Has some favourie Word     Has some favourie the stores, hyme, songs, poems or jingles.     Has some favourie the cute to decode words     Continue to apply phone knowledge and skills as the route to decode words until automatic decode words until understand the meaning of new words they meet     Apply their growing knowledge of rout words, prefixes and suffixes but to read aloud and to understand the meaning of new words they meet     Apply their growing knowledge of rout words, prefixes and suffixes but understand the meaning of new words they meet     Apply their growing knowledge of rout words, prefixes and suffixes but understand the meaning of new words that they meet     Apply their growing knowledge of rout words, prefixes and suffixes but understand the meaning of new words that they meet     Apply their growing knowledge of rout words, prefixes and suffixes but understand the meaning of new words that they meet     Apply their growing knowledge of rout words, prefixes and suffixes but understand the meaning of new words that they meet     Apply their growing mode of mew words that they meet     Apply their growing prefixes and suffixes but or early and sunda numer and subcreaction prefixes and suffixes but and subcreaction sunda numer and subcreaction graphemes (e.g. Humps bunpty stor an a     Apply their growing movids and suffixes but or early and sunda numer and subcreaction graphemes (e.g. Humps bunpty stor an a     Apply their growing movids and suffixes from words interval sunda numer and subcreaction graphemes (e.g. Humps bunpty stor an a     Apply their growing movids and suffixes but and subcreaction graphemes (e.g. Humps bunpty stor an a     Apply their growing movids and suffixes but and subcreaction sunda numbre these occur in the words read words containing sun
Can segment the sounds in simple that contain taught and blending, when they have been   words and blend GPCs they nave been

represent some of	and understand that		
them.	the apostrophe		
Links sounds to	represents the omitted		
letters, naming and	letter(s)		
sounding the letters	Read aloud accurately		
of the alphabet.	books that are		
	consistent with their		
Begins to read			
words and simple sentences.	developing phonic		
sentences.	knowledge and that do		
Knows that	not require them to use		
information can be	other strategies to		
retrieved from	work out words		
books and	Re-read books to build		
computers.	up their fluency and		
Early Learning Goal	confidence in word		
Children read and	reading.		
understand simple			
sentences. They			
use phonic			
knowledge to decode regular			
words and read			
them aloud			
accurately. They			
also read some			
common irregular			
words. They demonstrate			
understanding			
when talking with			
others about what			
they have read.			

