

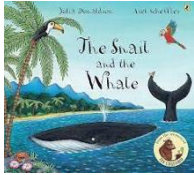
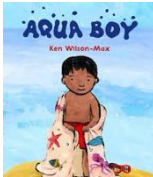
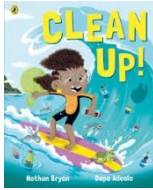
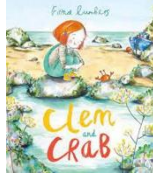
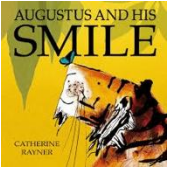
GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING- YEAR 1 and 2 (Cycle A)

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre-taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Year 1 ongoing skills - Time word (time adverbial / time adverb) / opener always starts with a capital letter. Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence

Science – Living Things – Habitats			Geography - Coasts			
Text and Genre		Retell – Snail and the Whale 	Retell – Aqua Boy 	Clean Up 	Clem and Crab 	Augustus and His Smile – Retell 
Year 1 Genre Progression	Handwriting Use AFL / May move onto dictated words / sentences.	Handwriting Use AFL / May move onto dictated words / sentences.	Handwriting Use AFL / May move onto dictated words / sentences.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Year 2 Genre Progression	Handwriting Use AFL / May move onto dictated words / sentences.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.
Handwriting – Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Use finger spaces between words.						
Year 1 Grammar and Punctuation	l, i, t – h, b, p - r, n, m Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	c, o, a, d– (a), g, q Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	e, s – u, y – v, w, k – f, j – x, z Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.

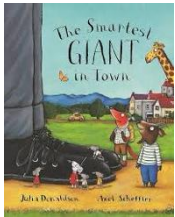
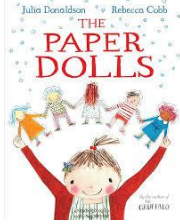
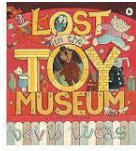
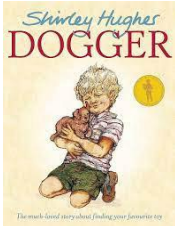
GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

Year 2 Grammar and Punctuation	Revision of Handwriting (Letter formation and presentation).	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. Use the present and past tense correctly	Use a wider range of openers at the start of my sentences. (A, There, Everyone, In the middle of the beach...)	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.	Use a wider range of question openers and end with a question mark.	Use an expanded noun phrase (noun phrase) using one or more adjectives.
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Spellings

Year One Spelling	a, be, he, me, we, she, I double letter digraphs	go, so, no, the, is, was, were nk	to, do, of, his, you, your, has ve	they, there, some, by, my, said, once tch	today, where, here, ask, friend, put, pull, full ed suffix	come, school, our, one, push, house, love ed suffix
Year Two Spelling	after, people, again, any, old, told y (ee) at the end of words	great, break, steak, move, prove, improve y (ee) at the end of words	would, could, should, kind, mind, behind, water contractions – can't, didn't, hasn't, couldn't, wouldn't, it's	most, only, both, because, climb, every contractions – he's, she's I'll, he'll, we'll, she'll	who, eye, hold, gold, beautiful, even homophones and near homophones – there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won	wild, plant, class, grass, pass, pretty, fast homophones and near homophones – sun/son, t/too/two, be/bee, by/buy, blue/blue, night/knight

Autumn 2

Science – Everyday Materials				History – How have Toys Changed?		
Text and Genre	The Smartest Giant in Town – Retell 	Paper Dolls – Retell 	Lost in the Toy Museum - Retell 	Dogger – Retell 	Snowman – Retell a section 	Instructions – How to build the perfect snowman 

GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

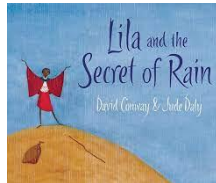
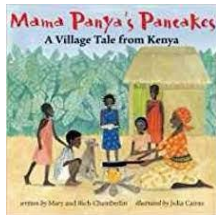
Year 1 Genre Progression	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Title Numbered steps Each step on a new line Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing
Year 2 Genre Progression	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing
Handwriting - Form uppercase letters correctly, starting and finishing in the right place.						
Year 1 Genre Progression	Think, say and remember a sentence that starts with an opener. (The, He).	Think, say and remember a sentence that starts with an opener. (The, She).	Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).	Use a capital letter for names of people. Write a sentence starting with an opener and ending with a full stop. Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) or an opener. May start to use Success Criteria	Use adjectives to describe a noun (size and colour).	Write in the present tense (character description / instructions)
Year 2 Genre Progression	Use the conjunctions 'because', in fiction writing.	Consolidate using because.	Use the conjunctions 'because', 'that' and 'and' in fiction writing.	I can use an apostrophe to show contraction in my written work.	Use commas in a list	Recognise and write a command sentence with an imperative (bossy) verb and punctuate it with an exclamation mark or a full stop. Use the present and past tense correctly.
Spelling						
Year One Spelling	a, be, he, me, we, she, I double letter digraphs	go, so, no, the, is, was, were nk	to, do, of, his, you, your, has ve	they, there, some, by, my, said, once tch	today, where, here, ask, friend, put, pull, full ed suffix	come, school, our, one, push, house, love ed suffix

GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING- YEAR 1 and 2 (Cycle A)

Year Two Spelling	child, children, find, sure, again, parents	clothes, busy, half, last, past, bath, Mr, Mrs	door, floor, poor, whole, money, hour	Christmas, father, sugar, everybody, path	homophones and near homophones – there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won	homophones and near homophones – sun/son, t/too/two, be/bee, by/buy, blue/blue, night/knight
	y (ee) at the end of words	y (ee) at the end of words	contractions – can't, didn't, hasn't, couldn't, wouldn't, it's	contractions – he's, she's I'll, he'll, we'll, she'll		

Spring 1

Year 1 Ongoing Skills - Correct any misspelt Year 1 Common Exception Words. Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)

Science- Animals including Humans (sensitive bodies)				Geography – Hot and Cold Places		
Text and Genre	Winter Poetry – Senses 	Catch It! – Retell 	Meerkat Mail – Retell 	The Great Explorer – Retell 	Lila and the Secret of the Rain - Diary Entry 	Mama Panya's Pancakes - Diary Entry 
	Example I can see some snow. The snow is soft and white. I can see some holly. The holly is green and prickly.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said).	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said).	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said).	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said).	Simple recount of a day First person Past tense Dear Diary
Year 2 Genre Progression	Example I can see the snow drifting to the frozen ground. The snow is soft, white and thick.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened. Chronological order. Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question. Informal language (contractions).	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened. Chronological order. Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question. Informal language (contractions).

Handwriting- My letters are close together when I write a word (snuggle my letters).

GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

Year 1 Grammar and Punctuation	Use the conjunction 'and' to join two words. (The tree was tall and green).	Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash). Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly)	Consolidate exciting sentences	Increase use of a variety of time word (time adverbial / time adverb) (Later, Soon, At last....)	To write in the first person, I, My, We).	Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).
Year 2 Grammar and	Use commas in a list (to list adjectives in a sentence).	Use when as an opener/at the start of a sentence	Use the conjunction 'but'.	Recognise and write an exclamative sentence using What or How	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.

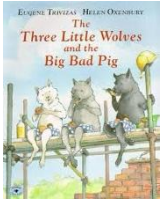
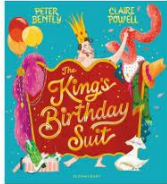
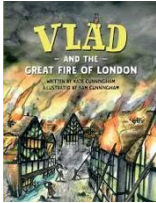
Spelling

Year One Spelling	a, be, he, me, we, she, I a-e	go, so, no, the, is, was, were e-e	to, do, of, his, you, your, has i-e	they, there, some, by, my, said, once o-e	today, where, here, ask, friend, put, pull, full u-e	come, school, our, one, push, house, love u-e
Year Two Spelling	after, people, again, any, old, told le	great, break, steak, move, prove, improve el	would, could, should, kind, mind, behind, water al	most, only, both, because, climb, every il	who, eye, hold, gold, beautiful, even tion	wild, plant, class, grass, pass, pretty, fast suffix -s and -es to nouns and verbs ending in y (y to an i)

