

## Writing Long Term Plan

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>	Hears and names a variety of sounds	Spots words that rhyme Recognises words with the same initial sound	Recognises words with the same initial sound Clap syllables in a word Suggest a matching rhyming word	Identify an object when orally segmented Says the initial sound in a word	Identify an object when orally segmented Orally blends sounds into words Begins to orally segment CVC words into sounds	Orally blends CVC words Orally segments CVC words
<b>Handwriting</b>	Holds mark making tools Draw freely	Begins to draw recognisable objects and names what has been drawn	Traces letters in name, starting and finishing in the right place Uses scribble writing moving from left to right Draws recognizable pictures	Copies letters in name, starting and finishing in the right place Gives meaning to scribble writing	Writes some letters of their name independently Begins to form long legged ladder letters correctly Uses letters strings moving from left to right and moving down the page	Writes letters in forename independently Forms long legged ladder letters correctly Writes taught sounds when writing

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Extended Writing</b>	Traces letters accurately in forename Copies letters accurately in forename Begins to independently write letters in forename	Independently writes letters in forename Begins to writes list and labels with taught sounds	Independently writes letters in forename Copies letters in surname Begins to independently write letters in surname Writes dictated phrases and captions Writes dictated sentences	Independently writes letters in surname Writes own sentences to describe a picture or an object	Independently write letters in forename and surname Writes own sentences Writes character description Writes setting description	Independently write letters in forename and surname Writes own sentences Writes character description Writes setting description
<b>Grammar and Punctuation</b>		Leaves spaces between words	Leave spaces between words Know what an adjective is Know what a noun is Begins to uses capital letters at the start of a sentence Begins to uses full stops to demarcate the end of a sentence	Leave spaces between words Know what an adjective is Know what a noun is Begin to use an adjective to describe a noun (noun phrase) Begins to uses capital letters at the start of a sentence Begins to uses full stops to demarcate the end of a sentence	Leave spaces between words With adult prompts uses full stops and capital letters to demarcate sentences With adult prompts uses adjectives to describe in simple sentences Begin to use 'and' to join sentences	Leave spaces between words With adult prompts uses full stops and capital letters to demarcate sentences With adult prompts uses adjectives to describe in simple sentences Use 'and' to join sentences Begin to use simple noun phrases in sentences.
<b>Composition For Writing with Purpose and Text/Sentence Structure</b>				Orally composes own sentence Holds own sentence Confidently says own sentence	Composes own sentence Holds own sentence Confidently says own sentence	Composes own sentence Holds own sentence Confidently says own sentence
<b>Spelling</b>	Uses Fred fingers to segment CVC words with known sounds	Uses Fred fingers to segment CVC words with known sounds Writes CVC words with known sounds in accurately <b>Red Words:</b> I	Uses Fred fingers to segment CVC words with known sounds Writes CVC words with known sounds in accurately Uses Fred Fingers to segments three sounds words with set 1 special friends Write three sound words with set 1 special friends accurately <b>Red Words:</b> I, the, no	Writes CVC words with known sounds in accurately Uses Fred Fingers to segments three sounds words with set 1 special friends Write three sound words with set 1 special friends accurately Uses Fred Fingers to segment four sound word with taught sounds Begins to writes four sound words accurately <b>Red Words:</b> I, the, no, he, she, was	Writes CVC words with known sounds in accurately Write three sounds words with set 1 special friends Begins to writes four sound words accurately Uses Fred Fingers to segments three and four sound words with set 2 sounds Begins to writes three and four sound words containing set 2 sounds <b>Red Words:</b> I, the, no, he, she, was, go, so, her, are	Writes CVC words with known sounds in accurately Write three sounds words with set 1 special friends Writes four sound words accurately Begins to writes three and four sound words containing set 2 sounds Uses Fred fingers to segment longer words accurately Begins to write longer words with some accuracy <b>Red Words:</b> I, the, no, he, she, was, go, so, her, are, they, want, of, all
<b>Handwriting</b>	Correctly form letters for taught letter family (long legged letters)	Correctly forms letters for taught letter families (one armed robot letters)	Correctly forms letters for taught letter families (curly caterpillar letters and zig zag monster letters)	Mostly forms all single letters accurately starting and finishing in the correct place	Mostly forms all single letters accurately starting and finishing in the correct place	Mostly forms all single letters accurately starting and finishing in the correct place

				Correctly forms capital letters	Correctly forms capital letters Begins to position letters on the baseline correctly Begins to form letters to the correct size in relation to lines	Correctly forms capital letters Positions letters on the baseline correctly Forms letters to the correct size in relation to lines
--	--	--	--	---------------------------------	--	--

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Extended Writing</b>	Character/setting description Found Poster Factual Sentences Retelling a 3/5 sentence story (based on a traditional story)	Setting description Factual sentences Missing Poster A diary in the role of a character Simple repetitive poem	Recount linked to a personal experience Senses poem Character description Simple explanation sentences A simple 3 part story based on a fantasy story	A diary entry A setting description based on an imaginary world A character description based on an innovated character A simple 3 part story based on a traditional story	Write a postcard. Simple non-chronological report. Instructions Recount linked to a personal experience	A shape poem A 3-part story about a lost object A diary entry Explanation writing
<b>Grammar and Punctuation</b>	Leave spaces between words Use capital letters and full stops to demarcate sentences Use 'and' to join sentences Know what an adjective is Adjectives to describe in simple sentences	Leave spaces between words Use capital letters and full stops to demarcate sentences Use 'and' to join sentences Adjectives to describe in simple sentences Begin to know and use personal pronoun 'I' Know what a noun is (objects) Use simple nouns in sentences Begin to use simple noun phrases in sentences. Begin to use capital letters for names	Leave spaces between words Use capital letters and full stops to demarcate sentences Use 'and' to join sentences Adjectives to describe in simple sentences Begin to use personal pronoun 'I' Use simple noun phrases Use capital letters for names Use time conjunctions to signal events, <i>first, next, finally</i> Begin to use 'because' to extend sentences	Leave spaces between words Use capital letters and full stops to demarcate sentences Use 'and' to join sentences Begin to use 'because' to extend sentences Adjectives to describe in simple sentences Begin to use personal pronoun 'I' Use simple noun phrases Use capital letters for names Use questions mostly correctly and use a question mark To know what a simple verb is. To use a simple verb in sentences.	Leave spaces between words Use capital letters and full stops to demarcate sentences Use 'and' to join sentences Begin to use 'because' to extend sentences Adjectives to describe in simple sentences Use simple noun phrases Use questions mostly correctly and use a question mark To know what a simple verb is. To use a simple verb in sentences. Use exclamations and begin to use an exclamation mark Begin to use connective 'but' to join sentences.	Leave spaces between words Use capital letters and full stops to demarcate sentences Use 'and', 'because', 'but' to join sentences Adjectives to describe in simple sentences Use simple noun phrases Use questions mostly correctly and use a question mark Use exclamations and begin to use an exclamation mark mostly correctly. To know what a simple verb is. To use a simple verb in sentences.
<b>Composition For Writing with Purpose and Text/Sentence Structure</b>	Use a simple planning tool for storytelling Sequence a simple story Use story language to signal events in a simple narrative: Use <i>Once upon a time / One day</i> Use story maps etc: to articulate sentences before writing Writes for a variety of purposes	Writes for a variety of purposes Begin to use statements. Begin to create simple word banks to use in writing.	Writes for a variety of purposes Begin to create simple word banks to use in writing. Use a simple planning tool for storytelling or recount e.g. story map, timeline, story grid Use story maps etc: to articulate sentences before writing Use story language to signal events in a simple narrative: Use <i>Once upon a time / One day, Suddenly, Finally</i> Plan simple story content around the character change Innovate an character to include in writing	Writes for a variety of purposes Use a simple planning tool for storytelling e.g. story map, timeline, story grid Use story maps etc: to articulate sentences before writing Use story language to signal events in a simple narrative: Use <i>Once upon a time / One day, Suddenly, Finally, Unfortunately</i> Create simple word banks and identify key words to use in our writing Begin to pose questions Plan simple story content around the object change Innovate an object to include in writing	Writes for a variety of purposes Use a simple planning tool for storytelling or recount e.g. story map, timeline, story grid Use story maps etc: to articulate sentences before writing Create simple word banks and identify key words to use in our writing Non-fiction writing includes a <i>heading, simple factual sentences</i> Begin to pose questions and use resources to research a topic To know and use imperative verbs e.g. <i>add, cut, fold</i>	Writes for a variety of purposes Use a simple planning tool for storytelling or recount e.g. story map, timeline, story grid Use story maps etc: to articulate sentences before writing Create simple word banks and identify key words to use in our writing Use story language to signal events in a simple narrative: Use <i>Once upon a time / One day, Suddenly, Finally, Unfortunately</i> Pose questions and use resources to research a topic Plan simple story content around the character/object or setting change Innovate an character/object or setting to include in writing Understands the structure of a simple story e.g. <i>beginning, problem, resolution, ending</i> Non-fiction writing includes a <i>heading, simple factual sentences, labelled diagrams</i> To use simple prepositions in simple sentences: <i>down, into, across, under, inside, outside</i> To begin to know and use a simple simile using 'as' in sentences e.g. <i>as tall as a house</i>
<b>Editing and Improving Writing</b>	Begins to respond to verbal feedback and make simple additions to work Begins to respond to marking to improve some areas of work eg: letter formation, spelling Begins to check work makes sense, sometimes with adult support	Begins to respond to verbal feedback and make simple additions to work Begins to respond to marking to improve some areas of work eg: letter formation, spelling Begins to check work makes sense, sometimes with adult support	Begins to respond to verbal feedback and make simple additions to work Begins to respond to marking to improve some areas of work eg: letter formation, spelling Begins to check work makes sense, sometimes with adult support	Begins to respond to verbal feedback and make simple additions to work Begins to respond to marking to improve some areas of work eg: letter formation, spelling Begins to check work makes sense, sometimes with adult support	Begins to respond to verbal feedback and make simple additions to work Begins to respond to marking to improve some areas of work eg: letter formation, spelling Begins to check work makes sense, sometimes with adult support	Begins to respond to verbal feedback and make simple additions to work Begins to respond to marking to improve some areas of work eg: letter formation, spelling Begins to check work makes sense, sometimes with adult support