	COMMUNICATION			<b>B</b> 1			
	COMMUNICATION	Develop pleasure in	Develop pleasure in	Develop positive	Develop positive	Maintain positive	Maintain positive
	AND LANGUAGE	reading, motivation to	reading, motivation to	attitudes to reading and			
		read, vocabulary and	read, vocabulary and	understanding of what	understanding of what	understanding of what	understanding of what
	<u>UNDERSTANDING</u>	understanding by:	understanding by:	<u>they read by:</u>	they read by:	<u>they read by:</u>	<u>they read by:</u>
	Understands use of				_		
	objects (e.g. "What	Participating in	Listening to, discussing	Listening to and	Listening to and	Continuing to read and	Continuing to read and
	do we use to cut	discussions about what	and expressing views	discussing a wide range	discussing a wide range	discuss an increasingly	discuss an increasingly
	things?')	is read to them, taking	about a wide range of	of fiction, poetry, plays,	of fiction, poetry, plays,	wide range of fiction,	wide range of fiction,
		turns and listening to	contemporary and	non-fiction and reference	non-fiction and reference	poetry, plays, non-fiction	poetry, plays, non-fiction
	Shows		classic poetry, stories	books or textbooks	books or textbooks	and reference books or	and reference books or
	understanding of	what others say.	and non-fiction at a			textbooks	textbooks
	prepositions such	Explain clearly their	level beyond that at	Reading books that are	Reading books that are		
	as 'under', 'on		which they can read	structured in different	structured in different	Reading books that are	Reading books that are
	top', 'behind' by	understanding of what	independently	ways and reading for a	ways and reading for a	structured in different	structured in different
	carrying out an	is read to them.		range of purposes	range of purposes	ways and reading for a	ways and reading for a
	action or selecting		Discussing the			range of purposes	range of purposes
	correct		sequence of events in	Using dictionaries to	Using dictionaries to		
	picture.		books and how items of	check the meaning of	check the meaning of	Increasing their	Increasing their
			information are related	words that they have	words that they have	familiarity with a wide	familiarity with a wide
	Responds to simple			read	read	range of books, including	range of books, including
	instructions, e.g. to		Becoming increasingly	Increasing their	Increasing their	myths, legends and	myths, legends and
•	get or put away an		familiar with and	familiarity with a wide	familiarity with a wide	traditional stories,	traditional stories,
	object.		retelling a wider range	range of books, including	range of books, including	modern fiction, fiction	modern fiction, fiction
			of stories, fairy stories	fairy stories, myths and	fairy stories, myths and	from our literary	from our literary
	Beginning to		and traditional tales	legends, and retelling	legends, and retelling	heritage, and books from	heritage, and books from
	understand 'why'			some of these orally	some of these orally	other cultures and	other cultures and
	and 'how'		Being introduced to			traditions	traditions
	questions.		non-fiction books that	Identifying themes and	Identifying themes and		
			are structured in	conventions in a wide	conventions in a wide	Recommending books	Recommending books
	Responds to		different ways	range of books	range of books	that they have read to	that they have read to
	instructions					their peers, giving	their peers, giving
	involving a two-		Recognising simple	Preparing poems and	Preparing poems and	reasons for their choices	reasons for their choices
	part sequence.		recurring literary	play scripts to read aloud	play scripts to read aloud		
			language in stories and	and to perform, showing	and to perform, showing	Identifying and	Identifying and
	Understands		poetry	understanding through	understanding through	discussing themes and	discussing themes and
	humour, e.g.			intonation, tone, volume	intonation, tone, volume	conventions in and across	conventions in and across
	nonsense rhymes,		Discussing and	and action	and action	a wide range of writing	a wide range of writing
	jokes.		clarifying the meanings				
			of words, linking new	Discussing words and	Discussing words and	Making comparisons	Making comparisons
	Able to follow a		meanings to known	phrases that capture the	phrases that capture the	within and across books	within and across books
	story without		vocabulary	reader's interest and	reader's interest and		
	pictures or props.		discussing their	imagination	imagination	Learning a wider range of	Learning a wider range of
			favourite words and			poetry by heart	poetry by heart
	Listens and		phrases	Recognising some	Recognising some		
	responds to ideas			different forms of poetry	different forms of poetry	Preparing poems and	Preparing poems and
	expressed by others		Continuing to build up	[for example, free verse,	[for example, free verse,	plays to read aloud and	plays to read aloud and
			a repertoire of poems	narrative poetry]	narrative poetry]	to perform, showing	to perform, showing

