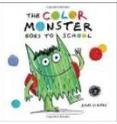
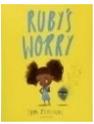
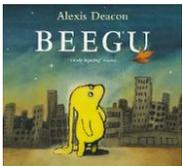
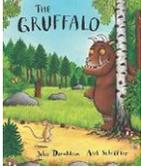
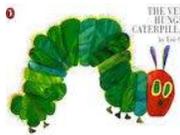
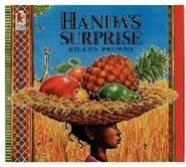
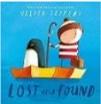


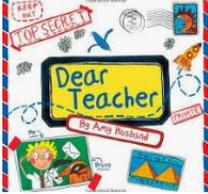
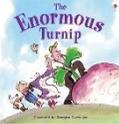
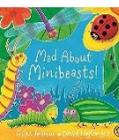
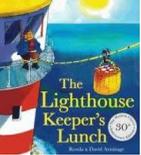
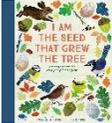
English - Marlborough Primary Academy 2020-2021

Year R/1P	Autumn 1 and 2		Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Superheroes</b> 14 weeks		<b>Moon Zoom</b> 6 Weeks	<b>Enchanted Woodland</b> 6 Weeks	<b>Why do ladybirds have spots?</b> 6 Weeks	<b>Paws, Claws and Whiskers</b> 7 Weeks
<b>Key Books</b>	    <p>- The Colour Monster goes to School - Ruby's Worry Juniper Jupiter Supertato</p>		 <p>Beegu</p>	 <p>The Gruffalo</p>	 <p>The Very Hungry Caterpillar</p>	 <p>Handa's Surprise</p>
<b>Poetry &amp; Other books including end of day read</b>	<p><b>PSH focus</b> Narrative-Friendship: Lost and Found <b>Poetry:</b> A great big Cuddle <b>COVID:</b> What are germs? Health: Avocado Baby End day read: The Tiger who came to Tea Christmas: <b>How To Catch Santa.</b> <b>Other:</b> Captain green and the Plastic Scene George Saves the World by Lunchtime Bumblebee Bear Funnybones,</p> 		<p><b>Fiction</b> The Marvellous moon Map - Whatever Next - The Way back home - Peace at last <b>Poetry:</b> Zim Zam Zoom Space Poems What I like (poems for the very young) <b>Non-Fiction</b> – Look inside Space <b>10 Things I can do to save my World</b></p>	<p>Little Red Riding Hood. Goldilocks  Owl Babies I want my Hat Back On the way home Can you Sleep Little Bear? We are going on a Bear Hunt <b>Poetry:</b> Book of Fantastic first Poems <b>Captain green and the Plastic Scene</b></p> 	<p><b>Poem:</b> I love Bugs (poems) Sharing a Shell Mad about Minibeasts <b>Fiction:</b> Oi Frog Arg Spider! Tadpole Promise Mixed up fairy Tales The Bad Tempered Ladybird. Peter Rabbit <b>Non-fiction:</b> The Big Book of Bugs</p> 	<p><b>Poem:</b> The Owl and the Pussy-cat <b>Other books:</b> Monkey Puzzle The Elephant and the Bad baby Augustus and his Smile Don't Spill The Milk! This Moose Belongs to Me One Day on Our Blue Planet: In the. <b>Dear Greenpeace</b> Farmer Duck Farmer Duck</p> 
	<b>Writing Outcomes</b>		<b>Writing Outcomes</b>		<b>Writing Outcomes</b>	
<b>Non-fiction</b>	Labels and signs	Captions Lists Letter writing	Character Description Write a leaflet	Recount invitations	Instructions Fact cards	Fact files and reports
<b>Fiction</b>	<b>Stories with familiar settings</b> Retell story – Talk 4 Writing		Talk 4 Writing Innovate characters Retell story Invent a new world	Contemporary story Stories with repeating patters: Traditional tale Talk 4 Writing	_____	Stories from other cultures
<b>Year 1 Grammar by Term</b>						
<b>GPS</b>	<ul style="list-style-type: none"> <li>Focus on Oracy with opportunities for talk and introducing RW-Inc Talk Routine</li> <li>Start to use phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Recognise features of labels and signs</li> <li>Label the monster/feelings, etc.</li> <li>identify signs</li> </ul>	<ul style="list-style-type: none"> <li>Introduce separation of words with spaces.</li> <li>Introduce capital letters and full stops to demarcate sentences.</li> <li>Introduce lists and bullet points.</li> <li>To start simple sentences with I, the, my.</li> <li>To begin to use capital letters personal pronoun 'I'.</li> <li>Planning what to write, saying sentence aloud before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use, name and identify adjectives</li> <li>To use and identify simple and appropriate nouns.</li> <li>To use capital letters for names and personal pronoun 'I'.</li> <li>Identify and use regular plural suffixes (s- es) including the effects on the meaning of the noun.</li> <li>To begin to use capital letters for names and personal pronoun 'I'</li> <li>To begin to use question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use some conjunctions of time – first, next...</li> <li>Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.</li> <li>To identify verbs</li> <li>Compound sentences – using 'and' 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce suffixes - -er, -ing, -ed with no change of spelling of the root word – helping, helper, helped.</li> <li>To begin to use some conjunctions of time as openers e.g. First, next, then, after that...</li> <li>Recognise and write grammatically correct simple phrases and sentences, showing control of word order.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use the conjunction 'because'.</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences appropriately.</li> <li>How the prefix 'un' changes the meaning of verbs and adjectives.</li> <li>Use capital letters for names.</li> <li>Use suffixes - -er, -ing, -ed with no change of spelling of the root word – helping, helper, helped.</li> </ul>

