

In Space Base, the children will cover each genre of writing every term; each time they cover a genre, they will have a different focus.

Year 1/2 English Long-Term Plan						
	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing
<b>Autumn 1</b> <b>Topic: From Farm to Fork</b>  <b>Fiction:</b> The Snail and the Whale: Julia Donaldson; The Day the Crayons Quit: Drew Daywalt; The Three Little Pigs.  <b>Non-fiction:</b> Teacher made information text based on Fairtrade.  <b>Class novel:</b> Pet Stories: Enid Blyton.	<b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.  <b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, fairy tales, poetry and non-fiction.  <b>Shared reading:</b> Class novel - Pet Stories: Enid Blyton. Poems - a variety of poems by different authors. Non-fiction - Fairtrade.  <b>Reading aloud/performance:</b> Reading own writing aloud to a partner, group or whole class. Take part in drama: Nativity performance.	Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.  * Apply phonics knowledge and skills until automatic decoding has become embedded and my reading is fluent. * Read a further range of common exception words. * Ask and answer simple questions on unfamiliar texts. * Discuss and explain understanding of books, poems and other texts. * Make predictions on the basis of what has been read. * Make simple statements and express views about characters.	<b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. * Form lower case and capital letters of the correct size and orientation.  <b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.  Y1 RWI set 3 sounds. Y2 Spelling patterns: n spelt kn; r spelt wr; s spelt c; j spelt -de and -ge; j spelt g before e, i and y: common exception words.  Dictation of sentences for handwriting and spelling to increase retention of spelling, fluency and speed of writing.	<b>Vocabulary:</b> * Explore vocabulary linked with relevant shared texts, history, geography or science units.  <b>Sentence structure:</b> * Recognise nouns, verbs and adjectives appropriately. * Use subordination and coordination to join clauses. * Write in the past tense and use past and present progressive. * Vary my sentence openers. * Recognise and use sentences in different forms: statements, commands, questions, exclamations.  <b>Punctuation:</b> * Most of my sentences are demarcated correctly with capital letters and full stops. * Use apostrophes to indicate singular possession.	Story writing: descriptions; information texts; postcard; persuasive leaflet.  <b>Fiction:</b> Create character and setting descriptions. Write an adaptation of a well-known traditional tale.  <b>Non-fiction:</b> Research and write an information text based on the Farm to Fork topic.  <b>Text structure and organisation:</b> * Use a scaffold to aid my writing. * Write about more than one idea and begin to group relevant ideas together. * Begin to use simple devices to structure my work.  <b>Composition and effect:</b> * Compose sentences orally. * Plan what I am going to write by writing down ideas. * Use wider and more adventurous vocabulary. * Create and describe settings and characters in stories.	<b>Writing assessments:</b> Beginning of year independent write - summer holiday description. Adapted traditional tale.  <b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests.  <b>Reading assessments:</b> Weekly Phonics reading comprehension questions.  <b>Spoken language assessments:</b> Reading own writing aloud to partner, group or class. Nativity performance.
<b>Autumn 2</b> <b>Topic: From Farm to Fork</b>  <b>Fiction:</b> Jack and the Beanstalk; a variety of nursery rhymes.  <b>Non-fiction:</b> Life of the Farm; teacher created texts based on farming and the journey of bread.  <b>Class novel:</b>	<b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.  <b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.  <b>Shared reading:</b> Class novel: The Christmasaurus and the Winter Witch.	Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.  * Read accurately by blending the sounds in words and confidently recognise alternative sounds for graphemes. * Take note of full stops, commas, exclamation and question marks when reading sentences appropriately.	<b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. * Use diagonal and horizontal strokes to join letters.  <b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements,	<b>Vocabulary:</b> * Explore vocabulary linked with relevant shared texts, history, geography or science units. * Explore vocabulary that may be used in traditional tales, discuss the difference.  <b>Sentence structure:</b> * Recognise proper nouns and use capital letters appropriately. * Choose and use the correct tense consistently in writing.	<b>Fiction:</b> Create an explanation text based on the journey of bread, using the correct structure. Discuss nursery rhymes, traditional and new adaptations.  <b>Non-fiction:</b> Write a newspaper report based on a well-known traditional tale. <b>Author study:</b> Michael Rosen - We're Going on a Bear Hunt;	<b>Writing assessments:</b> Newspaper report based on a traditional tale.  <b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests. SPaG assessments for Y2.  <b>Reading assessments:</b> Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2.



