|  |  | Mon | Tue | Wed | Thu | Fri |
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| 1 | - | Recap Y1 content and baseline assessments |  |  |  |  |
| 2 | 1 | /ai/ as ai, ay | /ai/ as a-e, a | /ai/ as eigh, ei | /ai/ as ea, ey | handwriting: <br> 'c' letters: c, a, d, s, g, o <br> Read: Snip, Snip |
| 3 | 2 | $\begin{gathered} \hline \text { /ee/ as ee, } \\ \text { e-e } \end{gathered}$ | /ee/ as ie | /ee/ as ea, y | /ee/ as ey, e | 'c' letters: $\mathrm{qu}, \mathrm{f}$ tall ascenders: $\mathrm{I}, \mathrm{t}, \mathrm{h}$ Read: Australian Schools with Barnaby Bear |
| 4 | 3 | /igh/ as igh, i | /igh/ as i-e | /igh/ as ie | /igh/ as y | tall ascenders: $\mathrm{b}, \mathrm{k}$ half-height, down: $r, n, m$ Read: Extra Time |
| 5 | 4 | /oa/ as oa | /oa/ as o-e | /oa/ as ow | /oa/ as oe, o | half-height, down: $\mathrm{p}, \mathrm{i}, \mathrm{j}$ half-height, bowl: $u, y$ Read: Maps and Signs |
| 6 | 5 | homo | hones | near-hom | phones | ```half-height, bowl: v, w odd ones: x, z, e Read: Where the Spiders Creep (poetry)``` |
| 7 | 6 | adding -s and - | ixes <br> to make plurals | suffixes adding -ing, -ed, er to verbs with no changes to root words | suffixes adding -er and est to adjectives with no changes to root words | leading to washing line join: $o, r$, re, v, w, x <br> Read: Hungry Animals |
| Half term |  |  |  |  |  |  |
| 8 | 7 | /w/ as w | /w/ as wh | /f/ as f, ff | /f/ as ph | $\begin{gathered} \text { 'c' letters: } \mathrm{c}, \mathrm{a}, \mathrm{~d}, \mathrm{~s}, \mathrm{~g}, \mathrm{o} \\ \text { Read: All at Sea } \\ \hline \end{gathered}$ |
| 9 | 8 | $\begin{aligned} & \hline \text { long /oo/ as } \\ & \text { oo } \end{aligned}$ | $\begin{gathered} \text { long/oo/ as } \\ \text { u-e, ou } \end{gathered}$ | long /oo/ as ue | long /oo/ as ew | 'c' letters: qu, f tall ascenders: I, t, h Read: Sorry! |
| 10 | 9 | / $\mathrm{y}+00 /$ as u | /y+00/ as u-e | /y+oo/ as ue | / $\mathrm{y}+00 /$ as ew | tall ascenders: $\mathrm{b}, \mathrm{k}$ half-height, down: $r, n, m$ Read: Kristin and the Worm |
| 11 | 10 | short /oo/ as о○ | short /oo/ as u, oul | /ar/ as ar | /ar/ as a, a | half-height, down: $\mathrm{p}, \mathrm{i}, \mathrm{j}$ half-height, bowl: $u, y$ Read: A Picture Guide to the UK |
| 12 | 11 | possessive apostrophes |  |  |  | half-height, bowl: v, w odd ones: $x, z, e$ Read: Faster! |
| 13 | 12 | suffixes adding -es to verbs ending -y |  | suffixesadding -es to nounsending -y |  | leading to washing line join: $0, r$, re, v, w, x <br> Read: Off to Japan with Barnaby Bear |
| Christmas holiday |  |  |  |  |  |  |
| 1 | 13 | Bank holiday | INSET | /or/ as or, au | /or/ as aw | $\begin{gathered} \text { 'c' letters: } \mathrm{c}, \mathrm{a}, \mathrm{~d}, \mathrm{~s}, \mathrm{~g}, \mathrm{o} \\ \text { Read: The Castle } \\ \hline \end{gathered}$ |