English End of Year Expectation for Year 1

Reading		Writing			
Word reading	Comprehension	Transcription		Composition	Vocab, grammar, punctuation.
		Spelling	Handwriting		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about.</li> <li>composing a sentence orally before writing it.</li> <li>sequencing sentences to form short narrative</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p><b>Terminology for Pupils</b></p> <p>Letter, capital letter words, singular, plural sentence punctuation full stop, question mark, exclamation mark.</p>

English - Marlborough Primary Academy 2020-2021

Year 2M	Autumn 1 and 2		Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes 14 weeks		Movers and Shakers 6 Weeks	The Scented Garden 6 Weeks	Wriggle and Crawl 6 Weeks	Coast Line 7 Weeks
<b>Key Books</b>	 <b>Dear Teacher</b> by Amy Husband	 <b>Traction Man</b> by Mini Grey	 <b>Rosa Parks</b> (Little People Big Dreams)	 <b>The enormous Turnip</b> Traditional Tales  or  <b>The Flower Book</b> by John Light	 <b>Mad about Minibeasts</b> Giles Andreae (poems)  &  <b>The Big Book of Bugs</b> (non-Fiction)	 <b>Katie Morag and the New Pier</b>  or  <b>The Lighthouse Keeper's Lunch</b>
<b>Poetry &amp; Other books including end of day read &amp; Reading comp.</b>	<b>Juniper The</b> by Lizzy Dr Seuss  <b>Jupiter Grinch</b> Stewart   George Saves the World by Lunchtime Captain green and the Plastic Scene <b>Other books: PSHE</b> -Orion and the Dark -Ruby's Worry -Emily Brown and the Thing. <b>Other Fiction:</b> - Meerkat Mail, Superkid <b>Non-Fiction:</b> 10 Things I can do to save my World *Man on the Moon -Christmas Ad. (Babcock)	<b>Poetry:</b> A First Poetry Book by Pie Corbett <b>Fiction:</b> Miranda the Explorer. The Great Explorer -Chris Judge. -Ada Twist, Scientist. <b>Non-fiction:</b> Amelia Earhart (Little People, Big Dreams) by Isabel Sanchez Vergara Fantastically Great Women Who Changed The World <b>What A Waste: Rubbish, Recycling, and Protecting our Planet.</b> <b>PHSE</b> -Little Mouse's Big Book of Fears	 <b>Fiction:</b> Mixed Up Fairy Tales (Babcock) Pumpkin Soup From seed to Plant It Starts With a Seed <b>Other end of day Read:</b> The Owl who was afraid of the Dark. Stuck by Oliver Jeffers (Babcock) <b>Poetry:</b> I Heard it in the Playground Emily Brown and the Thing. Flotsam Dear Greenpeace	<b>More poetry:</b> I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year.  <b>Fiction:</b> Wanted: The perfect pet (Introduction to chapter books) Frog and Toad Together. <b>Non-Fiction:</b> The Big Book of Bugs- Yuval Zommer The Bee Book -Charlotte Milner <b>How to Make a Better World: For Every Kid Who Wants to make...</b>	<b>Non-Fiction:</b> Coasts - Let's Explore Britain. Exploring Coasts: A Benjamin Blog and his Inquisitive Dog Investigation. <b>Fiction:</b> The Big Book of the Blue Deep sea Diary Mr Armitage and the big wave Katie Morag's Island Stories <b>Poetry:</b> A First Book of the Sea Nicola Davies & Emily Sutton. <b>Other end day:</b> Gorilla	
	<b>Writing Outcomes</b>		<b>Writing Outcomes</b>		<b>Writing Outcomes</b>	
<b>Non-fiction</b>	Letters Postcards Recounts Labels	Fact files - Describe real life superhero - Descriptions - Speech bubbles	Diary writing Postcards Information text –Captions, labels, diagrams.	Instructions: How to make Pumpkin soup? How to plant a seed? Use previous knowledge to write: instructions/explanations; blurbs Flower diary recording the growth of a seed/plant. Life cycle of a plant Blurb	Fact files or Non chronological reports.	Descriptions Explanations/Newspaper reports.
<b>Fiction</b>	<b>Stories with familiar settings</b> School/home	<b>Stories with familiar settings</b> - Talk 4 Writing: Retell story write a short narrative in a new setting, create a character. (innovate/invent) - Character profiles - Writing comparisons – real-life imaginary superhero. - Explore narrative plots and characters through role-play.		Talk 4 writing Traditional Tale Retell of story or part of story in the first person as Brigg (main character) Write own story to solve a problem. Think of endings for the story The Flower)	<b>Poetry:</b> Writing a poem about a chosen minibeast.	Talk 4 Writing: Retell story Working on plot development, Writing a real-life story Dialogue, paragraphs and cohesion.