**Reading- Comprehension** 

discussion.appreciating these and reciting some, with appropriate intonation to make the meaning instructionsUnderstand what they read, in books they can read, in books they can read independently, by:Understand what they read, in books they can read independently, by:intonation, tone and volume so that the meaning is clear to an audience	understanding through intonation, tone and volume so that the meaning is clear to an audience <u>Understand what they</u> read by:
Early Learning Goal Children follow instructionsreciting some, with appropriate intonation to make the meaning clearread, in books they can read, in books they can read independently, by:volume so that the meaning is clear to an audienceChildren follow instructionsclearChecking that the textChecking that the textChecking that the text	volume so that the meaning is clear to an audience <u>Understand what they</u>
Early Learning Goal   appropriate intonation   read independently, by:   read independently, by:   meaning is clear to an audience     Children follow   instructions   clear   Checking that the text   Checking that the text   Checking that the text	meaning is clear to an audience <u>Understand what they</u>
Children follow to make the meaning audience   instructions clear Checking that the text Checking that the text	audience Understand what they
instructions clear Checking that the text Checking that the text	Understand what they
	read hv·
	<u>icaa by.</u>
They answer 'how' books that they can understanding and	
	Checking that the book
	makes sense to them,
	discussing their
	understanding and
	exploring the meaning of
already know or on understanding of a text understanding of a text words in context	words in context
SPEAKING background background	
	Asking questions to
	improve their
	understanding
sharing feelings, motives from their motives from their	
	Drawing inferences such
thoughts. makes sense to them as inferences with evidence inferences with evidence as inferring characters'	as inferring characters'
they read and feelings, thoughts and	feelings, thoughts and
	motives from their
	actions, and justifying
jumping from topic stated and implied stated and implied inferences with evidence	inferences with evidence
to topic. Making inferences on	
	Predicting what might
Learns new words being said and done drawn from more than drawn from more than happen from details	happen from details
very rapidly and is answering and asking one paragraph and one paragraph and stated and implied	stated and implied
able to use them in questions summarising these summarising these	
communicating. identifying how identifying how Summarising the main	Summarising the main
Uses gestures, Predicting what might language, structure, and language, structure, and ideas drawn from more	ideas drawn from more
sometimes with happen on the basis of presentation contribute presentation contribute than one paragraph,	than one paragraph,
limited talk, e.g. what has been read so to meaning to meaning identifying key details	identifying key details
reaches toward toy, far that support the main	that support the main
saying 'I have it'. Retrieve and record Retrieve and record ideas	ideas
Participate in discussion information from non- information from non- Identifying how	Identifying how
Uses a variety of about books, poems and fiction fiction language, structure and	language, structure and
	presentation contribute
	to meaning
that they can read for about both books that about both books that	2
	Discuss and evaluate how
	authors use language,
	including figurative
	language, considering
	the impact on the reader

Beginning to use	Explain and discuss		<b>B</b>	<b>D</b>
word endings (e.g.	their understanding of		Distinguish between	Distinguish between
going, cats).	books, poems and		statements of fact and	statements of fact and
	other material, both		opinion	opinion
Beginning to use	those that they listen to			
more complex	and those that they		Retrieve, record and	Retrieve, record and
sentences to link	read for themselves.		present information from	present information from
thoughts			non-fiction	non-fiction
(e.g. using and,			Participate in discussions	Participate in discussions
because).			about books that are	about books that are
			read to them and those	read to them and those
Can retell a simple			they can read for	they can read for
past event in			themselves, building on	themselves, building on
correct order (e.g.			their own and others'	their own and others'
went down, slide,			ideas and challenging	ideas and challenging
hurt finger).			views courteously	views courteously
Uses talk to			Evolution and discuss the im-	Evolain and discuss their
			Explain and discuss their	Explain and discuss their
connect ideas,			understanding of what	understanding of what
explain what is			they have read, including	they have read, including
happening and			through formal	through formal
anticipate what			presentations and	presentations and
might happen next,			debates, maintaining a	debates, maintaining a
recall and relive			focus on the topic and	focus on the topic and
past experiences.			using notes where	using notes where
			necessary	necessary
Questions why				
things happen and			Provide reasoned	Provide reasoned
gives explanations.			justifications for their	justifications for their
Asks e.g. <i>who</i> ,			views.	views.
what, when, how.				
Uses a range of				
tenses (e.g. <i>play</i> ,				
playing, will play,				
played).				
pidyeu).				
Uses intonation,				
rhythm and				
phrasing to make				
the meaning clear				
to others.				
Uses vocabulary				
focused on objects				
and people that are				
of particular				

importance to			
them.			
them.			
Builds up			
vocabulary that			
reflects the breadth			
of their			
experiences.			
Uses talk in			
pretending that			
objects stand for			
something else in			
play, e,g, ' <i>This box</i>			
play, e,g, This box			
is my castle.'			
Extends			
vocabulary,			
vocabolaly,			
especially by			
grouping and			
naming, exploring			
the meaning and			
sounds of new			
words.			
Uses language to			
imagine and			
recreate roles and			
experiences in play			
situations.			
Links statements			
and sticks to a main			
theme or intention.			
Uses talk to			
organise, sequence			
and clarify thinking,			
ideas, feelings and			
events.			
evenus.			
Introduces a			
storyline or			
narrative into their			
play.			
Early Learning Goal			

Children express			
themselves			
effectively,			
showing awareness			
of listeners' needs.			
They use past,			
present and future			
forms accurately			
when talking about			
events that have			
happened or are to			
happen in the			
future.			
They develop their			
own narratives and			
explanations by			
connecting ideas or			
events.			
Read and			
understand simple			
sentences.			