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<p>The Christmasaurus and the Winter Witch: Tom Fletcher.</p>	<p>Poems: nursery rhymes, Julia Donaldson books. Non-fiction: a variety of non-fiction texts based on farming.</p> <p><b>Reading aloud/performance:</b> Reading own writing aloud to a partner, group or whole class. Take part in drama: whole class worship.</p>	<p>*Become familiar with a wider range of stories, fairytales and traditional tales. *Identify and comment on key events in a text; comment on ways non-fiction texts are written' comment on events, characters and ideas.</p>	<p>including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI set 3 sounds. Y2 Spelling patterns: I spelt le; I spelt el; I spelt il; I spelt al; igh spelt y; adding -ies to words ending in y.</p>	<p>*Use coordination and subordination.</p> <p><b>Punctuation:</b> *Use question and exclamation marks correctly. *Use commas to separate a list.</p>	<p>Michael Rosen's voice around the world.</p> <p><b>Text structure and organisation:</b> *Write about more than one idea and begin to group relevant ideas together. *Use simple devices to structure my work.</p> <p><b>Composition and effect:</b> *Develop positive attitudes towards and stamina for writing by writing for different purposes. *Use wider and more adventurous vocabulary. *Evaluate writing with others.</p>	<p><b>Spoken language assessments:</b> Reading own writing aloud to partner, group or class. Whole class worship.</p>
<p><b>Spring 1</b> <b>Topic: Time Travelers</b></p> <p><b>Fiction:</b> The Emperor of Absurdia: Chris Riddell. Handa's Surprise: Eileen Browne.</p> <p><b>Non-fiction:</b> The Jolly Postman: Allan Ahlberg. A Street Through Time: Steve Noon.</p> <p><b>Class novel:</b> Diary of a Time Traveler: David Long.</p>	<p><b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b> Class novel: Diary of a Time Traveler: David Long. Non-fiction: The Jolly Postman: Allan Ahlberg.</p> <p><b>Reading aloud/performance:</b> Reading own writing aloud to a partner, group or whole class.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>*Read aloud books consistent with my improving phonics knowledge. *Discuss word meanings, linking new meanings to those already known. *Understand books I read or listen to by drawing on what is already known or on background information and vocabulary provided by the teacher. *Use a simple dictionary to locate given words with guided support. *Independently find specific information in simple texts. *Make simple plausible inferences about a text.</p>	<p><b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. *Use the correct formation and letter size for ascending and descending letters.</p> <p><b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI set 3 sounds. Y2 Spelling patterns: adding ied, est and ier; adding ing; or spelt a; adding ing, er, ed to words ending in e; adding ing, er, ed to words ending in a single consonant after a vowel; common exception words.</p>	<p><b>Vocabulary:</b> *Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Recognise and use nouns, adjectives and verbs appropriately. *Recognise and use sentences in different forms: statements, commands, questions and exclamations.</p> <p><b>Punctuation:</b> *Use apostrophes to show contracted forms. *Sentences are correctly demarcated with capital letters and full stops.</p>	<p><b>Fiction:</b> Write a story using clear beginning, middle and end paragraphs. Create a setting description using adverbs and adjectives accurately.</p> <p><b>Non-fiction:</b> Create an information text about toys from the 60's using the correct structure. Write a letter to someone in the past.</p> <p><b>Text structure and organisation:</b> *Use appropriate openings and endings for stories and non-fiction. *Use simple devices to structure my work.</p> <p><b>Composition and effect:</b> *Plan my writing by writing down ideas, key words and new vocabulary. *Use adverbs to add detail. *Proofread work to check for sense and to correct errors in spelling, grammar and punctuation.</p>	<p><b>Writing assessments:</b> Story writing using clear beginning, middle and end paragraphs.</p> <p><b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests. SPaG assessments for Y2.</p> <p><b>Reading assessments:</b> Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2.</p> <p><b>Spoken language assessments:</b> Reading own writing aloud to partner, group or class.</p>