Year 2 Grammar by Term							
<b>GPS</b>	<ul style="list-style-type: none"> <li>Join words and clauses using 'and'.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.</li> <li>Use Coordinating Conjunctions – or, and, but, because</li> <li>Use name and identify adjectives.</li> <li>Use preposition</li> <li>Start to use conjunctions of time – first, next, soon, then, after with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of punctuation-capital letters, full stops, question marks and exclamation mark. Start to use commas to separate items in list.</li> <li>Replace proper nouns with pronouns.</li> <li>Correct and consistent use of tense throughout writing.</li> <li>Start to expanded noun phrases – the man in the moon, the blue dress, plain flour.</li> <li>Use conjunctions of time – first, next, soon, then.</li> <li>Suffixes -er, -est in adjectives (to form comparisons).</li> <li>Suffixes -er, -ing, -ed</li> <li>Ellipsis.</li> </ul>		<ul style="list-style-type: none"> <li>Expand 'noun phrases' with specific nouns (poodle not dog).</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Headings and subheading to aid presentation.</li> <li>Introduce paragraphs as a way to group related material.</li> <li>Use conjunctions of time – first, next, soon, then...</li> <li>Use capital letters for names.</li> <li>Expand noun phrases – the man in the moon, the blue dress, plain flour.</li> <li>Uses commas to separate items in a list.</li> <li>Starts to use apostrophes to marks where letters are missing.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use simple prepositions to indicate position and space.</li> <li>Know the grammatical functions in a sentence indicate its function as a command, statement, question or exclamation.</li> <li>Uses apostrophes for singular possession – the girl's dress.</li> <li>Use progressive form of verbs in the present and past tense to mark actions in progress – he was drumming, she is shouting.</li> <li>Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise and use a more extensive range of determiners.</li> <li>Uses suffixes - -er, -est in adjectives (to form comparisons) and use of -ly to turn adjectives into adverbs.</li> <li>Use the 'a' or 'an' according to whether the next word begins with a vowel or consonant.</li> <li>Precise expanded noun phrases for description Contracted Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark where letters are missing (contracted) and for singular possession – the girl's dress.</li> <li>Subordination – using when, if, that, because and Coordination – or, and, but</li> <li>Headings and subheading to aid presentation.</li> <li>Introduce paragraphs as a way to group related material.</li> <li>Express time, place and cause using prepositions – before, after, during...</li> <li>Know the grammatical functions in a sentence indicate its function as a command, statement, question or exclamation</li> <li>Correct and consistent use of tense throughout writing.</li> <li>Formation of nouns and suffixes -ness, -er, and by compounding – whiteboard, superman.</li> <li>Formation of adjectives using suffixes - -ful, -less</li> </ul>

English End of Year Expectation for Year 2

Reading		Writing			
Word reading	Comprehension	Transcription		Composition	Vocab, Grammar, Punctuation.
		Spelling	Handwriting		
<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- reread these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ answering and asking questions</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular)</li> <li>- distinguishing between homophones and near-homophones</li> </ul> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidelines, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- 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 un-joined</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by:</p> <ol style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English <a href="#">Appendix 2</a>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ol> <p>Learn how to use:</p> <ol style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>learning the grammar for year 2 in English <a href="#">Appendix 2</a></li> <li>some features of written Standard English</li> </ol> <p>Use and understand the grammatical terminology in English <a href="#">Appendix 2</a> in discussing their writing and reading.</p>

**Terminology for Pupils**

- Noun, noun phase
- Statement, question, exclamation, command, compound, adjective, verb.
- Suffix
- adverb
- Tense (past tense)
- Apostrophe
- Comma

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