



Year 1/2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 (Year 1)	Summer 2 (Year 2)
Ranelagh Curriculum	Ice Worlds	Kings and Queens	Let's Build!	Great Influencers	Our World	Explorers	Explorers
Text and outcome	<p>The Enormous Turnip (2 weeks) Stories with predictable and patterned language. Learn the story off by heart and then write from memory.</p> <p>Year 2: Adapting the story - changing characters.</p> <p>Little Red Riding Hood (2 weeks) Traditional tale - Learn the story off by heart and then write from memory.</p> <p>Lost & Found (2 weeks) Write a story using a familiar setting Explore a problem and the different courses of action.</p>	<p>Jack and the Beanstalk (2 weeks) Stories with predictable and patterned language. Label, lists and captions. Learn the story off by heart and then write from memory.</p> <p>The Queen's Knickers (2 weeks) Instructions - How to become a King or Queen.</p> <p>I can catch a monster. (2 weeks) Stories about fantasy worlds. Write your own story about a fantasy land.</p>	<p>Jarmeela's Dress (3 weeks) Write a story using a familiar setting Explore a problem and the different courses of action Instructions - How to ...</p> <p>Worrisome Wilf's Beastly Bedtime (3 weeks) Explore poetry with pattern and rhyme write your own poem on a familiar subject.</p>	<p>Princess Daisy and the Dragon and the Nincompoop Knights (2 weeks) Recount - diary entry as the princess.</p> <p>Proudest Blue (3 weeks) Information text about the author. Stories from a range of cultures. Recount - writing about their own experience.</p>	<p>Cinderella stories from around the world (3 weeks) Explore and compare different versions of this traditional tale. Stories from a range of cultures. Writer own version of the story.</p> <p>Burglar Bill (3 weeks) Information texts - How to look after a baby? Persuasive letter</p>	<p>The Magic Porridge Pot - Strega Nona (2 weeks) Stories with predictable and patterned language. Write own story using the same characters and settings</p> <p>Non fiction - Explorers (2 weeks) Information text about an explorer.</p> <p>Where the Wild Things Are (2 weeks) Stories about a fantasy world.</p>	<p>Ming Lo Moves the Mountain (2 weeks) Note taking Information texts - mountains</p> <p>Melric - the Magician who Lost his Magic (2 weeks) Newspaper reports - Melric losing and regaining his powers</p> <p>Beauty and the Beast (2 weeks) Story by a significant author - plan and write own sustained story</p>

Reading skills	Sequencing Predicting	Comparing Finding	Finding (literal) Proving (deducing)	Inferring Identifying features	Proving (deducing) Empathising	Finding (literal) Identifying features Visualising	
Grammar	Decide from the progression table below.						
Spelling rules Year 1	1. The or sound spelt with a 2. Red words including where 3. Possessive apostrophes including girl's, cat's and pen's	7. Adding suffix –ing to words using double consonants 8. Homophones including where and wear 9. Adding the suffixes –er or –est and doubling the consonants	7. Adding suffix –y and doubling consonants 8. homophones including sea and see 9. Spell the ir sound using –or	6. Adding the suffix -ed using double consonants 7. Red words including was 8. Spell the ee sound using ey	6. Adding the suffixes – er or –est 7. Spell r sound using wr 8. Red words including fruit 9. Spell igh sound with y 10. Spell j sound with j and g	7. Spell n sound with kn and gn 8. Spell j sound with ge and dge 9. Spell words using –le 10. Spell words using –el	
Year 2	From Year 1 1. Possessive apostrophes 2. Homophone s including there/their 3. Adding the suffixes –er or –est and doubling the consonants	From Year 1 1. Spell the ee sound using ey 2. Adding the suffixes – er or –est 3. Spell r sound using wr 4. Spell igh sound with y	From Year 1 1. Spell j sound with ge and dge 2. Spell words using –le 3. Spell words using –el From Year 2	1. Adding suffix –ly 2. Adding suffix –ing to words with e ending 3. Adding the suffix –ied after	1. Adding suffix – y with words ending with e 2. Adding the suffixes –er or –est 3. Red words with zh sound	1. Adding the suffix –ness 2. Homophones including scene and seen 3. Spell words using –al 4. Adding the suffix –ful	

