

## English Plan Banksy 2020-2021

Spelling Punctuation and Grammar Objectives		
Autumn Term	Spring	Summer
Writing sentences using capital letters and full stops.	Suffixes (e.g. -ing, -ed, -s, -es, -er)	Identifying and writing different types of sentences
Joining words and clauses using and, or, but	Prefix- un	Compound words
Question marks and exclamation marks	Verbs, nouns, adjectives and adverbs	Apostrophes for possession
Writing questions and exclamations	Adjectives with -er, -est	Apostrophes for contraction
Expanded noun phrases	Nouns using -er	Co-ordination
Capital letters for names: people and places	Nouns using -ness	Subordination
Capital letters for names: days of the week and months of the year	Adjectives using -ful, -less	SATs Preparation (Y2)
Using commas to separate items in a list	Adverbs using -ly	Revision and readiness for Y2 or Y3

Writing		
Autumn Term	Spring	Summer
Description	Poster	Letter
Recount	Recount	Diary
Letter	Non-fiction	Instructions
Non-fiction	Alternative story ending	Poetry
Poetry	Poetry	Short story

Reading Objectives (Ongoing until the end of Y2)
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>❖ Develop pleasure in reading, motivation to read, vocabulary and understanding by:               <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 o 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> </ul> </li> </ul>

- discussing their favourite words and phrases or continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- ❖ Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions or predicting what might happen on the basis of what has been read so far
- ❖ 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.
- ❖ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **Word Recognition**

- ❖ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ❖ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ❖ read accurately words of two or more syllables that contain the same graphemes as above
- ❖ read words containing common suffixes
- ❖ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ❖ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ❖ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ❖ re-read these books to build up their fluency and confidence in word reading.

### **Handwriting Objectives (Ongoing until the end of Year 2)**

- ❖ form lower-case letters of the correct size relative to one another
- ❖ 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 unjoined
- ❖ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ❖ use spacing between words that reflects the size of the letters.