledge.	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing six syllables. Children will read books that are matched to their phonic knowledge.	Children will revise previous teaching. Children will use their 'code' knowledge to read and write longer passages with increasing fluency. Children will continue to learn how to read and write words containing six syllables. Children will read books that are matched to their phonic knowledge.	Children will revise previous teaching. Children will use their 'code' knowledge alongside their blending and segmenting skills to read and write longer passages with increasing fluency. Children will read books that are matched to their phonic knowledge.

## South Stanley Infant and Nursery School

### English Curriculum Overview ~ Reading ~ Comprehension



At the heart of all our teaching is helping the children to develop a love of reading. Alongside the teaching of the ‘mechanics of reading’ we want to enable our children to understand and enjoy what they read or have read to them. We place an important emphasis on vocabulary – knowing, understanding and being able to use new words, linked to our reading, but also as part of all our wider curriculum teaching. Focus vocabulary is identified on teacher’s planning, and is linked to the stage of development of our children.

Each term our English teaching is underpinned through the sharing of ‘book hooks’, high-quality texts chosen for their links to our topics and wider curriculum learning, as they are award winning texts and authors recommended by reputable Literacy organisations, and for the opportunities they offer for PSE and rich vocabulary development. In Early Years we use the ‘5 a day’ approach, where each week the children listen to, interact with, and enjoy the same story five times every day. Through this they gain a greater familiarisation with the story and its quality vocabulary, enabling them to readily and with fluency recount, retell and revise the story. They use their in-depth knowledge to re-enact stories and to create their own based on ones they know, making use of the new words in their conversation and play. In Key Stage 1, children will explore their ‘book hook’ in depth over several weeks.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will listen to stories about children and families and be able to relate to this. They will develop listening skills, hearing environmental sounds in books, and will join in with repeated refrains.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will enjoy role play linked to the stories they hear and join in with repeated refrains. They will answer simple questions about ‘what’ is happening in the stories and ‘what’ they can see in illustrations.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will describe settings using the illustrations in the book hooks. They will understand and respond to ‘who; questions about the characters and events. They will be supported to talk about books they have enjoyed.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will learn about non-fiction books, that they give us information and story books are ‘made up’. They will understand and respond to ‘where’ questions. They will develop role play linked to what they have heard in books.</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will know when a book is fiction and non-fiction, spotting what is real and imaginary. They will begin to think about ‘when’ things happen. Children will join in rhythm and rhyme and repeated refrains. They will remember and retell stories, sometimes</p>	<p><i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i></p> <p>Children will explore and understand ‘why’ questions in relation to the books they enjoy. They will talk about characters, settings and events in stories, using vocabulary they have learnt through the year. They will make up their own games, role play and stories</p>



	Children will build on their experience of story mapping and sequencing from Reception. They will look in more depth at characters, and be able to answer questions about stories they know well.	Children will build on prediction skills developed in Reception and will be able to talk confidently about characters. They will use and discuss descriptive passages in more detail.	Children will develop empathy with a character, explore and use vocabulary linked to settings, so they can make more meaningful descriptions. They will consider and formulate their own questions about a book to develop their own comprehension.	Children will talk with their peers about how characters are feeling, predictions about what will happen next and their own opinions about what they have read. They will be encouraged to use their imagination in response to the book when talking with their teachers and friends.	Children will focus on inference and retrieval skills, talking about what is happening and predicting what might happen next, and using prior knowledge to answer more in-depth questions, making links with prior knowledge.	Children will use this familiar story to explore story sequencing, story endings and thinking about why events unfold as they do. They will compare and contrast different versions of stories, and answer questions drawing on the comprehension skills they have learnt throughout the year.
<b>Year 2</b>	<i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will build on the comprehension skills developed in Year 1, creating story maps and sequencing familiar stories to enable retells. They will read as well as listen to the story, focusing on inference and retrieval skills.	<i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will progress to reading a chapter book, to broaden their experience of literature, and to enable them to answer more in-depth questions. They will make links and comparisons with their own experiences and the story.	<i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will learn how to use the features of information texts, such as contents, page numbers, index, and they will retrieve information by searching for key vocabulary. They will be able to answer questions more precisely using the information they	<i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will link personal experiences with the books they read, building up comparisons of settings/ locations. They will use expanded noun phrases to describe characters in more detail, making inferences about personalities from what they have read.	<i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will consolidate their story sequencing work through discussion and role play. They will discuss the meaning of new words they encounter, linking this to words they already know. Children will be encouraged to share their emotional	<i>We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills.</i> Children will draw on their experiences of the world to discuss and compare with notes provided by the author. They will use the language modelled in the book, alongside the vocabulary and phrases they have learnt over the year, to create word banks which will feed into

			have found, paraphrasing where possible, showcasing their understanding.		responses to what they read, helping them to engage in meaningful book talk.	their discussions, enabling the children to offer opinions and create book reviews.
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## English Curriculum Overview ~ Writing ~ Composition and editing, vocabulary, grammar and punctuation

