

Early Years	T1	T2	T3	T4	T5	T6
<b>Premise</b>	<p><b>In Early Years, it is important to begin to lay the ground for teaching the terminology and punctuation which will come later. Areas of focus:</b></p> <ul style="list-style-type: none"> <li><b>building experiences during and about which the child can express himself; building confidence to speak in sentences; building new vocabulary; learning the names of things and beginning to describe them; beginning to understand what the terms <i>letter</i>, <i>word</i> and <i>sentence</i> mean.</b></li> </ul>					
<b>G1 / word classes</b>	know the names of members of the class; read and write lower case and upper case letters for proper nouns; label objects in the learning environment	use describing words for objects in the environment; shells, stones, plants, mini-beasts; use describing words for characters in stories	know that names begin with a capital letter; know that the personal pronoun 'I' has a CL	talk about actions; know some 'doing' words which describe actions e.g. I am <i>jumping</i> ; begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	reinforce oral use of describing words during outings and in the environment; expand range of known verbs during P.E. and other play activities e.g. <i>hopping</i> , <i>skipping</i> , <i>curling</i> , <i>weaving</i>	orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. <i>types of tree</i> , <i>leaf</i> , <i>flower</i> , <i>shell</i> , <i>mini-beast</i> , <i>stationery item</i> , <i>cooking utensil</i> , <i>clothing</i>
<b>G2 Sentence functions</b>	listen to a variety of sentence models which include statement, question, command and explanation – in stories and information texts and in class talk; point to the question mark when reading big books together; model the word <i>question</i> e.g. <i>I'm going to ask you a question; Who can answer this question?</i>					
<b>G3 Combining words, phrases and clauses</b>	model simple oral sentences as examples of clear units of meaning	encourage children to speak in meaningful sentences; expand responses with some detail	use the word <i>and</i> to join ideas together; model oral use of <i>but</i> , <i>or</i> and <i>because</i> as useful joining words	read and write sentences together in shared reading and shared writing; count the words in a sentence	make oral sentence chains, child after child, each making a contribution; read early conjunctions on word cards	with the adult, orally compose meaningful sentences which explain or describe an experience or class activity; shared writing of simple sentences
<b>G4 Verb tenses</b>	orally respond to child's error with correct verb form	read stories to model past tense verb form; talk together about pictures to model present tense verb form	also model verbs in progressive form e.g. <i>Jack is running; Samir was singing.</i>	when writing a shared sentence, ask child to check verb tense e.g. <i>Should we say Kitty dranked her milk?</i> ; make deliberate errors and edit together	continue to respond to child's error with correct verb form; respond to incorrect subject/verb agreement, e.g. 'We was' - 'Were you?'	make corrections of pupil's oral and written errors, with a focus on oral correction e.g. <i>We come out to play; You came out to play did you?</i>
<b>G5 Punctuation</b>	model CL and FS in classroom environment; read texts to children as often as possible, to reinforce familiarity with <i>hearing</i> the unit of a sentence		during shared sentence writing, emphasise use of CL for names, personal pronoun 'I' and sentence beginnings; model FS	use big books or shared texts which include an exclamation mark to show surprise	continue to ask children to help you write sentences together: <i>What do we need to put at the end? What have I left out?</i>	encourage and praise children for remembering to use a CL and FS when they write their own sentences
<b>G6 Vocabulary</b>	learn appropriate vocabulary which label nouns in the learning environment; build appropriate vocabulary related to school activities; times of day; actions in P.E.; colours; days of week; months of the year; read rhymes and poems to hear rhyming words		expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. <i>under</i> , <i>next to</i> , <i>behind</i>	expand vocabulary by offering a wide range of rich texts; read aloud to children; read more rhymes and poems to enjoy new words; clarify misconceptions of word meanings continue to refine word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary about nature	