<b>Spelling</b>	ch and sh sound ng and nk sound ff and ss sound ck and ll sound ay sound wh sound	ee sound igh sound ow sound oo sound oo sound ar sound  <b>CEWords:</b> today, said, says, are, his, here, come, some, one, put, push, pull,	or sound air sound ir sound oy sound ea / ee alternative  <b>CEWords:</b> Consolidate  The days of the week	oi/oy alternative ay/a-e/ai alternative igh/i-e/ie alternative ow/o-e/oa alternative u-e/ew alternative alternative 'y' ending e.g. happy  <b>CEWords:</b> Consolidate <b>The days of the week:</b> Consolidate	Consonant spellings <b>ph</b> and <b>wh</b> <b>Prefix –un</b> e.g. unhappy, undo Adding <b>suffix –ing to verbs</b> where no change is needed to the root word Adding <b>suffix –ed to verbs</b> where no change is needed to the root word Adding <b>suffix – est to verbs</b> where no change is needed to the root word	Adding <b>–er to adjectives</b> where no change is needed to the root word Adding <b>–est to adjectives</b> where no change is needed to the root word Adding <b>–s and –es to words</b> (plural of nouns and the third person singular of verbs)

	<p><b>CEWords:</b> the, I, do, to, he, she, was, is, were, has, you, your, they, no, go, so me, by my</p>	<p>full, there, where, love, once, ask, friend, school, house, our</p>	<p><b>The /v/ sound</b> at the end of words e.g. have, live, give</p>	<p>Compound words e.g. football, playground</p>	<p>Adding <b>suffix –er to verbs</b> where no change is needed to the root word</p> <p><b>CEWords:</b> Consolidate <b>The days of the week:</b> Consolidate</p>	<p><b>Using 'k' for the /k/ sound</b> (spelt as k rather than as c before e, l and y) e.g. Kent, sketch, skin, frisky <b>-tch</b> (comes straight after a single vowel letter) e.g. catch, fetch, kitchen</p> <p><b>CEWords:</b> Consolidate <b>The days of the week:</b> Consolidate</p>
<p><b>Handwriting</b></p>	<p><b>Focus: Shape, Space, Size and Sitting</b></p> <ol style="list-style-type: none"> <li>1) Practising all long-legged giraffe letters: l,i,t</li> <li>2) Practising all long – legged letters: u,t,j,y</li> <li>3) Practising all the long legged giraffe letters</li> <li>4) Words with ll</li> <li>5) Capitals for long-legged giraffe letters</li> <li>6) Capitals for long legged giraffe letters</li> <li>7) Practising one-armed robot letters: r,b,n,h</li> <li>8) Practising one-armed robot letters: m,k,k</li> <li>9) Practising all the one-armed robot letters</li> <li>10) Practising long-legged giraffe letters and one-armed robot letters</li> <li>11) Capitals for one-armed robot letters</li> <li>12) Capitals for one-armed robot letters</li> <li>13) Practising curly caterpillar letters: c,a,d,o</li> <li>14) Assessment</li> </ol>	<p><b>Focus: Shape, Space, Size and Sitting</b></p> <p>Unit 14: Mixing all the letter families (4 weeks) Unit 15: Practising all the capital letters (2 weeks) Unit 16: Practising all the numbers 0-9 (2 weeks) Unit 17: Writing words with ck and qu (2 weeks) Assessment</p>	<p><b>Focus: Space, Space, Size, Sitting</b></p> <p>Unit 18: Practising long vowel phonemes: ai, igh, oo (2 weeks) Unit 19: Practising vowels with adjacent consonants: ee, oa, oo (2 weeks) Unit 21: Numbers 10-20: spacing (2 weeks) Revisit and review Assessment</p>			