Each term our English teaching is underpinned through the sharing of ‘book hooks’, high-quality texts chosen for their links to our topics and wider curriculum learning, as they are award winning texts and authors recommended by reputable Literacy organisations, and for the opportunities they offer for PSE and rich vocabulary development. The texts we have enjoyed reading together provide quality models for children's writing as well as interesting stimulus for developing their own creativity in writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><i>We will use our ‘book hooks’ as model texts and to develop our imagination and composition.</i></p> <p>Children will be supported to speak in sentences, to share their own thoughts. Teachers will model putting children’s ideas into sentences for them to copy. Teachers will encourage the use of new words children have learnt. Children will see teachers making marks on paper and make their own marks on paper. Children will be taught ‘squiggle shapes’ - a precursor to letter formation, linked to the four ‘letter families’; curly caterpillars, long</p>	<p><i>We will use our ‘book hooks’ as model texts and to develop our imagination and composition.</i></p> <p>Children will share their ideas for writing, speaking in sentences, being encouraged to do this through teacher modelling and repetition. They will be taught to clap the end of a sentence, so they become aware of sentences having a clear end. Teachers will remind children to use new words learnt in their sentences. Children will hear teachers modelling sentences being broken into words slowly, and see the teacher writing, narrating as they</p>	<p><i>We will use our ‘book hooks’ as model texts and to develop our imagination and composition.</i></p> <p>Children will continue to share their ideas speaking in sentences, needing less support to do so. They will begin to use new words in their sentences with less prompts. Children will hear teachers modelling sentences being broken into words slowly, to help record them, and see the teacher writing. They will see teachers modelling the use of a full stop at the end of a sentence. After teacher modelling, children will compose their own ideas, speaking in sentences, and will</p>	<p><i>We will use our ‘book hooks’ as model texts and to develop our imagination and composition.</i></p> <p>Children will continue to share their ideas speaking in sentences. More and more they will use new words in their sentences. Children will help the teacher to break their own sentences into words so that the teacher can record their ideas. They will be taught to clap the end of a sentence, beginning to associate this with a full stop. After teacher modelling, children will compose their own ideas, speaking in sentences, and 'have a go' at writing them,</p>	<p><i>We will use our ‘book hooks’ as model texts and to develop our imagination and composition.</i></p> <p>Children compose their own sentences for writing, speaking in sentences and using new words from our book hooks and topic work. They will say their sentences slowly to break them into the words, so that they or a teacher can record them. They will say each word as they make a mark, and may remember to put a full stop at the end of their ‘writing. They will be encouraged to always narrate as they write. Children will continue to practise writing our ‘squiggle shapes’,</p>	<p><i>We will use our ‘book hooks’ as model texts and to develop our imagination and composition.</i></p> <p>Children will compose sentences for writing, including new words from our book hooks and topic work. They will independently break a sentence into its words for themselves or a teacher to record. They will write from top to bottom, left to right, narrating their own writing, knowing each mark represents a word. Children will write our ‘squiggle shapes’ recalling the blurbs. Correct pencil grip will be used.</p>



