



Working together to be the best we can be

<u>READING</u>	
Decoding/ Fluency / Word Reading	<p>Children apply phonic knowledge and skills as the route to decode words.</p> <p>Children read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes.</p> <p>They have a growing number of words they can read automatically including common suffixes, multisyllabic words and contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).</p> <p>They can 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. They can re-read these books to build up their fluency and confidence in word reading.</p> <p>Children are beginning to read using appropriate expression.</p>
Tricky/ Common Exception / High Frequency Words	<p><u>Level 4</u> <i>said, so, have, like, come, some, were, there, little, one, do, when, out, what</i></p> <p><u>Level 5</u> <i>could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before, January, February, April, July, scissors, castle, beautiful, treasure, door, floor, favourite, bought, autumn, gone, know, colour, other, does, talk, two</i></p>
Range and familiarity of reading - Children should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding	<p>Children listen to and can discuss a wide range of 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 read or hear read to their own experiences.</p> <p>Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>They recognise and join in with predictable phrases.</p> <p>They learn to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known.</p> <p>They can check that the text makes sense to them as they read and correct inaccurate reading.</p>
Vocabulary	Children discuss new word meanings and link them to words they already know.
Inference	Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.
Prediction	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures.
Explain	Children can say whether or not they like a story, who their favourite character is and explain why. They can begin to make links to their own experiences, other stories and characters.
Retrieval	Children can answer questions about what has just happened in a story.
Sequence/ Summarise	Children retell and order events from the text. They begin to discuss how events are linked.

Questioning	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.
<u>SPEAKING AND LISTENING</u>	
Listening	To listen to others in a range of situations and usually respond appropriately.
Following Instructions	To understand instructions with more than one point in many situations.
Asking and Answering Questions	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one word answers).
Drama, Performance and Confidence	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.
Vocabulary Building and Standard English	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.
Speaking for a Range of Purposes	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.
Participating in Discussions	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.
<u>WRITING</u>	
Phonic & Whole Word Spelling	Children can spell words containing each of the 40+ phonemes already taught. They can spell the Year 1 common exception words. They can spell the days of the week. They can name the letters of the alphabet in order. Children can use letter names to distinguish between alternative spellings of the same sound.
Other Word Building & Spelling	Children can add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper). They can apply simple spelling rules and guidelines, as listed in English Appendix 1.
Transcription	Children can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	Children can sit correctly at a table, holding a pencil comfortably and correctly. They begin to form lower-case letters in the correct direction, starting and finishing in the right place. They can form capital letters. They can form digits 0-9. They understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Contexts for Writing	Children can write sentences in order to create short narratives and non-fiction texts. They can use some features of different text types.

Planning writing	The children can plan their writing by saying out loud what they are going to write about. They can compose a sentence orally before writing it.
Drafting Writing	The children can draft their writing by sequencing sentences to form short narratives. They can re-read what they have written to check that it makes sense.
Editing Writing	The children can discuss what they have written with the teacher or other pupils.
Purposes to Cover	Writing to Entertain: * Story * Description * Poetry Writing to Inform: * Recount * Letter * Instruction
Performing Writing	The children can read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary	Children can leave spaces between words. They can join words and join clauses using and.
Grammar	Children can use plural forms of verbs and nouns in their writing.
Punctuation	Children are beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. They can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark