



Reception	
Comprehension	<p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p>Anticipates, where appropriate, key events in stories (ELG)</p> <p>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
Word Reading	<p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p>
Writing	<p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p>



	<p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reads what he/she has written to check that it makes sense</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>
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	Year 1	Year 2
Word Reading	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read many common exception words from (English appendix 1)</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding</p>



	<p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading</p>	<p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>
Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences</p> <p>Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>



<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently</p>
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	<p>predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say</p> <p>Explain clearly his/her understanding of what is read to him/her</p> <p>Answer questions in discussion with the teacher and make simple inferences</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself</p> <p>Explain what has happened so far in what he/she has read</p>
Spelling	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</p> <p>Spell a few common exception words (e.g. I, the, he, said, of)</p> <p>Spell some common exception words</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Spell by learning 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</p> <p>Spell many common exception words</p> <p>Spell most common exception words</p> <p>Spell some words with contracted forms</p> <p>Spell most words with contracted forms</p>



	<p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>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</p> <p>Add the prefix un-</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</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>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p>	<p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1)</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>
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form most lower-case letters correctly</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing</p>



	<p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>
Composition	<p>Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher</p> <p>Write down one of the sentences that he/she has rehearsed</p> <p>Compose and write sentences independently to convey ideas</p> <p>Write sentences, sequencing them to form short narratives (real or fictional)</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p> <p>Discuss what he/she has written with the teacher or other pupils</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p>	<p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Write poetry to develop positive attitudes and stamina for writing</p> <p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary</p>



		<p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</p> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear</p>
Vocabulary, Grammar and Punctuation	<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p> <p>Understand how words can combine to make sentences</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</p> <p>Form adjectives using suffixes such as -ful, -less</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</p> <p>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses</p> <p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</p>



	<p>Join words and clauses using and</p> <p>Separate words with spaces</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Begin to punctuate work using question marks and exclamation marks</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p>Use question marks and exclamation marks appropriately</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name</p> <p>Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</p>
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