

## Literacy – Year 1

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
Stories in familiar settings	Stories with repeating patterns	Fairy stories and traditional tales
Labels, lists and signs	Information texts	Instructions
Songs and repetitive poems	Poems with pattern and rhyme	Humorous poems and traditional poems

## Grammar

*These objectives are taught depending on the levels of the children.*

<b>Year</b>	<b>Topic</b>	<b>Examples</b>	<b>Terminology</b>
<b>1</b>	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop
	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter

<b>Year</b>	<b>Topic</b>	<b>Examples</b>	<b>Terminology</b>
	Using 'and' to join sentences	<i>The wild things waved their terrible claws and I told them to be quiet.</i>	Joining words
	Using a question mark at the end of a sentence to indicate a question	<i>Why did Max want to come home?</i>	Question Question mark
	Using an exclamation mark at the end of a sentence to indicate an exclamation	<i>There was a terrible mess!</i>	Exclamation Exclamation mark

## Literacy – Year 2

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
Stories in familiar settings	Stories involving fantasy	Stories by the same author
Postcards and letters	Recounts	Information texts
Songs and repetitive poems	Humorous poems/The senses	Favourite poems

## Grammar

*Grammar objectives form Year 1 continued. These objectives are taught depending on the levels of the children.*

2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	<i>The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!</i>	Sentence Capital letter Full stop Question mark Exclamation mark
	Use commas in making lists	<i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>	Comma

	Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	Noun Adjective
	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: <i>When the tiger came to tea, he ate up all the food <u>and</u> drank up all the water.</i> <i>If another tiger comes to tea, we have some tins of tiger-food.</i>	None
	Use and distinguish past and present text	In a story it is often past tense: <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i> In a description of something which is true now, it is present tense. <i>My favourite colour is red. I like playing princesses and magic games best.</i>	Verb Tense Past Present
	Use adjectival phrases to describe nouns	The tiger who came to tea was lovely and gentle.	
	Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe