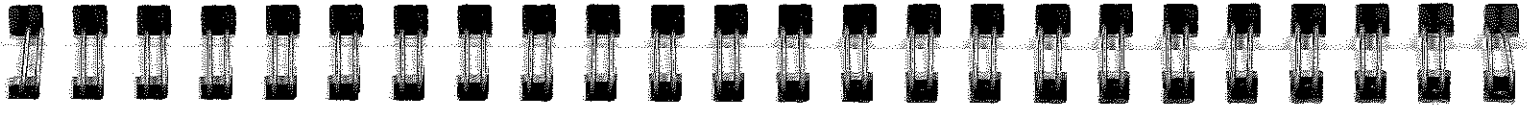


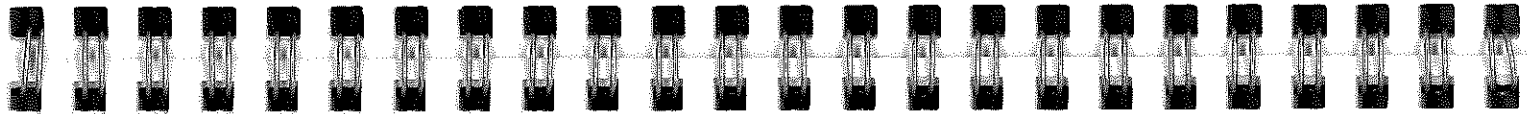
Reading: Word reading						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use phonic knowledge to decode regular words and read them aloud accurately. ELG</p> <p>Read some common irregular words. ELG</p>	Apply phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.					
	Read common exception words , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further exception words , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.					
	Read other words of more than one syllable that contain taught GPCs.	Read accurately words of two or more syllables that contain the taught GPCs.				
	Read words with contractions , e.g. I'm, it's, we'll and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, without overt sounding & blending when they have been frequently encountered.				
	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.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
Re-read these books to build up their fluency & confidence in word reading.	Re-read these books to build up their fluency & confidence in word reading.					
	Read words containing common suffixes .	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.			Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	



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Reading: Comprehension¹

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they have read by:	
	Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to link what they read or hear read to their own experiences					
		Discussing the sequence of events in books & how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes .		Reading books that are structured in different ways and reading for a range of purposes .	
	Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
	Recognising & joining in with predictable phrases	Recognising simple recurring literary language in stories & poems.			Recommending books that they have read to their peers, giving reasons for their choices.	
		Discussing their favourite words & phrases.	Discussing words & phrases that capture the reader's interest and imagination.			
			Identifying themes & conventions in a wider range of books.		Identifying & discussing themes & conventions in and across a wide range of writing.	
					Making comparisons within & across books.	
			Recognising some different forms of poetry (e.g. free verse, narrative poetry).			
	Learning to appreciate rhymes & poems , and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of poetry by heart.	
		Being introduced to non-fiction books that are structured in different ways.			Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
	Discussing word meanings , linking new meanings to those already known.	Discussing & clarifying the meaning of words , linking new meanings to known vocabulary.				

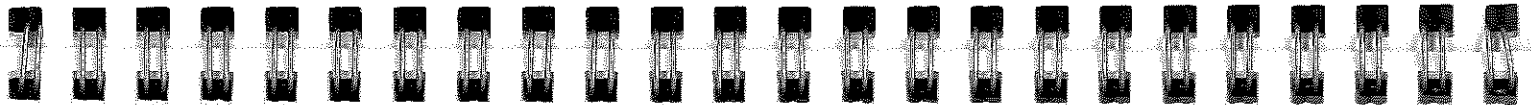


Reading: Comprehension²

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently , by		Understand what they read by:	
	Drawing on what they already know or on background information & vocab provided by the teacher.	Drawing on what they already know or on background information & vocab provided by the teacher.				
	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.		Checking that the book makes sense to them, discussing their understanding & explaining the meaning of the words in context.	
	Discussing the significance of the title & events					
	Making inferences on the basis of what is being said & done	Making inferences on the basis of what is being said & done	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence		Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.	
	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated & implied		Predicting what might happen from details stated and implied.	
		Answering & asking questions	Asking questions to improve their understanding of the text.		Asking questions to improve their understanding.	
					Provide reasoned justifications for their views.	
			Identifying main ideas drawn from more than one paragraphs & summarise these.		Discuss & evaluate how authors use language , including figurative language, considering the impact on the reader.	
			Identifying how language, structure & presentation contribute to meaning.		Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	
			Retrieve & record information from non-fiction.		Identifying how language, structure & presentation contribute to meaning.	
					Retrieve, record & present information from non-fiction .	
					Distinguish between statements of fact & opinion .	
	Participate in discussion about what is read to them, taking turns & listening to what others say.	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.		Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.	
	Explain clearly their understanding of what is read to them.	Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.			Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	



Writing: Handwriting						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Sit correctly at table, holding pencil comfortably and correctly.					
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters of the correct size relative to one another.				
		Start using some of the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			
	Form capital letters .	Write capitals 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.				
	Form digits 0–9 .	Write digits of the correct size and orientation.				
	Understand which letters belong to which handwriting ' families ' and practise these.					
			Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write legibly, fluently , with increasing speed by: - choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for the task	