	Sometimes gives	Name the letters of the	spell by:	Use further prefixes and	Use further prefixes and	Use further prefixes and	Use further prefixes and
	meaning to marks	alphabet:	. ,	suffixes and understand	suffixes and understand	suffixes and understand	suffixes and understand
	as they draw and	alphabet:	Segmenting spoken	how to add them Spell	how to add them	the guidance for adding	the guidance for adding
	paint.	Add prefixes and	words into phonemes	further homophones		them	them
	•	suffixes:	and representing these		Spell further		
	Ascribes meanings		by graphemes, spelling	Spell words that are	homophones	Spell some words with	Spell some words with
	to marks that they	Apply simple spelling	many correctly	often misspelt		`silent' letters [for	`silent' letters [for
	see in different	rules	, ,		Spell words that are	example, knight, psalm,	example, knight, psalm,
	places.		Learning new ways of	Place the possessive	often misspelt	solemn]	solemn]
	•	Write from memory	spelling phonemes for	apostrophe accurately in		Continue to distinguish	Continue to distinguish
	Gives meaning to	simple sentences	which one or more	words with regular	Place the possessive	between homophones	between homophones
	marks they make as	dictated by the teacher	spellings are already	plurals [for example,	apostrophe accurately in	and other words which	and other words which
	they draw, write	that include words	known, and learn some	girls', boys'] and in words	words with regular	are often confused	are often confused
	and paint.	using the GPCs and	words with each	with irregular plurals [for	plurals [for example,		
		common exception	spelling, including a	example, children's]	girls', boys'] and in words	Use knowledge of	Use knowledge of
	Begins to break the	words taught so far.	few common		with irregular plurals [for	morphology and	morphology and
	flow of speech into		homophones	Use the first two or three	example, children's]	etymology in spelling and	etymology in spelling and
-	words.			letters of a word to check	,	understand that the	understand that the
			Learning to spell	its spelling in a dictionary	Use the first two or three	spelling of some words	spelling of some words
	Continues a		common exception	, ,	letters of a word to check	needs to be learnt	needs to be learnt
	rhyming string.		words	Write from memory	its spelling in a dictionary	specifically.	specifically
	, , ,			simple sentences,			
	Hears and says the		Learning to spell more	dictated by the teacher,	Write from memory	Use dictionaries to check	Use dictionaries to check
	initial sound in		words with contracted	that include words and	simple sentences,	the spelling and meaning	the spelling and meaning
	words.		forms	punctuation taught so	dictated by the teacher,	of words	of words
				far.	that include words and		
	Can segment the		learning the possessive		punctuation taught so	Use the first three or four	Use the first three or four
	sounds in simple		apostrophe (singular)		far.	letters of a word to check	letters of a word to check
•	words and blend		[for example, the girl's			spelling, meaning or both	spelling, meaning or both
	them together.		book]			of these in a dictionary	of these in a dictionary
	-						
	Links sounds to		distinguishing between			Use a thesaurus	Use a thesaurus
	letters, naming and		homophones and near-				
	sounding the letters		homophones				
	of the alphabet.		add suffixes to spell				
	Uses some clearly		longer words, including				
	identifiable letters		–ment, –ness, –ful, –				
	to communicate		less, –ly				
	meaning,						
	representing some		Apply spelling rules				
	sounds correctly						
	and in sequence.		Write from memory				
	Writes own name		simple sentences				
	and other things		dictated by the teacher				
	such as labels,		that include words				
	captions.		using the GPCs,				
			common exception				

Writing- transcription

Attempts to write	words and punctuation		
short sentences in	taught so far.		
meaningful			
contexts.			
Early Learning Goal			
Children use their			
phonic knowledge			
to write words			
in ways which			
match their spoken			
sounds. They also			
write some			
irregular common			
words. They write			
simple sentences which			
can be read by			
themselves and			
others. Some words			
are spelt correctly			
and others are			
phonetically			
plausible.			
r · · · · ·			
Uses phonic			
knowledge to write			
simple words.			

	1						
	Holds pencil	Sit correctly at a table,	Form lower-case letters	Use the diagonal and	Use the diagonal and	Write legibly, fluently and	Write legibly, fluently and
	between thumb	holding a pencil	of the correct size	horizontal strokes that	horizontal strokes that	with increasing speed by:	with increasing speed by:
	and two fingers, no	comfortably and	relative to one another	are needed to join letters	are needed to join letters		
	longer using whole-	correctly	<b>C</b> 1 <b>C</b> 1	and understand which	and understand which	Choosing which shape of	Choosing which shape of
	hand grasp.		Start using some of the	letters, when adjacent to	letters, when adjacent to	a letter to use when given	a letter to use when given
		Begin to form lower-	diagonal and horizontal	one another, are best left	one another, are best left	choices and deciding	choices and deciding
	Holds pencil near	case letters in the	strokes needed to join	unjoined	unjoined	whether or not to join	whether or not to join
	point between first	correct direction,	letters and understand	la avagaga tiba la sibility (	le sus ses the le sibility	specific letters	specific letters
	two fingers and thumb and uses it	starting and finishing in	which letters, when adjacent to one	Increase the legibility, consistency and quality	Increase the legibility, consistency and quality	Choosing the writing implement that is best	Choosing the writing implement that is best
	with good control.	<b>J</b>	another, are best left	of their handwriting [for	of their handwriting [for	suited for a task	suited for a task
	Can copy some	the right place	unjoined	example, by ensuring	example, by ensuring	solled for a task	Solice for a lask
	letters, e.g. letters	Form capital letters	onjoined	that the downstrokes of	that the downstrokes of		
σ	from their name.	·	Write capital letters	letters are parallel and	letters are parallel and		
2.		Form digits o-9	and digits of the correct	equidistant; that lines of	equidistant; that lines of		
handwriting	Shows a preference	Understand which	size, orientation and	writing are spaced	writing are spaced		
÷	for a dominant		relationship to one	sufficiently so that the	sufficiently so that the		
	hand.	letters belong to which	another and to lower	ascenders and	ascenders and		
5		handwriting 'families'	case letters	descenders of letters do	descenders of letters do		
>	Begins to use	and to practise these.		not touch].	not touch].		
σ	anticlockwise		Use spacing between				
C	movement and		words that reflects the size of the letters.				
Ā	retrace vertical		size of the letters.				
	lines.						
	Begins to form						
- <b>-</b>	recognisable						
σ	letters.						
Writing-							
- E	Uses a pencil and						
<u>.</u>	holds it effectively						
	to form						
>	recognisable						
>	letters, most of						
	which are correctly						
	formed.						
	Early Learning Goal						
	Children show good						
	control and co-						
	ordination in large						
	and small						
	movements.						
	They move						
	confidently in a						
	range of ways,						
	safely negotiating						

space. They handle equipment and tools effectively, including pencils for			
writing.			

