

# Wellsprings English Overview

Year 1/2 B																
	Autumn 1 6 weeks 3days			Autumn 2 7 weeks			Spring 1 5 weeks 3 days			Spring 2 6 weeks			Summer 1 5 weeks 4 days		Summer 2 7 weeks 3 days	
Key texts	 Take one picture-Take one poem Walking on Air BERLIE DOHERTY That Stormy Night (1 week)	 Cave Baby (2 weeks)	 Astro Girl (3 weeks)	Science week NOCTURNAL? Bat? Owl?  From the Reception plan (spiders are mostly nocturnal)	From Year 2: We Are Water Protectors Carole Lindstrom 	 Send for a Superhero by Michael Rosen & Katharine McEwan (2 weeks)	 From Year 2: The Bear Under the Stairs Helen Cooper <2 weeks	Health Week	 Lost and Found Oliver Jeffers 2 weeks	From Year 2: Tadpole's Promise 2 weeks 	Book Week 2 weeks? Inc SLN poetry theme	Stanley's Stick 2 weeks  Dinosaurs and all that Rubbish – Michael Foreman Literacy Tree?? DINOSAURS 	 From the Reception selection: The Extraordinary Gardener Sam Boughton 2 weeks	 The Magic Bed- John Burningham	 The Sea Saw Tom Percival 3 weeks	Dadaji's Paintbrush Rashmi Sirdeshpande 3 weeks
Genre	poetry	narrative														
Key Poem	That Stormy Night by Berlie Doherty			Twas the Night Before Christmas by Clement Clarke Moore (Victorian)						What is pink? By Christina Rossetti			Rhythm of life by Micheal Rosen		Happy Poem by James Carter	
Links to wider curriculum										Tadpoles promise – Science/Lifecycles Stanley's stick/Dinosaurs & all that rubbish – Science/Materials					See Saw-Art- collage history- <b>changes within living memory</b>	
Writing outcomes	Handwriting poem	Narrative retellings Labels and captions, informal letters	Fact files about being astronauts Writing in role, commands, 'how to' guides	Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	Environmental campaign List poems, non-chronological reports (animals), chronological reports (lifecycles), character descriptions, protest Signs	Own version superhero narratives Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	Information texts Letters, retellings, own version narratives		Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations		Own version narratives Retellings, descriptions	Narrative inspired by the original text Labels, letters of advice, instructions, narratives	Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists	Own version narrative Writing in role; notes of advice; missing posters, diaries, letters of thanks	Own version narrative Labels, captions, character comparisons, thought and speech bubbles, fact files

## Year 1/2 Writing Objectives

Text	<p>Year 1: Sequencing <b>sentences</b> to form short narratives</p> <p>Year 2: Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>					
Sentence	<p>Year 1: How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p>Year 2: <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>					
Punctuation	<p>Year 1: Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b></p> <p>Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>					
See Termly Spelling Overviews Year 1& 2	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	<p>Year 1: Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>Year 2: Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>					
Handwriting	<p>Year 1: Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0 – 9 Separate words with spaces</p> <p>Year 2: WTS] Form lower-case letters and digits of the correct size, orientation and relationship to one another in some of their writing Use spacing between words [EXS] Form 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 [GDS] Use the diagonal and horizontal strokes needed to join some letters</p>					