



Working together to be the best we can be

<u>READING</u>	
Decoding/ Fluency / Word Reading	<p>Children can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes.</p> <p>They can read common suffixes and exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>They can read at a speed of 90 words per minute accurately without overt sounding and blending.</p> <p>They can read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>They can re-read these books to build up their fluency and confidence in word reading.</p> <p>Children demonstrate expression when reading aloud, particularly where characters are speaking in a story.</p>
Tricky/ Common Exception / High Frequency Words	<p><u>Level 6</u> <i>door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four, eight, world, work, poor, great, break, steak, busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, England, tongue, group, country, heart, dangerous, special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, hard, early</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, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Children are becoming increasingly familiar with and retelling a wider range of stories and traditional tales.</p> <p>They are introduced to non-fiction books that are structured in different ways.</p> <p>They recognise simple recurring literary language in stories and poetry.</p> <p>They continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>
Vocabulary	<p>Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.</p> <p>They can discuss their favourite words and phrases.</p>
Inference	<p>Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support, to pick up on more subtle references.</p>
Prediction	<p>Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>
Explain	<p>Children explain their reasons for story and character preferences and make suggestions for improving a text.</p> <p>They can begin to make links to their own experiences, other stories and characters.</p>
Retrieval	<p>Children can explain their understanding of independent reading by answering simple questions about what they have just read.</p> <p>Children begin to learn the skill of 'skim and scan' to retrieve details.</p>
Sequence/ Summarise	<p>Children retell and order events from the text.</p> <p>They begin to discuss the sequence of events in books and how events and items of information are related.</p> <p>They are able to focus on the main content of the story.</p>
Questioning	<p>Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading.</p> <p>Children can use their own question words and begin to be able to change their questions as they progress through the text</p>

SPEAKING AND LISTENING

Listening	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.
Following Instructions	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.
Asking and Answering Questions	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.
Drama, Performance and Confidence	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.
Vocabulary Building and Standard English	To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.
Speaking for a Range of Purposes	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.
Participating in Discussions	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

WRITING

Phonic & Whole Word Spelling	Children can segment spoken words into phonemes and represent these by graphemes, spelling many correctly. They can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. They can learn to spell common exception words. They can distinguish between homophones and near-homophones.
Other Word Building Spelling	The children can learn to spell more words with contracted forms. They can use the possessive apostrophe (singular) [for example, the girl's book]. They can add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly. They apply the spelling rules and guidelines, listed in Appendix 1.
Transcription	Children can write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.
Handwriting	Children can form lower-case letters of the correct size relative to one another. They 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. They write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. They use spacing between words that reflects the size of the letters.
Contexts for Writing	Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes.

Planning Writing	Children can plan or say out loud what they are going to write about.
Drafting Writing	Children write down ideas and/or keywords, including new vocabulary. They encapsulate what they want to say, sentence by sentence.
Editing Writing	The children evaluate their writing with the teacher and other pupils. They re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. They proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).
Purposes to Cover	Writing to Entertain: * Story * Description * Poetry Writing to Inform: * Recount * Letter * Instruction
Performing Writing	The children can read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary	The children can use expanded noun phrases to describe and specify, e.g. the blue butterfly.
Grammar	Children can use sentences with different forms: statement, question, exclamation, command. They can use the present and past tenses correctly and consistently including the progressive form. They can include subordination (using when, if, that, or because) and co-ordination (using or, and, or but). They can use some features of written Standard English. They can use suffixes to form new words (-ful, -er, -ness) They can use sentence demarcation. They can include commas in lists. They can use apostrophes for omission & singular possession.
Punctuation	Children learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
Grammatical Terminology	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present, progressive), apostrophe, comma