



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

Reading –Word Reading	Comprehension
<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</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, 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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <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"> <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>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <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"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Vocabulary, Grammar and Punctuation	Spelling
<p><b>Word</b> Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b> <b>Sentence</b> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b> <b>Text</b> Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] <b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>, commas to separate items in a list <b>Apostrophes</b> 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 /ɜ/ 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.