Writing: punctuation & grammar						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write simple sentences which can be read by themselves and others. [Part of ELG]	Sentence structure How words can combine to make sentences . Joining words and joining sentences using and .	Sentence structure Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, or but</i>). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Sentence structure Expressing time, place and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) or prepositions (e.g. <i>before, after, during, in, because</i>)	Sentence structure Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. <i>Later that day, I heard bad news</i>).	Sentence structure Relative clauses beginning with <i>who, which, where, why, whose, that</i> or an omitted relative pronoun. Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>).	Sentence structure Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>I were</i> or <i>Were they</i> to come in some very formal writing and speech)
	Text structure Sequencing sentences to form short narratives.	Text structure Correct choice and consistent use of the 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.	Text structure Introduction to paragraphs as a way to group related material. Headings & sub-headings to aid presentations Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)	Text structure Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	Text structure Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).	Text structure Linking ideas across paragraphs using a wider range of cohesive devices : repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast</i>) and ellipses . Layout devices , such as headings, sub-headings, columns, bullets, tables, to structure text.
	Punctuation Separation of words with spaces . Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun 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 & to mark singular possession in nouns.	Punctuation Introduction to inverted commas to punctuate direct speech.	Punctuation Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials .	Punctuation Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Punctuation Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
	Terminology o letter, capital letter o word, singular, plural o sentence o punctuation, full stop, question mark, exclamation mark	Terminology o noun, noun phrase o statement, question, exclamation, command o compound, suffix o adjective, adverb, verb o tense (past, present) o apostrophe, comma	Terminology o preposition, conjunction o word family, prefix o clause, subordinate clause, o direct speech o consonant, consonant letter, vowel, vowel letter o inverted commas (or 'speech marks')	Terminology o determiner o pronoun, possessive pronoun o adverbial	Terminology o modal verb, relative pronoun o relative clause o parenthesis, bracket, dash o cohesion, ambiguity	Terminology o subject, object o active, passive o synonym, antonym o ellipsis, hyphen, colon, semi-colon, bullet points



Rec/ELG	Writing: composition					
	Y1	Y2	Y3	Y4	Y5	Y6
<p>Write simple sentences which can be read by themselves and others. (Part of ELG)</p>		<p>Develop positive attitudes towards & stamina for writing by writing:</p> <ul style="list-style-type: none"> - narratives about personal experiences and those of others (real and fictional) about real events - poetry - for different purposes 				
	<p>Plan writing Say out loud what they are going to write about</p>	<p>Plan writing Plan or say out loud what they are going to write about</p> <p>Write idea and/or key words including new vocab.</p>	<p>Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p>		<p>Plan writing</p> <ul style="list-style-type: none"> - Identify audience and purpose, selecting appropriate form and use other similar writing as model - Note and develop initial ideas, drawing on reading & research where necessary - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to & seen performed 	
	<p>Drafting and writing Compose a sentence orally before writing.</p>		<p>Drafting and writing Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.</p>		<p>Drafting and writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning</p>	
	<p>Sequence sentences to form short narratives.</p>	<p>Encapsulate what they want to say, sentence by sentence.</p>	<p>Organise paragraphs around a theme</p>		<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Précis longer paragraphs.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>	
			<p>In narratives, create settings, characters & plot</p>		<p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</p>	
			<p>In non-narrative material, use simple organisational devices such as headings and sub-headings</p>		<p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</p>	
		<p>Make additions, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> - Evaluating their writing with the teacher or other pupils - Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form 	<p>Evaluate & edit:</p> <ul style="list-style-type: none"> - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences 		<p>Evaluate & edit:</p> <ul style="list-style-type: none"> - Assess the effectiveness of their own and others' writing - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	
	<p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Proof read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Proof read for spelling and punctuation errors.</p> <p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>Proof read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	



Rec/ELG	Writing: Spelling					
	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use phonic knowledge to write words in ways which match spoken sounds. ELG.</p>	<p>Spell words containing each of the 40+ phonemes already taught¹</p>	<p>Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly</p>				
		<p>Learn new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones.</p>				
<p>Some words are spelled correctly and others are phonetically plausible. ELG</p>	<p>Spell common exception words</p>	<p>Spell common exception words</p>				
		<p>Spell more words with contracted forms</p>				
<p>Write some common irregular words. ELG</p>	<p>Distinguish between homophones and near homophones</p>		<p>Spell further homophones</p>		<p>Continue to distinguish between homophones and other words which are often confused.</p>	
	<p>Spell days of the week</p>					
	<p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> - name in order - use letter names to distinguish between alternative spellings of same sound 		<p>Spell words that are often misspell.²</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use the first three or four letters of a word to check spelling, meaning of both of these in a dictionary.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	
	<p>Add prefixes & suffixes:</p> <ul style="list-style-type: none"> - -s or -es - un- - -ing, -ed, -er and -est (where no change is needed in the spelling of the root words) 	<p>Add suffixes to spell longer words: -ment, -ness, -ful, -less & -ly.</p>	<p>Use further prefixes & suffixes and understand how to add them.²</p>		<p>Use further prefixes & suffixes and understand the guidance for adding them</p>	
	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.</p>			
		<p>Spell by learning the possessive apostrophe (singular).</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>			
					<p>Spell words with silent letters</p> <p>Use knowledge of morphology & etymology in spelling and understand that the spelling of some words needs to be learnt specifically.¹</p>	

¹See appendix 1 of National Curriculum for further detail.