	Early Learning Goal	Write sentences by:	Develop positive	Plan their writing by:	Plan their writing by:	Plan their writing by:	Plan their writing by:
	Children express	while sentences by.	attitudes towards and	<u>Flan then writing by:</u>	<u>Flan then writing by.</u>	<u>Flan then writing by.</u>	<u>Flan then writing by.</u>
	themselves	saying out loud what	stamina for writing by:	Discussing writing similar	Discussing writing similar	Identifying the audience	Identifying the audience
	effectively,	they are going to write	stamina for writing by:	to that which they are	to that which they are	for and purpose of the	for and purpose of the
		about	writing parratives	planning to write in order	planning to write in order	writing, selecting the	writing, selecting the
	showing	about	writing narratives	to understand and learn		appropriate form and	
	awareness of		about personal		to understand and learn		appropriate form and
	listeners' needs.	composing a sentence	experiences and those	from its structure,	from its structure,	using other similar	using other similar
	They use past,	orally before writing it	of others (real and	vocabulary and grammar	vocabulary and grammar	writing as models for their own	writing as models for their own
	present and future forms		fictional)		Discussing and recording	their own	their own
		sequencing sentences to form short narratives	writing about real	Discussing and recording ideas	ideas	Noting and developing	Noting and developing
	accurately when talking about	to form short harratives	5	lueas	lueas	initial ideas, drawing on	initial ideas, drawing on
_	events	re-reading what they	events	Draft and write by:	Draft and write by:	reading and research	reading and research
	that have happened	have written to check	writing poetry	Diale and write by.	Diarcand write by.	where necessary	where necessary
0	or are to happened	that it makes sense	writing poetry	Composing and	Composing and	In writing narratives,	In writing narratives,
1 million (1997)	the future.	that it makes sense	writing for different	rehearsing sentences	rehearsing sentences	considering how authors	considering how authors
<u>+</u>	They develop their	discuss what they have	purposes	orally (including	orally (including	have developed	have developed
5	own narratives and	written with the	porposes	dialogue), progressively	dialogue), progressively	characters and settings in	characters and settings in
Ä	explanations by	teacher or other pupils	consider what they are	building a varied and rich	building a varied and rich	what pupils have read,	what pupils have read,
<b>V</b>	connecting ideas or		going to write before	vocabulary and an	vocabulary and an	listened to or seen	listened to or seen
Q	events.	Read aloud their	beginning by:	increasing range of	increasing range of	performed	performed
compositior		writing clearly enough	<u>•••<u>9</u>·····<u>9</u>•/·</u>	sentence structures	sentence structures	F	P
		to be heard by their	Planning or saying out	Organising paragraphs	Organising paragraphs	Draft and write by:	Draft and write by:
Ō		peers and the teacher.	loud what they are	around a theme	around a theme		
X			, going to write about			Selecting appropriate	Selecting appropriate
			5 5	In narratives, creating	In narratives, creating	grammar and vocabulary,	grammar and vocabulary,
•			Writing down ideas	settings, characters and	settings, characters and	understanding how such	understanding how such
δ			and/or key words,	plot	plot	choices can change and	choices can change and
			including new			enhance meaning	enhance meaning
_ <u></u>			vocabulary	In non-narrative material,	In non-narrative material,		
				using simple	using simple	In narratives, describing	In narratives, describing
<del>-</del>			Encapsulating what	organisational devices	organisational devices	settings, characters and	settings, characters and
			they want to say,	[for example, headings	[for example, headings	atmosphere and	atmosphere and
Writing			sentence by sentence	and sub-headings]	and sub-headings]	integrating dialogue to	integrating dialogue to
						convey character and	convey character and
			Make simple additions,	Evaluate and edit by:	Evaluate and edit by:	advance the action	advance the action
			revisions and	Assessing the	Assessing the		_ /
			corrections to their own	effectiveness of their own	effectiveness of their own	Précising longer passages	Précising longer passages
			writing by:	and others' writing and	and others' writing and		
			= 1l	suggesting	suggesting	Using a wide range of	Using a wide range of
			Evaluating their writing	improvements	improvements	devices to build cohesion	devices to build cohesion
			with the teacher and	Duan a sin a shan a sa ta	Duo no sinon alterna esta	within and across	within and across
			other pupils	Proposing changes to	Proposing changes to grammar and vocabulary	paragraphs	paragraphs
			Po reading to check	grammar and vocabulary to improve consistency,	to improve consistency,	Licina furthor	Licina further
			Re-reading to check that their writing	including the accurate	including the accurate	Using further organisational and	Using further organisational and
			makes sense and that	inclouing the accurate	inclouing the accorate	presentational devices to	presentational devices to
			makes sense and that			presentational devices to	presentational devices to