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Extended Writing</b></p>	<p>Character Description Diary entry in the role of a character Instructions Recount Non-Chronological Report Poetry (based on a traditional Poem)</p>	<p>Description of a scene/setting Persuasive letter Factual writing Non-Chronological Report Poetry using Senses Seasons Poem</p>	<p>Setting description Factual writing Recount as a newspaper report Found Poster Narrative based on a journey Non-Chronological Report Shape Poem (Penguin)</p>	<p>Wanted Poster Factual Writing Fantasy narrative (continue a fantasy story) Instructions – How to trap a dragon Explanation Writing: My Pet Dragon</p>	<p>Character description Innovate a Fairy Tale (Sleeping Beauty) Write a Postcard in character role Non-Chronological report Persuasive Holiday Poster Instructions</p>	<p>Explanation Writing: Life-Cycle of a tadpole Personal recount Narrative writing: Fantasy – Winnie the Witch Narrative: Writing own Under the Sea fantasy story Free Verse Poetry Letter writing</p>
<p><b>Grammar and Punctuation Skills/Knowledge</b></p>	<p><b>To use full stops and capital letters with more accuracy</b> Use of adjectives to describe a character Use of Noun phrases Capital Letters for names Question sentences Use of question marks with more accuracy Time conjunctions to signal events e.g. <b>first, next, then, finally, after that</b> Subordination for more complex sentences: <b>because, when</b> Command sentences Expanded noun phrases</p>	<p><b>To use full stops and capital letters with more accuracy</b> Use of question marks with more accuracy Subordination for more complex sentences: <b>because, when</b> Expanded noun phrases <b>Coordination (connectives) – and, but, so</b> <b>To use simple prepositions e.g. behind, above, along, before, between, after</b></p>	<p><b>To use full stops and capital letters with more accuracy</b> Use of question marks with more accuracy Subordination for : <b>because, when</b> Coordination (connectives) – and, <b>or, but, so</b> Expanded noun phrases Time conjunctions to signal events e.g. <b>first, next, then, finally, after that</b> Exclamation sentences <b>To begin to use exclamation marks with more accuracy</b> <b>To use two adjectives to describe the noun e.g. The scary, old woman...</b> <b>To use similes using 'as' and 'like' in sentences e.g. like sizzling sausages</b></p>	<p><b>To use full stops and capital letters with more accuracy</b> Use of question marks with more accuracy Exclamation sentences <b>To begin to use exclamation marks with more accuracy</b> Command sentences Subordination: <b>because, when</b> Coordination (connectives) – and, <b>or, but, so</b> Expanded noun phrases Time conjunctions to signal events e.g. <b>first, next, then, finally, after that</b> <b>To use similes using 'as' and 'like' in sentences e.g. like sizzling sausages</b> Subordination for complex sentences: <b>so that, if</b> <b>To use adverbs for providing information e.g. Lift the pot carefully onto the tray</b> Apostrophes to mark contracted forms e.g. <b>don't, can't</b></p>	<p><b>To use full stops and capital letters with more accuracy</b> Use of question marks with more accuracy Exclamation sentences <b>To begin to use exclamation marks with more accuracy</b> Command sentences Subordination: <b>because, when</b> Coordination (connectives) – and, <b>or, but, so</b> Expanded noun phrases Commas in lists <b>To use adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</b> <b>To use simple generalizers for information e.g. Most dogs... Some cats...</b> Apostrophes to mark singular possession e.g. <b>the cat's name</b> Use the continuous form of verbs in the present and past tense to mark actions in progress e.g. <b>she is drumming, he was shouting</b> Use more complex story language to signal events e.g. <b>In a land far away, Later that day, As soon as</b></p>	<p><b>To use full stops and capital letters with more accuracy</b> Use of question marks with more accuracy Exclamation sentences <b>To begin to use exclamation marks with more accuracy</b> Commas in lists Subordination: <b>because, when</b> Coordination (connectives) – and, <b>or, but, so</b> Use the continuous form of verbs in the present and past tense to mark actions in progress e.g. <b>she is drumming, he was shouting</b> Expanded noun phrases Time conjunctions to signal events e.g. <b>first, next, then, finally, after that</b> <b>To begin to use long and short sentences (long sentences to add description or information, short sentences for emphasis)</b></p>