Spring 2

Science – Uses of Everyday Materials

History- The Great Fire of London

Text and Genre	The Three Little Wolves and the Big Bad Pig – Retell 	The King's Birthday Suit - Retell 	Vlad and the Great Fire of London – Diary Entry 	Recount of the Great Fire Of London  	Great Fire of London List Poem 	
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GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

Year 1 Genre Progression	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said).	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said).	Simple recount of a day First person Past tense Dear Diary	Use third person. Use time words. Chronological. Use information based on a real event/experience	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.	
Year 2 Genre Progression	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3	Dear Diary and date Add in private / secret thoughts and feelings. First person (I, We, My). Openers. Past tense Use time adverbials to show when things happened. Chronological order. Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when...) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close	As above	
Handwriting- I fill the line with my writing.						
Year 1 Grammar and Punctuation	Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) Use a question mark to demarcate a question sentence starting with Will and What.	Consolidate using a question mark. Use a wider range of openers (Once upon a time...)	Use 'and' to join words and to join clauses in sentences.	Consolidate using the Conjunction and to join clauses Use a capital letter for names of place	Language choices -ing suffix	
Year 2 Grammar and	Use the conjunction 'or'. (Linked to a question)	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Use If as an opener /at the start of a sentence	Use the conjunctions 'because', 'that' and 'and' in non-fiction writing. Use a question in non-fiction writing.	Language choices -ing suffix	
Spelling						
Year One Spelling	a, be, he, me, we, she, I au	go, so, no, the, is, was, were ph	to, do, of, his, you, your, has y (ee)	they, there, some, by, my, said, once ear	today, where, here, ask, friend, put, pull, full ea (e)	come, school, our, one, push, house, love air
Year Two Spelling	child, children, find, sure, again, parents a before l/ll (all, always)	clothes, busy, half, last, past, bath, Mr, Mrs o (u)	door, floor, poor, whole, money, hour a after w	Christmas, father, sugar, everybody, path or after w	ar after w	tion

GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

Summer 1

Ongoing Skills - Check use of punctuation at the end of a sentence. Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.

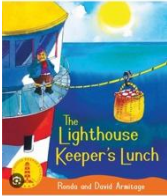
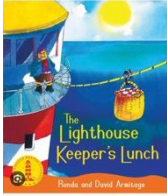
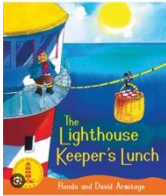
Start compiling a list of words containing the suffixes -est, er and -ing suffix and the prefix un- and display on the Working Wall. Include in wagolls, star words and modelled writing.

Year Two SPAG Write in the progressive present tense. Write in the progressive past tense.

Start compiling a list of words containing the suffixes -ment, -less, -ful, -ly and -ness and display on the Working Wall. Include in wagolls, star words and modelled writing

Science- Comparing animal groups and food chains

Geography – Where am I?

Text and Genre	Science- Comparing animal groups and food chains				Geography – Where am I?	
	Sonya's Chickens – Retell	The Lighthouse Keeper's Lunch– Character Description	The Lighthouse Keeper's Lunch – Retell section	The Lighthouse Keeper's Lunch – Instructions to stop the	Animal Visitor. Recount	Animal Riddles
				 seagulls		
Year 1 Genre Progression	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Name of character What they look like Simple adjectives (colour and size) Appearance and personality (appropriate words) Actions – what does your character do in the story? Present tens	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing	Use first person. Use time words. Chronological. Use information based on a real event/experience	Riddle What am I? Openers New clue, new line. Present tense. Conjunction – and Adjectives
Year 2 Genre Progression	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	Present tense Separate character description Describe how the character looks using adjectives and simple similes. Use because / when to describe their personality and actions. Use an ! in an exciting sentence. Include how other characters feel about the character I am describing. Say what I like / dislike about the character. Identify where – using prepositions Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writin	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when...) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to clos	Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives

Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.

GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

Year 1 Skills	Focus on using the question words – Where and Who to begin a question sentence.	Addition of adjective to improve a sentence.	Use a capital letter for names of places and the days of the week		Use the personal pronoun 'I' (when writing a personal recount).	Use new sentence openers - I have, I am, You (riddles)
Year 2 Skills	Use a comma to separate adjectives when describing a noun	Use an apostrophe to show singular possession.	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.			

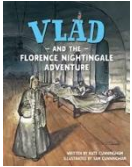
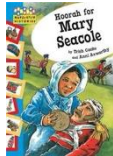
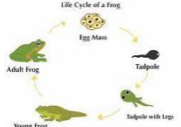
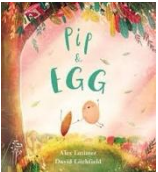
Spelling

Year One Spelling	a, be, he, me, we, she, I prefix un-	go, so, no, the, is, was, were suffix -ing, -ed, and -er to verbs (no change to root words)	to, do, of, his, you, your, has suffix -s to plural of nouns and third person singular of verbs	they, there, some, by, my, said, once suffix -er and -est (no change to root words)	today, where, here, ask, friend, put, pull, full suffix -s and -es to plural of nouns and third person singular of verbs	come, school, our, one, push, house, love suffix -s to plural of nouns and third person singular of verbs
Year Two Spelling	after, people, again, any, old, told suffix -ing, -ed, -er and -est to words ending y	great, break, steak, move, prove, improve suffix -ing, -ed, -er, -est and -y to words ending e	would, could, should, kind, mind, behind, water suffix -ing, -ed, -er, -est and -y to words ending in a single consonant after a single vowel	most, only, both, because, climb, every suffix -ness	who, eye, hold, gold, beautiful, even suffix -ment	wild, plant, class, grass, pass, pretty, fast suffix -ly

Summer 2

Science – Animals including Humans Life Cycles and Health

History – Significant Individuals (Mary Seacole and Florence Nightingale).

Text and Genre	Vlad and the Florence Nightingale Adventure – Diary Entry 	Hoorah for Mary Seacole – Recount 	Tadpole's Promise – Retell 	Explanation – Life Cycle of a frog 	Guide to Keeping Healthy 	Pip and Egg – Retell 
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GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)

Year 1 Genre Progression	Simple recount of a day First person Past tense Dear Diary	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Present tense. Time adverbials to sequence the process It may be helpful if the children write an explanation which is linked to a simple life cycle.	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Year 2 Genre Progression	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question Informal language (contractions)	Chronological events 5w's to introduce Use proper nouns Details to interest the reader Exclamative sentence to close	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Title Brief introduction Scientific language Subheadings provided by the teacher Paragraphs Facts and appropriate order	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language.	May use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.						
Year 1 Grammar and	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	To use effective word choices and create a list of adjectives to describe a noun	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Think, say and remember a sentence that starts with new time word (time adverbial / time adverb) and ends with a full stop or an exclamation mark.
Year 2 Grammar and	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.	Consolidation Use ALF to consolidate a previous Key Indicator Skill or May have three embed lessons.
Spelling						
Year One Spelling	a, be, he, me, we, she, I prefix un-	go, so, no, the, is, was, were suffix -ing, -ed, and -er to verbs (no change to root words)	to, do, of, his, you, your, has suffix -s to plural of nouns and third person singular of verbs	they, there, some, by, my, said, once suffix -er and -est (no change to root words)	today, where, here, ask, friend, put, pull, full suffix -s and -es to plural of nouns and third person singular of verbs	come, school, our, one, push, house, love suffix -s to plural of nouns and third person singular of verbs
Year Two Spelling	child, children, find, sure, again, parents suffix -ful	clothes, busy, half, last, past, bath, Mr, Mrs suffix -less	door, floor, poor, whole, money, hour suffix -ing, -ed, -er and -est to words ending y	Christmas, father, sugar, everybody, path suffix -ing, -ed, -er, -est and -y to words ending e	suffix -ing, -ed, -er, -est and -y to words ending in a single consonant after a single vowel	recap suffixes -ness, -ment, -ly, -ful and -less

GALLEY COMMON INFANT SCHOOL - CURRICULUM FOR WRITING– YEAR 1 and 2 (Cycle A)