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<p><b>Spring 2</b> <b>Topic: Time Travelers</b></p> <p><b>Fiction:</b> Peace at last: Jill Murphy.</p> <p><b>Non-fiction:</b> The Life of a Little Cardboard Box: Igloo Publisher. The Life of a Little Plastic Bottle: Igloo Publisher.</p> <p><b>Poetry:</b> The Kids' Book of Awesome Riddles: Amanda Learmouth.</p> <p><b>Class novel:</b> The Diary of a Time Traveler: David Long.</p>	<p><b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b> Class novel: The Diary of a Time Traveler: David Long. Poems: The Kids' Book of Awesome Riddles: Amanda Learmouth. Non-fiction: The Life of a Little Cardboard Box and Plastic Bottle: Igloo Publisher.</p> <p><b>Reading comprehension:</b> Reading own writing aloud to a partner, group or whole class.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>*Read words containing common suffixes. *Check that a text makes sense as I read it. *Use a range of strategies to read age-appropriate texts. *Read with intonation and expression. *Discuss the sequence of key events in books and how items of information are related. *Understand and use a wider range of language, referring to print.</p>	<p><b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p><b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI set 3 sounds. Y2 Spelling patterns: u spelt o; ee spelt ey; o spelt a after w and qu; er spelt or; zh spelt s; common exception words.</p>	<p><b>Vocabulary:</b> *Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Choose and use the present and past tenses correctly and consistently in my writing. *Use the past and present progressive. *Vary my sentence openers.</p> <p><b>Punctuation:</b> *Use apostrophes to indicate singular possession in nouns. *Use apostrophes to show contracted forms.</p>	<p><b>Fiction:</b> Create a comic strip based on a well-known story.</p> <p><b>Non-fiction:</b> Write a persuasive text. Create an explanation text based on recycling. Write a set of instructions using the correct structure.</p> <p><b>Poetry:</b> Write a selection of acrostic poems and riddles.</p> <p><b>Text structure and organisation:</b> *Use appropriate openings and endings for stories and non-fiction. *Use simple devices to structure my work.</p> <p><b>Composition and effect:</b> *Develop positive attitudes towards and stamina for writing. *Plan my writing by talking about my ideas and saying sentences aloud before writing. *Use expanded noun phrases to describe and specify.</p>	<p><b>Writing assessments:</b> Explanation text and a set of instructions.</p> <p><b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests. SPaG assessments for Y2.</p> <p><b>Reading assessments:</b> Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2.</p> <p><b>Spoken language assessments:</b> Reading own writing aloud to partner, group or class.</p>
<p><b>Summer 1</b> <b>Topic: Towers, Tunnels and Turrets</b></p> <p><b>Fiction:</b> Stories from other cultures - Goldy Luck and the three pandas new year: Natasha Yim. Description: The Tunnel: Anthony Browne or The Grouchy Ladybird: Eric Carle. Persuasive letter - Supertato: Paul Linnet and Sue Hendra.</p> <p><b>Non-Fiction:</b> Fact file/information booklet: teacher modelled fact file using</p>	<p><b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b> Class novel: The Dragon and the Nibblesome Knight: Elli Woodward and Benji Davies. Fiction: Goldy Luck and the Three Pandas New Year: Natasha Yim; The Tunnel:</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell some of these orally. * I can use a simple dictionary to locate given words with guided support. * I can confidently make simple plausible inferences about a text on the basis of what is being said and done.</p>	<p><b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p><b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI set 3 sounds. Y2 Spelling patterns: adding -ment, -ness and -ful; adding -</p>	<p><b>Vocabulary:</b> * I am beginning to use wider and more adventurous vocabulary. * I can use expanded noun phrases to describe and to specify (e.g. a deep, dark cave; one cold night). <b>Sentence Structure:</b> * I can choose and use the present and past tenses correctly and consistently in my writing. * I can use subordination (when, if, that, because) to join clauses. * I can use the past and present progressive form (e.g. she is walking; he was running).</p>	<p><b>Fiction:</b> Write an adaptation of a story from another culture. Use a range of vocabulary to write a description of a setting. Write a persuasive letter based on the book Supertato.</p> <p><b>Non-fiction:</b> Use the correct features to create a fact file all about Tunnels, Towers and Turrets.</p> <p><b>Text structure and organisation:</b> * I am beginning to use simple devices to structure my work, e.g. writing relevant sentences under my own subheadings.</p>	<p><b>Writing assessments:</b> An adaptation of a story from another culture. Assessed fact file.</p> <p><b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests SPaG assessments for Y2.</p> <p><b>Reading assessments:</b> 1:1 reading sessions. Y1 phonics assessment. Common exception word spelling and reading. <b>Spoken language assessment:</b> Reading aloud our letters from Supertato.</p>