	ladders, one-armed robots, zig zags. Correct pencil grip will be reinforced.	write. They will see teachers modelling the use of a full stop at the end of a sentence. Children will make marks of their own, knowing that they need a pencil to do so. Children will continue to learn the 'blurbs' linked to our 'squiggle shapes' and use them to 'write' these shapes. Correct pencil grip will be reinforced.	make marks of their own more confidently, knowing they are recording their ideas. Children will continue to practise writing our 'squiggle shapes' and will respond to reminders about correct pencil grip.	having a clear intention about what they want to write about. Children will continue to practise writing our 'squiggle shapes' and will respond to reminders about correct pencil grip.	and can recall the blurbs. Correct pencil grip will be used.	
<b>Reception</b>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will develop their understanding that writing is used to convey meaning. They will use talk to organise their thinking and will rehearse what they want to write. They will be supported to write one word at a time using 'say the sounds, write the word'.</p> <p>Children will have a comfortable tripod</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will retell a story, sometimes as an exact repetition and sometimes in their own words. They will use longer sentences, including new and interesting words they have encountered in stories. They will spell words using 'say the sounds, write the word', rereading what they have written.</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will retell a story they know well, and orally rehearse what they intend to write. They will listen to non-fiction and write to share new knowledge. New words linked to what has been read will be used in their writing. Children will be supported to use finger spaces between words. They will read back their</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will use story language in their own writing. New words linked to what has been read will be used in their writing. They will read back their own work, supported to make sure it makes sense and has correct spelling. They will use finger spaces between all words. Children will practise lower case letter</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will use writing to describe events in stories and their lives in some detail, using new and interesting words they have encountered in books. They will invent, adapt and recount stories orally and aspects of this in writing. They will orally rehearse sentence ideas, and</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will write simple sentences that can be read by others. They will use new and interesting words in their writing, and be able to correctly use past, present and future tenses in their own compositions. They will re-read to check for sense and correct spelling. Children will continue to develop</p>

	pencil grip and be taught how to form lower case letters, using our handwriting scheme, Cambridge PenPals.	Children will have a comfortable tripod pencil grip and be taught how to form lower case letters, using our handwriting scheme, Cambridge PenPals.	own work, supported to check spelling. Children will practise lower case letter formations, using our handwriting scheme, Cambridge PenPals.	formations, using our handwriting scheme, Cambridge PenPals.	re-read to check for meaning and spelling. Children will use conjunctions such as 'and' to join ideas. They will begin to start a sentence with a capital letter and end it with a full stop. Children will practise lower case letter formations, and be taught relevant upper-case letter formations, using our handwriting scheme, Cambridge PenPals.	understanding and use of capital letters and full stops to demarcate sentences. Children will practise lower case letter formations, and be taught relevant upper-case letter formations, using our handwriting scheme, Cambridge PenPals.
<b>Year 1</b>	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will write simple sentences including adjectives. They will use and to join words and phrases. They will understand that sentences need capital letters, finger spaces and full stops. Children will use our handwriting scheme, Cambridge PenPals to practise lower- and upper-case letter formation, to develop	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will use openers to sequence simple sentences. They will use capital letters for names of characters. They will reread their work to check it makes sense and begin to make small necessary changes. Children will use our handwriting scheme, Cambridge PenPals to practise lower- and upper-case letter	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will write descriptive sentences using a range of nouns and adjectives. They will use 'and' and 'because' to extend sentences. Children will know that words can be informative as well as descriptive. Children will use our handwriting scheme, Cambridge PenPals to learn diagonal joins, helping to develop a	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will write and use simple plans and storyboards to help them with their own writing, sequencing sentences to write short narratives based on real and fictional experiences. They will make simple changes to their own writing having re-read it. Children will use our handwriting scheme,	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will correctly use pronouns, I he and she. They will use capital letters for place names. They will understand how to, and will use in their own writing, question and exclamation marks. Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a	<i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i> Children will use a simple plan to sequence writing and re-read their work to make sure it makes sense. They will understand that stories need a beginning, middle and end. They will use question and exclamation marks effectively. Children will use our handwriting scheme, Cambridge PenPals to

	a fluent handwriting style.	formation, to develop a fluent handwriting style.	fluent handwriting style.	Cambridge PenPals to learn new diagonal joins, helping to develop a fluent handwriting style.	fluent handwriting style.	learn new horizontal joins, helping to develop a fluent handwriting style.
<b>Year 2</b>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will plan out loud what they will write. They will create simple plans to support their writing, including word banks. They will understand and use adjectives and coordinating conjunctions (and, or, but, so) to extend sentences. They will use the subordinating conjunction 'because'.</p> <p>Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will create simple plans to support their writing, including word banks. They will use expanded noun phrases in their writing. When talking about their writing, they will be able to correctly use the terms noun, verb and adjective. Children will understand and use the past and present tense, including the progressive form.</p> <p>Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will create simple plans to support their writing, such as time lines and mind maps. They will use expanded noun phrases, and will understand and use adverbs, in their writing. They will be able to identify and write different types of sentences, such as statements, questions, commands and exclamations. They will use basic layout conventions in different forms.</p> <p>Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a fluent handwriting style.</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will create simple plans to support writing, including mind maps, timelines and story maps, and will write for different purposes. They will use basic layout conventions in different forms and link ideas and events using the strategies of openers, conjunctions and punctuation.</p> <p>Children will use subordinating conjunctions, when if because as) in their writing, and commas in a list.</p> <p>Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will create story maps to help plan their writing, and write narratives about personal experiences and those of others, both real and fictional. They will develop the stamina to write pieces of increasing length, linking ideas and events using the strategies of openers, conjunctions and punctuation. They will use apostrophes for contractions.</p> <p>Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a</p>	<p><i>We will use our 'book hooks' as model texts and to develop our imagination and composition.</i></p> <p>Children will create simple plans to support writing and use basic layout conventions in different forms, They will revise and consolidate their learning from this year in preparation for transition to Year 3 / Key Stage 2.</p> <p>Children will use our handwriting scheme, Cambridge PenPals to learn new diagonal and horizontal joins, helping to develop a</p>

				fluent handwriting style.		
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## South Stanley Infant and Nursery School

### English Curriculum Overview ~ Writing ~ Spelling



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Children will hear and copy voice sounds.	Children will orally blend 2- and 3-syllable words.	Children will react to rhymes in stories and sentences.	Children will spot words that begin with the same sounds.	Children will hear beginning and end sounds in words.	Children will orally blend and segment CVC words
<b>Reception</b>	Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught.	Children will spell VC and CVC words containing Sounds-Write code they have been taught. They will apply the strategy of 'say the sounds, write the word'.	Children will spell CVC, VCC and CVCC words containing Sounds-Write code they have been taught. They will apply the strategy of 'say the sounds, write the word'.	Children will spell CCVCC, CVCCC and CCCVC words containing Sounds-Write code they have been taught. They will apply the strategy of 'say the sounds, write the word'.	Children will spell polysyllabic words: saying the sounds in each syllable to write the word. They will apply the strategy of 'say the sounds, write the word'.	Children will spell words containing Sounds-Write 'extended code' they have been taught. They will apply the strategy of 'say the sounds, write the word'.
<b>Year 1</b>	Children will spell words containing Sounds-Write code they have been taught. Children will spell words with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught, and compound words.	Children will spell words containing Sounds-Write code they have been taught. Children will spell words with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught, and compound words.	Children will spell words containing Sounds-Write code they have been taught. Children will spell words with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught, and compound words.	Children will spell words containing Sounds-Write code they have been taught. Children will spell words with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught, and compound words.	Children will spell words containing Sounds-Write code they have been taught. Children will spell words with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught, and compound words.	Children will spell words containing Sounds-Write code they have been taught. Children will spell words with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught, and compound words.

	Children will spell VC and CVC words which contain long and short vowels. They will spell words with adjacent consonants and words ending in double consonants. They will spell words ending in 'y' and spell verbs and adjectives where no change is needed to the root of the word.	Children will spell VC and CVC words which contain long and short vowels. They will spell words with adjacent consonants and words ending in double consonants. They will spell words ending in 'y' and spell verbs and adjectives where no change is needed to the root of the word.	Children will spell word by adding the endings -ing, -ed and -er.	Children will spell words where no change is needed to the root word.	Children will spell words with plurals of nouns and verbs adding s and es to words. They will spell verbs where no where no change is needed to the root of the word.	Children will spell words with the addition of the prefix un-.
<b>Year 2</b>	Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. They will spell words ending in -le -el -al and il. They will spell words with the /s/ sound spelt c before e i and y.	Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will spell words with the /j/ sound spelt as ge, dge and g. They will spell compound nouns, monosyllabic and polysyllabic words using their phonic knowledge. They will spell homophones and near homophones.	Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will alter spellings of root words by adding -ies to nouns and verbs ending in y. They will correctly spell words, adding -ed, -ing, -er, -est to root words ending in y or e with a consonant before it. They will add -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel.	Children will spell compound, monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will spell words with the suffix -ly. They will use -ly to turn adjectives into adverbs. They will spell words with the /r/ sound spelt 'wr' at the beginning of words. They will use and spell words with the suffixes -ment, -ness, ful and -less.	Children will revise all Sounds-Write code they have been taught. Children will spell words using their phonic knowledge. Children will spell words with contractions. They will spell words using the possessive apostrophe.	Children will revise all Sounds-Write code they have been taught. Children will confidently, accurately and fluently spell words using their phonic knowledge.