<p><b>Composition For Writing with Purpose and</b></p>	<p>Writes for a variety of purposes e.g. real events, poetry, recounts, story narratives <b>Create own word banks of descriptive and subject specific language to use in writing</b></p>	<p>Writes for a variety of purposes e.g. real events, poetry, recounts, story narratives <b>Create own word banks of descriptive and subject specific language to use in writing</b> <b>Non-fiction writing begins to show sub-headings and factual writing</b></p>	<p>Writes for a variety of purposes e.g. real events, poetry, recounts, story narratives Pose and answer questions, using resources to research a topic <b>Create own word banks of descriptive and subject specific language to use in writing</b></p>	<p>Writes for a variety of purposes e.g. real events, poetry, recounts, story narratives Use a story mountain as a planning tool for a story narrative Understands the structure of a simple 5-part story e.g. beginning, build-up, problem, resolution, ending</p>	<p>Writes for a variety of purposes e.g. real events, poetry, recounts, story narratives Use a story mountain as a planning tool for a story narrative Understands the structure of a simple 5-part story e.g. beginning, build-up, problem, resolution, ending</p>	<p>Writes for a variety of purposes e.g. real events, poetry, recounts, story narratives Use a story mountain as a planning tool for a story narrative Understands the structure of a simple 5-part story e.g. beginning, build-up, problem, resolution, ending</p>

<p><b>Text/Sentence Structure</b></p>		<p>Pose and answer questions, using resources to research a topic</p>	<p>Use a story mountain as a planning tool for a story narrative Understands the structure of a simple 5-part story e.g. beginning, build-up, problem, resolution, ending</p>	<p>Pose and answer questions, using resources to research a topic Create own word banks of descriptive and subject specific language to use in writing Non-fiction writing begins to show <b>sub-headings and opening questions</b></p>	<p>Pose and answer questions, using resources to research a topic Create own word banks of descriptive and subject specific language to use in writing Non-fiction writing begins to show <b>introduction, sub-headings and opening questions</b> Begin to include a final comment to the reader e.g. Did you now?</p>	<p>Pose and answer questions, using resources to research a topic Begin to include a final comment to the reader e.g. Did you now? Create own word banks of descriptive and subject specific language to use in writing An ending of a story narrative is beginning to be a 'section' rather than one sentence Non-fiction writing begins to show <b>factual writing, sub-headings, diagrams</b></p>
<p><b>Editing and Improving Writing</b></p>	<p>Begins to make simple additions to improve a sentence e.g. add in an adjective Begins to check spellings and make simple corrections Checks sentences make sense and make simple revisions</p>	<p>Begins to make simple additions to improve a sentence e.g. add in an adjective Begins to check spellings and make simple corrections Checks sentences make sense and make simple revisions</p>	<p>Begins to make simple additions to improve a sentence e.g. add in an adjective Begins to check spellings and make simple corrections Checks sentences make sense and make simple revisions</p>	<p>Begins to make simple additions to improve a sentence e.g. add in an adjective Begins to check spellings and make simple corrections Checks sentences make sense and make simple revisions</p>	<p>Begins to make simple additions to improve a sentence e.g. add in an adjective Begins to check spellings and make simple corrections Checks sentences make sense and make simple revisions</p>	<p>Begins to make simple additions to improve a sentence e.g. add in an adjective Begins to check spellings and make simple corrections Checks sentences make sense and make simple revisions</p>