	1	с :	с :		
	verbs to indicate time	use of pronouns in	use of pronouns in	structure text and to	structure text and to
	are used correctly and	sentences	sentences	guide the reader [for	guide the reader [for
	consistently, including			example, headings, bullet	example, headings, bullet
	verbs in the continuous	Proof-read for spelling	Proof-read for spelling	points, underlining]	points, underlining]
	form	and punctuation errors	and punctuation errors		
				Evaluate and edit by:	Evaluate and edit by:
	Proof-reading to check	Read aloud their own	Read aloud their own		
	for errors in spelling,	writing, to a group or the	writing, to a group or the	Assessing the	Assessing the
	grammar and	whole class, using	whole class, using	effectiveness of their own	effectiveness of their own
	punctuation [for	appropriate intonation	appropriate intonation	and others' writing	and others' writing
	example, ends of	and controlling the tone	and controlling the tone		
	sentences punctuated	and volume so that the	and volume so that the	Proposing changes to	Proposing changes to
	correctly]	meaning is clear.	meaning is clear.	vocabulary, grammar and	vocabulary, grammar and
				punctuation to enhance	punctuation to enhance
	Read aloud what they			effects and clarify	effects and clarify
	have written with			meaning	meaning
	appropriate intonation				
	to make the meaning			Ensuring the consistent	Ensuring the consistent
	clear.			and correct use of tense	and correct use of tense
				throughout a piece of	throughout a piece of
				writing	writing
				5	5
				Ensuring correct subject	Ensuring correct subject
				and verb agreement	and verb agreement
				when using singular and	when using singular and
				plural, distinguishing	plural, distinguishing
				between the language of	between the language of
				speech and writing and	speech and writing and
				choosing the appropriate	choosing the appropriate
				register	register
				register	register
				Proof-read for spelling	Proof-read for spelling
				and punctuation errors	and punctuation errors
				and policidation errors	
				Perform their own	Perform their own
				compositions, using	compositions, using
				appropriate intonation,	appropriate intonation,
				volume, and movement	volume, and movement
				so that meaning is clear.	so that meaning is clear.

