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| **READING** | | **Reading**  **Comprehension** | **Writing Composition: Vocabulary, Grammar & Punctuation** | **Writing composition** | **Writing Transcription: Spelling** | **Writing Transcription: Handwriting** |
| **Range of Reading**   * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. * Being encouraged to link what they read or hear read to their own experiences.   **Familiarity with Texts**   * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * Recognising and joining in with predictable phrases.   **Poetry and**  **Performance**   * Learning to appreciate rhymes and poems, and to recite some by heart. | **Decoding**  • Apply phonic knowledge and skills as the route to decode words.  • Respond speedily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, 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 other words of more than one syllable that contain taught GPCs.  • 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.  **Language Comprehension**  • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.  • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).  • Discuss word meanings, linking new meanings to those already known.  **Fluency**   * Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading. * Recite some rhymes and poems by heart. | **Understanding**   * Draw on what they already know or on background information and vocabulary provided by the teacher. * Check that the text makes sense to them as they read and correcting inaccurate reading.   **Discussing Texts**   * + Participate in discussion about what is read to them, taking turns and listening to what others say.   + Explain clearly their understanding of what is read to them.   **Prediction**   * + Discuss the significance of the title and events.   + Predict what might happen on the basis of what has been read so far.   **Inference**   * Make inferences on the basis of what is being said and done. | * Separate words with spaces. * Join words and clauses using ‘and’. * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. * Use capital names for people, places, days of the week and personal pronoun I.   **Learn and use the:**  **Grammar**  *plural noun suffixes*  *suffixes*  *prefixes*  *verbs*  *adjectives*  *words*  *sentences*  *clauses*  **Grammatical terminology**  *letter*  *capital letter*  *word*  *singular*  *plural*  *sentence*  *punctuation*  *full stop*  *question mark*  *exclamation mark*  ***From Appendix 2 pg.65*** | * Combine words to make sentences orally and in writing. * Orally rehearse (say) sentences before writing. * Sequence sentences to form a short narrative or piece of information writing. * Re-read and check it makes sense. * Discuss what they have written with the teacher or other pupils. * Read aloud their writing clearly enough to be heard. * Use basic descriptive language. | ***Follow Spelling requirements from Appendix 1 pg39-44***   * Use words containing 40 phonemes already taught. * Spell Y1 common exception words. * Spell the days of the week. * Name the letters of the alphabet in order & use letter names to distinguish between alternative spellings of the same sound. * Spell words with simple suffixes and prefixes correctly: * singular and plural   -s and -es, -verb endings -ed, -ing and -er, -est   * use the prefix un- * using –ing, –ed, –er and –est where no change is needed in the spelling of root words * the prefix –un changes the meaning * Apply simple spelling rules. * Write from memory simple sentences dictated using GPC’s and common exception words taught so far. | * Sit correctly at a table, holding a pencil comfortably and correctly. * Begin to form lower case letters in the correct direction, starting and finishing in the right place. * Form capital letters. * Form digits 0-9. * Understand which letters belong to which handwriting ‘families’ and practise these. |