<p><b>Spelling</b></p>	<p><b>Revise elements Yr1 Spelling Curriculum</b></p> <p>ph / wh sound Pre-fix – un Suffix –ing (no change to the root word) Suffix –ed (no change to the root word) Suffix –er/-est (no change to the root word) Words ending in –y Adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p><b>CEWords:</b> <b>YR1 words:</b> come, some, one, are, here, friend, put, put, there, where, ask, once, school, house, our, because, water, pull, full, they, love, kind, find, mind, behind, again, Mr, Mrs, every, everybody, people, busy, most, only, beautiful, eye, pretty, old, gold, hold, told, cold, clothes</p>	<p><b>Year 2 RWInc Spelling Programme</b></p> <p><b>Unit 1 (2A)</b> The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> e.g. <b>all, tall, ball, call etc.</b></p> <p><b>Unit 2 (2A)</b> <b>Soft C</b> e.g. city, cell, exercise, icy, cycle</p> <p><b>Unit 3 (2A)</b> Adding the suffix <b>-y</b> (doubling the final consonant before adding the -y) e.g. <b>spotty, runny, boggy</b></p> <p><b>Unit 4 (2A)</b> Adding the suffix <b>-y</b> (dropping the -e before adding the -y) e.g. <b>shiny, spicy, lazy, smoky</b></p> <p><b>Unit 5 (2A)</b> Adding the suffix <b>-ly</b> (to make an adverb) e.g. <b>bravely, stupidly, quietly</b></p> <p><b>Unit 6 (2A)</b> The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> e.g. <b>knew, know, knot, knight</b></p> <p><b>Unit 7 (2A)</b> The <b>igh</b> sound spelt <b>y</b> e.g. <b>shy, sky, sly, try, fly</b></p> <p><b>CEWords:</b> prove, improve, move, class, grass, pass, bath, path, door, floor, poor, could, would, should, child, children, fast, last, past, even, who, whole, Christmas, after, both, money, half, hour, father, parents, wild, climb, any, many, sure, great, break, steak, plant</p>	<p><b>Year 2 RWInc Spelling Programme</b></p> <p><b>Unit 8 (2A)</b> Adding the suffix <b>-ing</b> (doubling the consonant before adding -ing) e.g. <b>tripping, putting</b></p> <p><b>Unit 9 (2A)</b> Adding the suffix <b>-ing</b> (dropping the -e before adding -ing) e.g. <b>baking, shining, phoning</b></p> <p><b>Unit 10 (2A)</b> The <b>j</b> sound (<b>j, g, ge, dge</b>) e.g. <b>jacket, jar, join</b></p> <p><b>Unit 11 (2A)</b> The <b>o</b> sound spelt after <b>w</b> and <b>qu</b> e.g. <b>was, want, wash, watch, wasp</b></p> <p><b>Unit 12 (2A)</b> Adding the suffix <b>-ed</b> (ending with two consonants) e.g. <b>painted, hunted, jumped, buzzed</b></p> <p><b>Unit 13 (2A)</b> Adding the suffix <b>-ed</b> (swapping the y for an i) e.g. <b>cry / cried, reply/replied, copy/copied</b></p> <p><b>CEWords:</b> Consolidation and Revision</p>	<p><b>Year 2 RWInc Spelling Programme</b></p> <p><b>Unit 14 (2A)</b> Adding the suffix <b>-ed</b> (words ending in e, drop before adding -ed/doubling the consonant) e.g. <b>poke/poked, trickle/trickled, rot/rotted, jog/jogged</b></p> <p><b>Unit 1 (2B)</b> The <b>r</b> sound spelt <b>wr</b> e.g. <b>wrap, wren, wrong, wrist, wriggle</b></p> <p><b>wide/wider/widest</b></p> <p><b>Unit 2 (2B)</b> Adding the suffixes <b>-er</b> or <b>-est</b> e.g. <b>fast/faster/fastest, slow/slower/slowest</b> (adding er/est when dropping the e) e.g. <b>large/larger/largest</b></p> <p><b>Unit 3 (2B)</b> Adding the suffixes <b>-er</b> or <b>-est</b> (swap the y for i and dropping the e) e.g. <b>happy/happier /happiest, fine / finer / finest</b></p> <p><b>Unit 4 (2B)</b> Adding the suffixes <b>-er</b> or <b>-est</b> (when word ends in a short vowel, double the consonant) e.g. <b>sad/sadder /saddest, big / bigger / biggest</b></p> <p><b>CEWords:</b> Consolidation and Revision</p>	<p><b>Year 2 RWInc Spelling Programme</b></p> <p><b>Unit 6 (2B)</b> Adding the suffix <b>-ness</b> e.g. <b>kindness, sadness, goodness</b></p> <p><b>Unit 7 (2B)</b> Adding the suffix <b>-ness</b> (swapping the y for an i) e.g. <b>dizzy / dizziness, jolly / jolliness</b></p> <p><b>Unit 11 (2B)</b> Adding the suffix <b>-ful</b> (adding -ful to root words to make adjectives) e.g. <b>joyful, colourful, hopeful, thoughtful</b></p> <p><b>Unit 12 (2B)</b> Adding suffix <b>-less</b> (adding -less to root word to make an adjective) e.g. <b>painless, pointless, sleepless, helpless, useless, hopeless</b></p> <p><b>Unit 15 (2B)</b> Adding the suffix <b>-es</b> (swapping the y for an i before adding es) e.g. <b>family/families, baby/babies, carry/carries</b></p> <p><b>Unit 14 (2B)</b> Words ending in <b>-tion</b> e.g. <b>station, lotion, potion, fiction, motion</b></p> <p><b>Unit 13 (2B)</b> Adding the suffix <b>-ment</b> (adding -ment to a verb to make a noun) e.g. <b>enjoyment, amazement, movement, attachment</b></p> <p><b>CEWords:</b> Consolidation and Revision</p>	<p><b>Year 2 RWInc Spelling Programme</b></p> <p><b>Unit 5 (2B)</b> The <b>ee</b> sound spelt <b>ey</b> e.g. <b>key, donkey, chimney, turkey</b></p> <p><b>Unit 8 (2B)</b> Words ending in <b>-le</b> e.g. <b>rattle, simple, triangle, middle, purple</b></p> <p><b>Unit 9 (2B)</b> Words ending in <b>-el</b> e.g. <b>camel, tunnel, towel, travel, tinsel</b></p> <p><b>Unit 10 (2B)</b> Words ending in <b>-al</b> e.g. <b>magical, plural, tropical, medical, capital</b></p> <p><b>Special Focus (2B):</b> Words ending in <b>-il</b> and words where s makes the zh sound e.g. <b>fossil, nostril, evil</b></p> <p><b>Special Focus (2B):</b> Words ending in <b>-ir</b> sound spelt o after w e.g. <b>worm, worse, work</b></p> <p><b>CEWords:</b> Consolidation and Revision</p>
<p><b>Handwriting</b></p>	<p><b>Focus: Stringing</b></p>	<p><b>Focus: Stringing</b></p> <p>Unit 12: Practising diagonal join to anticlockwise letters: igh Unit 13: Practising diagonal join to anticlockwise letters: dg, ng Unit 14: Introducing horizontal join to anticlockwise letters: oo, oa (2 weeks) Unit 15: Practising horizontal join to anticlockwise letters: wa, wo (2 weeks) Unit 16: Introducing mixed join for three letters: air, ear (2 weeks) Unit 17: Practising mixed join for the three letters: oor, our (2 weeks) Assessment</p>	<p><b>Focus: Stringing</b></p> <p>Unit 12: Practising diagonal join to anticlockwise letters: igh Unit 13: Practising diagonal join to anticlockwise letters: dg, ng Unit 14: Introducing horizontal join to anticlockwise letters: oo, oa (2 weeks) Unit 15: Practising horizontal join to anticlockwise letters: wa, wo (2 weeks) Unit 16: Introducing mixed join for three letters: air, ear (2 weeks) Unit 17: Practising mixed join for the three letters: oor, our (2 weeks) Assessment</p>	<p><b>Focus: Stringing</b></p> <p>Unit 18: Practising mixed joins to three letters ing (2weeks) Unit 19: Size and spacing: wh, is, fi, gg, le (2 weeks) Unit 21: Building on diagonal join to ascender: ck, al, el, at, il, ill (2 weeks) Unit 22: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip (2 weeks) Unit 23: Building on horizontal join to ascender: ok, ot, ob, oi (2 weeks) Unit 24: Building on horizontal join, no ascender: oi, oy, on, op, ov Assessment</p>	<p><b>Focus: Stringing</b></p> <p>Unit 18: Practising mixed joins to three letters ing (2weeks) Unit 19: Size and spacing: wh, is, fi, gg, le (2 weeks) Unit 21: Building on diagonal join to ascender: ck, al, el, at, il, ill (2 weeks) Unit 22: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip (2 weeks) Unit 23: Building on horizontal join to ascender: ok, ot, ob, oi (2 weeks) Unit 24: Building on horizontal join, no ascender: oi, oy, on, op, ov Assessment</p>	<p><b>Focus: Stringing</b></p> <p>Unit 18: Practising mixed joins to three letters ing (2weeks) Unit 19: Size and spacing: wh, is, fi, gg, le (2 weeks) Unit 21: Building on diagonal join to ascender: ck, al, el, at, il, ill (2 weeks) Unit 22: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip (2 weeks) Unit 23: Building on horizontal join to ascender: ok, ot, ob, oi (2 weeks) Unit 24: Building on horizontal join, no ascender: oi, oy, on, op, ov Assessment</p>