



**Highlight:** Green-Achieved Yellow-Requires more work Red-Not achieved

Reading – Word Reading	Comprehension
<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>
Writing – Composition	Handwriting
<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers/teacher</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>



Vocabulary, Grammar and Punctuation	Spelling
<ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Joining words and joining clauses using <i>and</i></li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>Learning the grammar for year 1 in English Appendix 2</li> <li>Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p><b>Word</b> 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><b>Sentence</b> 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><b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun</p>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix <i>un-</i></li> <li>using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words [for example, <i>helping, helped, helper, eating, quicker, quickest</i>]</li> <li>apply simple spelling rules</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>The /ŋ/ sound spelt n before k</li> <li>Division of words into syllables</li> <li>-tch</li> <li>The /v/ sound at the end of words</li> <li>Adding s and es to words</li> <li>Adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word</li> </ul> <p><b>Vowel digraphs and trigraphs</b> ai, oi, ay, oy, a-e, e-e, i-e, o-e, ue, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, word ending <i>-y</i>, spellings <i>ph</i> and <i>wh</i>, using <i>k</i> for <i>K</i> sound, prefix-<i>un</i>, compound words and exception words.</p>
<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Select and use appropriate registers for effective communication.</li> </ul>	