



**Working together to be the best we can be**

<b><u>READING</u></b>	
<b>Decoding/ Fluency / Word Reading</b>	<p>Children will say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>They will read words consistent with their phonic knowledge by sound-blending.</p> <p>They will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>They will read individual letters by saying the sounds for them.</p> <p>They will blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>They will read some letter groups that each represent one sound and say sounds for them.</p> <p>They will read a few common exception words matched to the school’s phonic programme.</p>
<b>Tricky/ Common Exception / High Frequency Words</b>	<p><b><u>Level 2</u></b> <i>to, the, no, go, I</i></p> <p><b><u>Level 3</u></b> <i>he, she, we, me, be, was, my, you, they, here, all, are</i></p>
<b>Range and familiarity of reading</b> - Children should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding	<p>Children listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read.</p> <p>They are encouraged to link what they hear or read to their own experiences.</p> <p>Children are becoming very familiar with key stories and traditional tales and can re-tell them through role-play. They can join in with well-known or repeated phrases in stories.</p> <p>They will read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>They will re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<b>Vocabulary</b>	<p>Children use talking about books to clarify their thinking, ideas and feelings.</p> <p>E.g. linking to their own experiences.</p>
<b>Inference</b>	<p>Children can infer meaning about characters’ feelings using pictures and verbally link these to their own experience.</p>
<b>Prediction</b>	<p>Children will make suggestions about what might happen next or how a story might end based on events so far.</p> <p>They will Innovate stories through role-play and small world play.</p>
<b>Explain</b>	<p>Children can begin to explain who their favourite character is and why.</p> <p>They can say whether or not they like a story and begin to explain why.</p>
<b>Retrieval</b>	<p>Children can answer simple recall questions about stories without pictures or prompts.</p>
<b>Sequence/ Summarise</b>	<p>Children recall and order key events from the text.</p> <p>They use a story line or narrative in their role-play and small world play.</p>
<b>Questioning</b>	<p>With support, children can generate simple questions using who, when, what, how and why.</p>

## SPEAKING AND LISTENING

<b>Listening</b>	Children will understand how to listen carefully and why listening is important. They will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<b>Following Instructions</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
<b>Asking and Answering Questions</b>	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<b>Vocabulary Building and Standard English</b>	Learn new vocabulary. Use new vocabulary through the day. The children will demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
<b>Speaking for a Range of Purposes</b>	The children will make comments about what they have heard and ask questions to clarify their understanding; They will hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<b>Participating in Discussions</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

## WRITING

<b>Phonic and Whole Word Spelling</b>	The children will write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing the sounds with a letter or letters.
<b>Other Word Building Spelling</b>	Spell words by identifying the sounds and then writing the sound with letter/s.
<b>Handwriting</b>	Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. The children will hold a pencil effectively in preparation for fluent writing – using the tripod grip. They will begin to show accuracy and care when drawing. The children will be learning to form lower-case and capital letters correctly. They will develop the foundations of a handwriting style which is fast, accurate and efficient.
<b>Contexts for Writing</b>	The children will write short sentences with words with known sound-letter correspondences using a capital letter and full stop. They will write simple phrases and sentences that can be read by others.
<b>Editing Writing</b>	Children will re-read what they have written to check that it makes sense.