



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

Reading –Word Reading	Comprehension
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
Handwriting	Writing – Composition
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Vocabulary, Grammar and Punctuation	Spelling
<p>Word Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Sentence Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Text Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>The /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e, i</i> and <i>y</i> The /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i> The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words The /r/ sound spelt <i>wr</i> at the beginning of words The /l/ or /əl/ sound spelt <i>-le</i> at the end of words The /l/ or /əl/ sound spelt <i>-el</i> at the end of words The /l/ or /əl/ sound spelt <i>-al</i> at the end of words Words ending <i>-il</i> The /ai/ sound spelt <i>-y</i> at the end of words Adding <i>-es</i> to nouns and verbs ending in <i>-y</i> Adding <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it Adding the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i> The /ʌ/ sound spelt <i>o</i> The /i:/ sound spelt <i>-ey</i> The /ɑ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i> The sound spelt <i>or</i> after <i>w /ɜ:/</i> The sound spelt <i>ar</i> after <i>w /ɔ:/</i> The /z/ sound spelt <i>s</i> The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> Contractions The possessive apostrophe (singular nouns) Words ending in <i>-tion</i> Homophones and near-homophones Common exception words</p>

Spoken Language

- Pupils should be taught to:
- Listen and respond appropriately to adults and their peers
 - Ask relevant questions to extend their understanding and knowledge
 - Use relevant strategies to build their vocabulary
 - Articulate and justify answers, arguments and opinions
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - Speak audibly and fluently with an increasing command of Standard English
 - Participate in discussions, presentations, performances, role play, improvisations and debates
 - Gain, maintain and monitor the interest of the listener(s)
 - Consider and evaluate different viewpoints, attending to and building on the contributions of others
 - Select and use appropriate registers for effective communication.