

Spoken Language	
Years 1 - 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Phonics

Children work in ability groups according to current phase they are on. Children working within Year 1 expectations should be secure at Phase 5 by the end of the Year 1 and should meet the expected standard i

Reading - Word Reading	Reading - Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) 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 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 words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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 re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and cor recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to drawing on what they already know or on background information and vocabulary provided by the t checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 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.

Vocabulary, Grammar and Punctuation		
Text Structure	Sentence Structure	Punctuation
Sequencing sentences to form short narratives	How words can combine to make sentences Joining word and joining clauses using and	Separation of words with spaces Beginning to punctuate sentences using capital letters, full question marks and exclamation marks Capital letters for names of people, places, days of the week and personal pronoun I

Composition (Planning, Writing and Editing)				
Year 1	Planning	<ul style="list-style-type: none"> write sentences by: <ol style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher 	Draft and Write	<ul style="list-style-type: none"> consider what they are going to write before beginning by: <ol style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language encapsulating what they want to say, sentence by sentence
			Evaluate and Edit	<ol style="list-style-type: none">

Writing - Transcription (Spelling)	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably ar begin to form lower-case letters in the correct directi