Year 1	T1	T2	T3	T4	T5	T6
<b>Premise</b>	<p>In Year 1, it is appropriate to prepare for teaching the grammatical terminology which will come later, by building the child's general confidence to understand and use language, and by building his understanding of the concepts behind that terminology. He needs to be familiar with the sound and concept of a sentence before he can be expected to punctuate it. Areas of focus:</p> <ul style="list-style-type: none"> <li>building further experiences during and about which the child can express himself; building confidence to speak in sentences, beginning to demarcate them; expanding new vocabulary and refining meanings of familiar words; finding ways to describe actions, present and past; reinforcing the unit of a sentence, both through hearing it spoken and composing it for himself.</li> </ul>					
<b>G1 / word classes</b>	know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i>	use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i>	know that names of places begin with a CL e.g. town, county, country; know that the personal pronoun 'I' has a CL, and use in own writing	talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing	reinforce words which describe things during outings and in the environment; sometimes say and write describing words to describe things, places or people	orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done; listen to stories which include adverbs to describe characters' actions
<b>G2 Sentence functions</b>	listen to a variety of sentence types; model CL and FS routinely during shared writing; point to the question/exclamation mark when reading texts together		model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		recognise and name a sentence which is a question or an exclamation; know when a sentence gives information or instruction; write simple instructions	
<b>G3 Combining words, phrases and clauses</b>	model simple oral and written sentences as examples of clear units of meaning; write simple dictated sentences from memory	draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i> ; model re-reading to check sense	orally tell a short story sequence using conjunctions which are familiar; write joining words in short sentences e.g. by sequence of pictures	read and write sentences together in shared reading and shared writing; sometimes include conjunctions to join two ideas	make oral sentence chains, each child making a contribution; read known conjunctions on word cards with confidence	compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence
<b>G4 Verb tenses</b>	orally respond to child's error with correct verb form; read and write verbs in progressive form e.g. <i>I am playing</i> ; <i>She was looking</i> .	draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i> ; model re-reading to check sense	find verbs ending with <i>ed</i> when reading texts together; reinforce understanding of the words <i>in the past</i> , showing that the event has already happened	during shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks</i> ; <i>The dog is looking</i> ; <i>The dog looked</i> ; re-read sense of sentences	respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'I done'</i> - <i>'You did that, did you?'</i> Read and write common irregular past tense verbs e.g. <i>came, was, took</i>	continue to identify past tense verb forms during shared reading and writing; build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i>
<b>G5 Punctuation</b>	know that sentences begin with CL; recognise and sometimes use ? and ! in writing; sometimes use CL to begin a sentence and FS to end a sentence in writing; shared writing to model punctuation		remember also to use CL for names of people and personal pronoun 'I'; model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		ask children to help you write sentences together: <i>What do we write at the end of this question?</i> ; edit sentences: <i>What have I left out? What mistake have I made?</i> ; encourage and praise children for remembering to use a CL and FS when they write their own sentences	
<b>G6 Vocabulary</b>	name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. <i>purple, turquoise, brown</i> days of the week; months of the year; read rhymes and poems to hear rhyming words		expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...	expand vocabulary by offering a wide range of rich texts which children hear read aloud; read and sometimes recite more rhymes and poems to enjoy and discuss new words; clarify child's misconceptions of word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary related to cross-curricular topics	

Year 2	T1	T2	T3	T4	T5	T6
<b>Premise</b>	<p><b>In Year 2 the child will begin to learn and use the terminology associated with the grammar and punctuation which is now more familiar to him. Areas of focus:</b></p> <ul style="list-style-type: none"> <li>• <b>applying what he knows about how sentences work, by demarcating their beginning and end; using a small range of punctuation to show different types of sentences; recognising four sentence functions; growing in confidence to name and identify a set of four word classes; joining ideas together using conjunctions.</b></li> </ul>					
<b>G1 / word classes</b>	introduce the term <i>noun</i> which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL	use adjectives to describe nouns e.g. <i>a rough stone</i> ; find adjectives in shared reading; which noun do they describe? write noun phrases to add interest to written expressions	continue to use and apply the terms noun and adjective; identify verbs in texts, both 'doing' and 'being' words; children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.	identify adverbs ending in 'ly' to describe how verbs are done; find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing	cloze procedure sentences – select a suitable adjective / verb / noun; sentence – identify the noun / adjective / verb / adverb; increase complexity by including a higher level of challenge or abstraction	during shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events; expand range of adverbs to include those with different endings e.g. <i>fast</i>
<b>G2 Sentence functions</b>	identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark		during shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not		play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types	
<b>G3 Combining words, phrases and clauses</b>	model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and, or, but</i> ; write simple dictated sentences from memory	introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when, if and because</i> ; write about real events	compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences; write simple dictated sentences from memory	write sentences to accompany storyboards or story maps; independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions	make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences	revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions
<b>G4 Verb tenses</b>	be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when reading texts together; spell words ending with <i>ed</i>	during shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</i>	respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'We was' - 'Were you?' or 'I done' - 'You did, did you?'</i> ; continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i>	expand range of common irregular past tense verbs which can be spoken, read and written e.g. <i>gave, shook, broke, sang, drove, swam</i>	change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense	continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write
<b>G5 Punctuation</b>	establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during shared writing and when reading texts together; model apostrophe for omission		use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i> ; use KS1 punc' fans to practise making selections; identify some commands which do not need !		write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession; revise commas in a list	
<b>G6 Vocabulary</b>	revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i> ; read rhymes and poems to hear rhyming words, descriptive words and varied verbs; know that people and places begin with a CL, and apply mostly independently in writing		expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions	expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; refine vocabulary related to cross-curricular topics	

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This document has been written to align with the new English programmes of study and Kent's Tracking Statements for Reading and Writing. Termly suggestions often build gradually in levels of challenge, but some may be used flexibly according to the school's chosen curriculum. For example, outings may occur at different times of year. Please note: the teaching of mathematical vocabulary should be ongoing and relevant to current mathematical learning.

This sample planner focuses on grammar and punctuation, rather than spelling. Where obvious overlaps occur, spelling has been mentioned. Please also refer to the Programmes of Study for years 1 and 2, particularly the Spelling Appendix, in order to ensure coverage of the appropriate spelling expectations.