

English Overview - Writing: Transcription and Handwriting

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	English Genre Based Projects: Stories with a familiar setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1) Acrostic poems (Y2)	English Genre Based Projects: Poems - pattern (Y1/2) Recount (Y1/2) Narrative recount (Y1/2)	English Genre Based Projects: Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)	English Genre Based Projects: Traditional tales (Y1/2)	English Genre Based Projects: Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)	English Genre Based Projects: Fantasy worlds (Y1/2) Diary extracts (Y1/2) Poems - rhyme (Y1/2)
Y1	Spelling (see English Appendix 1) Spell: Phase 2/3 sounds (40+) Recap on All Phase 2/ 3 sounds *Bug club units 1-5 Phase 2 & Units 6-12 Phase 3 Units 13+14 Bug club	Spelling (see English Appendix 1) Spell: Phase 3/4 sounds Units 15+16 Bug club Add prefixes and suffixes: <ul style="list-style-type: none"> ▪ using -ing, -ed, -er where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	Spelling (see English Appendix 1) Spell: Phase 4 Units 17+18 Bug club Add prefixes and suffixes: <ul style="list-style-type: none"> • using the prefix un 	Spelling (see English Appendix 1) Spell: Phase 4/5 Units 19+20 Bug club Add prefixes and suffixes: <ul style="list-style-type: none"> ▪ using -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	Spelling (see English Appendix 1) Spell: Phase 5 Units 21+22 Bug club Add prefixes and suffixes: <ul style="list-style-type: none"> ▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs 	Spelling (see English Appendix 1) Spell: Phase 5 Units 23 Bug club -The /ŋ/ sound spelt n before k -tch -The /v/ sound at the end of words Add prefixes and suffixes: <ul style="list-style-type: none"> ▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
Y1 on-going over the year						
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Spell the days of the week Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Division of words into syllables Apply simple spelling rules and guidance, as listed in English Appendix 1					Spell common exception words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used	

<p>Y2 (See numbered appendix)</p>	<p>Spelling (see English Appendix 1) Spell by:</p> <ul style="list-style-type: none"> • Adding suffixes 13 • 1,2,3,4 	<p>Spelling (see English Appendix 1) Spell by:</p> <ul style="list-style-type: none"> • Adding suffixes 11 • Homophones 25 (learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones) • 5,6,7,8 	<p>Spelling (see English Appendix 1) Spell by:</p> <ul style="list-style-type: none"> • Adding suffixes 21 • Apostrophe for contractions 22 (learning to spell more words with contracted forms) • 9,10,14,15,16 	<p>Spelling (see English Appendix 1) Spell by:</p> <ul style="list-style-type: none"> • Adding suffixes 21 • Homophones 25 (distinguishing between homophones and near-homophones) • 17,18,19,20 	<p>Spelling (see English Appendix 1) Spell by:</p> <ul style="list-style-type: none"> ▪ Apostrophe for possession 23 (learning the possessive apostrophe (singular)) • 24 	<p>Revise all sounds learnt so far</p>
<p style="text-align: center;">Y2 on-going over the year</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Apply simple spelling rules and guidance, as listed in English Appendix 1 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>*Use Bug Club Units 24-30, covering Phase 5 and 6 over the course of the year</p>						<p>Spell common exception words</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p>
<p>Handwriting</p> <p>Year 1 and 2 follow Penpals unit order for each term</p>						