| 2 | 13-14 | /or/ as al | /or/ as ar, a | /or/ as our | /or/ as ore | 'c' letters: qu, f tall ascenders: I, $\mathrm{t}, \mathrm{h}$ <br> Read: Getting Better |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 14-15 | /or/ as oor | /or/ as augh | /ur/ as ur, er | /ur/ as ir | tall ascenders: $b, k$ half-height, down: $\mathrm{r}, \mathrm{n}, \mathrm{m}$ Read: The Cousins |
| 4 | 15-16 | /ur/ as ear | /ur/ as or | /ou/ as ou | /ou/ as ow | half-height, down: $\mathrm{p}, \mathrm{i}, \mathrm{j}$ half-height, bowl: u, y <br> Read: Did you Hear That? and Other Noisy Poems |
| 5 | 16-17 | /oi/ as oi | /oi/ as oy | Contra | tions | half-height, bowl: $v$, w odd ones: $\mathrm{x}, \mathrm{z}, \mathrm{e}$ Read: Mission on Mars |
| 6 | 17-18 | Cont | ctions | suffixes adding -er to a root word ending in -y with a consonant before it | suffixes adding -est to a root word ending in -y with a consonant before it | leading to washing line join: $o, r$, $\mathrm{re}, \mathrm{v}, \mathrm{w}, \mathrm{x}$ <br> Read: Too Slow for Sports Day |
| Half term |  |  |  |  |  |  |
| 6 | 18-19 | suffixes adding -ing to a root word ending in $-y$ with a consonant before it | suffixes adding -ed to a root word ending in -y with a consonant before it | /eer/ as ear | /eer/ as ear | 'c' letters: c, a, d, s, g, o Read: My Arctic Blog |
| 7 | 19-20 | /eer/ as eer | /eer/ as ere | /air/ as air | /air/ as are | ```'c' letters: qu, f tall ascenders: \(\mathrm{I}, \mathrm{t}, \mathrm{h}\) Read: The Hungry Giraffes``` |
| 8 | 20-21 | /air/ as ear | /air/ as ere | /s/ as s, ss | /s/ as c (e, i, y) | tall ascenders: $b, k$ half-height, down: $r, n, m$ Read: My How to Be Happy Scrapbook |
| 9 | 21-22 | /s/ as se, ce | /s/ as sc, st | /j/ as j | /j/ as g (e, i, y) | half-height, down: $p, i, j$ half-height, bowl; u, y <br> Read: Ganesh's Secret Forest |
| 10 | 22-23 | /j/ as dge | /j/ as ge | near-hom | phones | half-height, bowl: v, w odd ones: $\mathrm{x}, \mathrm{z}, \mathrm{e}$ <br> Read: Wriggle Room and Other School Poems |
| 11 | 23-24 | homo | phones | suffixes adding -ing to words ending in -e with a consonant before it | suffixes adding -ed to words ending in -e with a consonant before it | leading to washing line join: $o, r$, re, v, w, x <br> Read: A Special Feast |
| Easter holiday |  |  |  |  |  |  |
| 1 | 24-25 | suffixes adding -er and -est to words ending | suffixes adding -y to words ending in -e with a | /t/ as t, tt | /t/ as ed | 'c' letters: c, a, d, s, g, o Read: The Ancient World |


|  |  | in -e with a consonant before it | consonant before it |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 25-26 | /d/ as d, dd | /d/ as ed | /n/ as n, nn | /n/ as kn, gn | 'c' letters: qu, f tall ascenders: $\mathrm{I}, \mathrm{t}, \mathrm{h}$ Read: Stop the Alien! |
| 3 | 26-27 | Bank holiday | /m/ as m, mm | /m/ as mb | /k/ as c, k | tall ascenders: $\mathrm{b}, \mathrm{k}$ half-height, down: $\mathrm{r}, \mathrm{n}, \mathrm{m}$ Read: Endangered Animals |
| 4 | 27-28 | Bank holiday | /k/ as ck, ch | /r/ as r, rr | /r/ as wr | half-height, down: $\mathrm{p}, \mathrm{i}, \mathrm{j}$ half-height, bowl: $u, y$ Read: At the Seaside |
| 5 | 28-29 | /I/ as I | I/ as II | /ul/ as le, il | /ul/ as al, el | half-height, bowl: $\mathrm{v}, \mathrm{w}$ odd ones: $\mathrm{x}, \mathrm{z}, \mathrm{e}$ Read: Brilliant Braille |
| 6 | 29 | possessive apostrophes |  | suffixes adding -ing to words of one syllable ending in a single consonant letter after a single vowel letter | suffixes adding -ed to words of one syllable ending in a single consonant letter after a single vowel letter | INSET DAY |
| Half term |  |  |  |  |  |  |
| 7 | 30 | INSET DAY | suffixes adding -er to words of one syllable ending in a single consonant letter after a single vowel letter | suffixes adding -est to words of one syllable ending in a single consonant letter after a single vowel letter | suffixes adding -y to words of one syllable ending in a single consonant letter after a single vowel letter los. | leading to washing line join: $o, r$, re, v, w, x Read: Whales and Dolphins |
| 8 | 30-31 | suffixes review | /i/ as i | /i/ as y | /o/ as o | 'c' letters: $c, a, d, s, g, o$ Read: Anansi and the Wisdom of the World |
| 9 | 31-32 | $\begin{gathered} 10 / \mathrm{as} \\ \text { (w)a, (qu)a } \end{gathered}$ | /e/ as e | /e/ as ea | /zh/ as s, si | 'c' letters: qu, f tall ascenders: $\mathrm{I}, \mathrm{t}, \mathrm{h}$ Read: Help the Vikings |
| 10 | 32-33 | /zh/ as ge | /ch/ as ch | /ch/ as tch | /ch+u/ as ture | tall ascenders: $b, k$ half-height, down: $r, n, m$ Read: Escape from Abacus Tower |
| 11 | 33-34 | /ch+u/ as ture | /sh/ as sh | /sh/asch | /sh/ as ti, ci | half-height, down: $\mathrm{p}, \mathrm{i}, \mathrm{j}$ half-height, bowl: $u, y$ Read: Winners on Wheels |
| 12 | 34-35 | /sh/ as ssi | Contractions (choose session) | suffixes -ment | suffixes -ness | suffixes -ful |
| 13 | 35-36 | suffixes -less | suffixes -ly | suffixes review | Catch up handwriting |  |


|  |  |  |  |  | Read: Eco-Inventions \& A Midsummer Night's |
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