4. Adding suffix –y and doubling consonants 5. Homophone s including sea and see 6. Spell the ir sound using –or	5. Spell j sound with j and g 6. Spell n sound with kn and gn	4. Red words including many 5. Contraction s (Spell both forms) including I am and I’m	removing the y 4. Homophon es inducing know and no 5. Adding the suffix – d to make past tense verbs	4. Spell o sound wa and qua 5. Adding the suffixes – er or – es 6. Spell S sound using soft C	5. Adding the suffixes – ness (swapping y for i) 6. Adding the suffix – less 7. Adding the suffix – ies after removing the y
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Year 1 Grammar and progression in writing



Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
Consolidate Reception list Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i>	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i>	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this</i> <i>that his her their some</i> <i>all lots of many more</i> <i>those these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration	Consolidate Reception list Introduce: Capital Letters: <i>Capital letter for names</i> <i>Capital letter for the personal pronoun I</i> Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs

Problem / Dilemma <i>Suddenly,../ Unfortunately,...</i>	<i>where</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -'ly' openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i> Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous</i> <i>beard.</i> <i>Red squirrels enjoy eating</i> <i>delicious nuts.</i>	e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i> Precise, clear language to give information e.g. <i>First, switch on the red</i> <i>button.</i> <i>Next, wait for the green</i> <i>light to flash...</i> Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish,</i> <i>wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping,</i> <i>helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or</i> <i>undoing, e.g. untie the</i> <i>boat</i>)	Connective Alliteration Simile – ‘as’
Resolution <i>Fortunately,...</i>			
Ending <i>Finally,</i>			
Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)			
Planning tools: text map / washing line			
Heading			
Introduction Opening factual statement	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the</i> <i>swings and slid down the slide.</i> <i>Spiders can be small or they can</i> <i>be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on</i> <i>their coats.</i>		
Middle section(s) Simple factual sentences around a <i>them</i>			
Bullet points for instructions			
Labelled diagrams			
Ending Concluding sentence	Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a</i> <i>little old woman who lived in a</i> <i>forest.</i> <i>There are many children who</i> <i>like to eat ice cream.</i> ‘Run’ - Repetition for rhythm e.g.		

He walked and he walked and he walked.

Repetition for description
e.g.
*a lean cat, a mean cat
a green dragon, a fiery dragon*

Year 2 Grammar and progression in writing



Text structure:

Consolidate Year 1 list

Introduce:

Fiction

Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid

(Refer to Story Types grids)

Plan opening around character(s), setting, time of day and type of weather

Understanding 5 parts to a story with more complex vocabulary

Opening e.g.

In a land far away....

One cold but bright morning.....

Build-up e.g.

Later that day

Problem / Dilemma e.g.

To his amazement

Resolution e.g.

Sentence structure:

Consolidate Year 1 list

Introduce:

(See Conjunctions and Sentence Signposts doc.)

Types of sentences:

Statements

Questions

Exclamations

Commands

- 'ly' starters

e.g. *Usually, Eventually, Finally, Carefully, Slowly, ...*

Vary openers to sentences

Embellished simple sentences using:

adjectives e.g. *The boys*

peeped inside the dark cave.

adverbs e.g. *Tom ran quickly*

down the hill.

Word/ Language:

Consolidate Year 1 list

Introduce:

Prepositions:

behind above along

before between after

Alliteration

e.g. *wicked witch*

slimy slugs

Similes using...like...

e.g.

... like sizzling sausages

...hot like a fire

Two adjectives to describe the noun

e.g.

The scary, old woman...

Squirrels have long, bushy

tails.

Punctuation:

Consolidate Year 1 list

Introduce:

Demarcate sentences:

Capital letters

Full stops

Question marks

Exclamation marks

Commas to separate items in a list

Comma after -ly opener

e.g.

Fortunately,Slowly,

Speech bubbles /speech marks for direct speech

Terminology:

Consolidate:

Punctuation

Finger spaces

Letter

Word

Sentence

Full stops

Capital letter

Question mark

Exclamation mark

Speech bubble

Bullet points

Singular/ plural

Adjective

Verb

Connective

Alliteration

Simile – 'as' / 'like'

<p><i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p>	<p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p><i>Apostrophes to mark contracted forms in spelling</i> e.g. <i>don't, can't</i> <i>Apostrophes to mark singular possession</i> e.g. <i>the cat's name</i></p> <p><u>Introduce:</u></p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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		<p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>			
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