	1	1	1				
	Early Learning Goal	Word	<u>Word</u>	WORD: Formation of	WORD: Formation of	WORD: Converting	WORD: Converting
	Children express	Regular plural noun	Formation of nouns	nouns using a range of	nouns using a range of	nouns or adjectives into	nouns or adjectives into
2	themselves	suffixes, suffixes – 'ed',	using suffixes such as	prefixes (for example	prefixes (for example	verbs using suffixes (	verbs using suffixes (
0	effectively,	`ing', `er', Prefix `un'	`ness', `er' and by	super—, anti—, auto—).	super—, anti—, auto—).	ate,ise,ify)	ate,ise,ify)
	showing	changes verbs and	compounding,	Use of the forms 'a' or	Use of the forms 'a' or	Verb prefixes (dis, de)	Verb prefixes (dis, de)
<u> </u>	awareness of	adjectives	formation of adjectives	`an' according to whether	`an' according to whether		
σ	listeners' needs.		using suffixes such as	the next word begins	the next word begins	SENTENCE: Relative	SENTENCE: Relative
	They use past,	Sentence	'ful, 'less', use of	with a consonant or a	with a consonant or a	clauses beginning with	clauses beginning with
Ū,	present	Words combine to	suffixes 'er' and 'est' in	vowel (a rock, an open	vowel (a rock, an open	who, which, where, when,	who, which, where, when,
Ū	and future forms	make sentences,	adjectives and 'ly' to	box).	box).	whose, that or an omitted	whose, that or an omitted
punctuation	accurately when	joining words and	turn adjectives into	50,7.	500,	pronoun	pronoun
5	talking about	clauses using 'and'	adverbs	SENTENCE: Word	SENTENCE: Word	Indicating degrees of	Indicating degrees of
2	events		adverbs	families based on	families based on	possibility using adverbs	possibility using adverbs
	that have happened	Toxt	Santanca	common words, showing	common words, showing	(perhaps) or modal verbs	(perhaps) or modal verbs
	or are to happened	Text Sequencing sentences	<u>Sentence</u> Subordination – when,	how words are related in	how words are related in	(might)	(might)
ž						(mgnc)	(mgnc)
and	the future. They develop their	to form short narratives	if, that, because and coordination or, and,	form and meaning (solve, solution, solver, dissolve,	form and meaning (solve, solution, solver, dissolve,	TEXT: Devises to build	TEXT: Devises to build
σ	own narratives and	Duratuation		insoluble).	insoluble).	cohesion within a	cohesion within a
		Punctuation	but. Expanded noun	insciuble).	insoloble).		
σ	explanations by	Spaces to separate	phrases for description			paragraph (then, after)	paragraph (then, after)
Ē	connecting ideas or	words, introduce	and specification,	<u>TEXT:</u> Expressing time,	<u>TEXT:</u> Expressing time,	Linking ideas across	Linking ideas across
grammar	events.	capital letters, full	Understand how	place and cause using	place and cause using	paragraphs using	paragraphs using
C		stops, question marks	grammatical patterns	conjunctions (when,	conjunctions (when,	adverbials of time (later),	adverbials of time (later),
2		and explanation marks	in a sentence indicate	before, after), adverbs	before, after), adverbs	place (nearby) and	place (nearby) and
σ		to demark sentences,	its function as a	(then, next, soon), or	(then, next, soon), or	number (secondly) or	number (secondly) or
<u> </u>		capital letters for	statement, question,	propositions (before,	propositions (before,	tense choices (he had	tense choices (he had
σ		names and I	explanation or	after, during).	after, during).	seen her before)	seen her before)
			command	Introduction to	Introduction to		
		<u>Terminology</u>		paragraphs as a way to	paragraphs as a way to	PUNCTUATION:	PUNCTUATION:
		Letter, capital letter,	<u>Text</u>	group related material.	group related material.	Brackets, dashes or	Brackets, dashes or
D		word, singular plural,	correct choice and	Headings and sub-	Headings and sub-	commas to indicate	commas to indicate
		sentence, punctuation,	consistence use of	headings to aid	headings to aid	parenthesis	parenthesis
		full stop, question	present and past tense,	presentation.	presentation.	Use of commas to clarity	Use of commas to clarity
		mark, explanation mark	progressive form of	Use of the present	Use of the present	meaning or avoid	meaning or avoid
			verbs in present and	perfect form of verbs	perfect form of verbs	ambiguity	ambiguity
- He			past to mark actions in	instead of the simple past	instead of the simple past		TERMINOLOGY: modal
×			progress	(He has gone out to play	(He has gone out to play	<u>TERMINOLOGY:</u> modal	verb, relative pronoun,
2				contrasted with He went	contrasted with He went	verb, relative pronoun,	relative clause,
Vocabulary,				out to play)	out to play)	relative clause,	parenthesis, bracket,
- <b>1</b>			Punctuation			parenthesis, bracket,	dash, cohesion,
Ō			Use of capital letters,	PUNCTUATION:	PUNCTUATION:	dash, cohesion,	ambiguity
Ζ'			full stops, question	Introduction to inverted	Introduction to inverted	ambiguity	
<u> </u>			marks and exclamation	commas to punctuate	commas to punctuate		
- <b>-</b> -			marks to demark	direct speech.	direct speech.		
Writing			sentences, commas to				
-			separate items in a list,	TERMINOLOGY: adverb,	TERMINOLOGY: adverb,		
5			apostrophes to make	preposition conjunction,	preposition conjunction,		
			missing letters and	word family, prefix,	word family, prefix,		
							•

singular possession in nouns <u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma	clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)	clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)		
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	Phonics	Revision of work from	Revision of work from	Revision of work from Y1	Revision of work from Y1	Revision of work from	Revision of work from
		YR	YR and Y1	and Y2	and Y2	previous years	previous years
Spelling		Sounds – f, I, s, z, k, ff, II, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy) Division of words into syllables, adding s and es to words for plurals adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words See The national curriculum in England – English Appendix 1: Spelling for further detail	Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words See The national curriculum in England – English Appendix 1: Spelling for further detail	Sounds- the 'y' as in myth, 'ou' as in young, '- sure' as in measure, '- ture' as in creature, '-sion' as in division, endings which sound like '-tion', '- sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey. Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto— Suffixes: —ation, —ly, — ous Possessive apostrophe with plural words Homophones and near homophones	Sounds- the 'y' as in myth, 'ou' as in young, '- sure' as in measure, '- ture' as in creature, '-sion' as in division, endings which sound like '-tion', '- sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey. Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto— Suffixes: —ation, —ly, — ous Possessive apostrophe with plural words Homophones and near homophones	Sounds- words ending in '-cious' and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '- ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight. Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.	Sounds- words ending in '-cious' and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '- ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight. Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.