

| | | Spoken Language | | | | |
|--|---|---|--|--|--------------------------|--|
| Years 1 - 6 | | Pupils should be taught to: <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 | <ul style="list-style-type: none"> use spoken language to develop understanding through spe speak audibly and fluently with an increasing command of participate in discussions, presentations, performances, r gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to c select and use appropriate registers for effective commu | | | |
| | Phonics | | | | | |
| Children work in ability groups according to current phase they are on. Children working within Year 2 expectations should be secure at Phase 6 by the end of the Year. Children who did not meet the required | | | | | | |
| Reading - Word Reading | | Reading - Comprehen | | | | |
| Pupils should be taught to: <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. | | Pupils should be taught to: <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and tradition being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, v understand both the books that they can already read accurately and fluently and those that they l drawing on what they already know or on background information and vocabulary provided by the te checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that explain and discuss their understanding of books, poems and other material, both those that they li | | | | |
| Vocabulary, Grammar and Punctuation | | | | | | |
| Text Structure | | Sentence Structure | Punctuation | | | |
| The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | | Subordination (using when, if, that, or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command To recognise and use features of written Standard English | Capital letters, full stops, question marks and exclamation demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms and the possessive | | | |
| Composition (Planning, Writing and Editing) | | | | | | |
| Year 2 | Planning | <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ol style="list-style-type: none"> writing narratives, about personal experiences and those of others (real and fictional) writing about real events, e.g. visits, visitors writing for different purposes, e.g. letters, invitations, instructions | 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 | <ul style="list-style-type: none"> ma a. ev b. re used c. pr d. re |
| | Writing - Transcription (Spelling) | | | | | |