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<p>a range of books from the SLS box.</p> <p><b>Class Novel</b> The Dragon and the Nibblesome Knight: Elli Woodward and Benji Davies.</p>	<p>Anthony Browne; Supertato: Paul Linnet and Sue Hendra. Non-fiction: teacher modelled examples.</p> <p><b>Reading comprehension:</b> Reading own writing aloud to a partner, group or whole class.</p>		<p>less and -ly; words with -tion; contractions; words with possessive apostrophes;</p>	<p><b>Punctuation:</b> *All of my sentences will be fully demarcated with the correct punctuation. *I can use apostrophes to show possession and contractions. *I can use question marks, exclamation marks and punctuation correctly.</p>	<p>* I am beginning to use appropriate openings and endings for stories and non-fiction.</p> <p><b>Composition and effect:</b> * I am developing positive attitudes towards and stamina for writing by writing narratives about personal experiences (real and fictional), real events, poetry and writing for different purposes. * I can use expanded noun phrases to describe and to specify (e.g. a deep, dark cave: one cold night). * I can begin to proofread my work to check for sense and to correct errors in spelling, grammar and punctuation.</p>	
<p><b>Summer 2</b> <b>Topic:</b> <b>Towers, Tunnels and Turrets</b></p> <p><b>Non-Fiction</b> Explanation text: See Inside the Castle: Usborne. Use a range of books from the SLS. Instructions: How to train a dragon: Cressida Cowell.</p> <p><b>Poetry</b> Monkey Puzzle: Julia Donaldson. Whose toes are those?: Jabari Asim. We Go Together: Todd Dunn.</p> <p><b>Fiction</b> Stories from the same author: Seaside stories: Kate Morag.</p> <p><b>Class Novel</b> The Dragon and the Nibblesome Knight: Elli Woodward and Benji Davies.</p>	<p><b>Individual reading:</b> 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p><b>Guided reading:</b> Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p><b>Shared reading:</b> Class novel: The Dragon and the Nibblesome Knight: Elli Woodward and Benji Davies.  Fiction: Seaside stories: Katie Morag. Poetry: Monkey Puzzle: Julia Donaldson; Whose toes are those?: Jabari Asim; We Go Together: Todd Dunn. Non-fiction: teacher modelled examples; See Inside the Castle: Usborne.</p> <p><b>Reading comprehension:</b> Reading own writing aloud to a partner, group or whole class.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* I can comment on ways non-fiction texts are written and presented, including similarities and differences. * I can recognise simple recurring literary language in stories and poetry. * I am beginning to comment on how particular words and phrases have been used to create atmosphere and humour.</p>	<p><b>Handwriting:</b> Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p><b>Spelling:</b> Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Y1 RWI Set 3 sounds. Y2 Common excep*ion words.</p>	<p><b>Vocabulary:</b> * I am beginning to comment on how particular words and phrases have been used to create atmosphere and humour. * I can plan what I am going to write by writing down my ideas, key words and new vocabulary. * I am beginning to create and describe settings and characters in stories.</p> <p><b>Sentence Structure:</b> *I can recognise and use nouns, verbs and adjectives appropriately. * I can recognise and use sentences in different forms: statements, questions, exclamations and commands.</p> <p><b>Punctuation:</b> *All sentences will be punctuated correctly.</p>	<p><b>Fiction:</b> Write a story based on the seaside, using Kate Morag as a base.</p> <p><b>Non-fiction:</b> Use the correct features to write an explanation text about inside a castle. Write a set of instructions about how to train a dragon.</p> <p><b>Poetry:</b> Write rhyming couplets and verse and perform our poetry.</p> <p><b>Text structure and organisation:</b> * I am beginning to use simple devices to structure my work, e.g. writing relevant sentences under my own subheadings.</p> <p><b>Composition and effect:</b> * I can begin to proofread my work to check for sense and to correct errors in spelling, grammar and punctuation. * I can evaluate my writing with others.</p>	<p><b>Writing assessments:</b> * Explanation text using the correct features and extended sentences. * A poem written about our summer holidays.</p> <p><b>Spelling, punctuation and grammar assessments:</b> Weekly spelling tests SPaG assessments for Y2.</p> <p><b>Reading assessments:</b> 1:1 reading sessions. Y1 phonics assessment. Common exception word spelling and reading. <b>Spoken language assessment:</b> Performing our poems in worship.</p>