

ENGLISH NATIONAL CURRICULUM- KEY STAGE ONE

	Word Reading	Reading- Comprehension	Writing- transcription	Handwriting	Writing- composition	Writing-Vocab, grammar,punc
Y1	Apply phonic knowledge/skills as the route to decode words.	<i>Develop pleasure in reading, motivation to read, vocabulary by:</i>	<i>Taught to spell:</i>	<i>Taught to:</i>	<i>Taught to write sentences by:</i>	<i>Taught to:</i>
Y1	Respond speedily with correct sound to grapheme for all 40+ phonemes, inc alternative sounds for graphemes.	Listening to/discussing wide range of poems, stories and non-fiction at a level <u>beyond</u> that at which they can read independently.	Words containing each of the 40+ phonemes already taught.	Sit correctly at a table, holding a pencil comfortably and correctly.	Saying out loud what they are going to write about.	Leave spaces between words.
Y1	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Being encouraged to link what they read/hear read to their own experiences.	Common exception words.	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Composing a sentence orally before writing it.	Use joining words and joining clauses using 'and'.
Y1	Read common exception words, noting unusual correspondences between spelling/sound and where these occur in word.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics.	The days of the week.	Form capital letters.	Sequencing sentences to form short narratives.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

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	Read other words with contractions eg I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).	Learning to appreciate rhymes/poems, being able to recite some by heart.	Add prefixes/suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.	Discuss what they have written with the teacher and other pupils.	Learn the grammar for Year 1 in 'Appendix 2'.
Y1	Read aloud accurately books that are consistent with developing phonic knowledge and that do not require them to use other strategies to work out words,	Discussing word meanings, linking new meanings to those already known.	Use the prefix un- Using the -ing, -ed, -er and -est where no change is needed in the spelling of root words eg helping, helped, helper, eating, quicker.	Form lower-case letters of the correct size relative to one another.	Read aloud their writing clearly enough to be heard by their peers and teacher.	Learning how to use both familiar and new punctuation correctly: Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.
Y1	Re-read these books to build up fluency and confidence in word reading.	<i>Understand both the books they can already read accurately/fluently and those they listen by:</i>	Apply simple spelling rules and guidance (listed in Appendix 1)	Use diagonal/horizontal strokes to join letters & understand which letters, when adjacent to one another, are best left un-joined.	<i>Develop positive attitudes towards and stamina for writing by:</i>	Learn to use sentences with different forms: statement, question,

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						exclamation, command.
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Y2	Continue to apply phonic knowledge/skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	-Writing narratives about personal experiences and those of others (real and fictional). -Writing about real events. -Writing poetry. -Writing for different purposes.	
Y2	Read accurately by blending sounds in words that contain graphemes taught so far, recognising alternative sounds for graphemes.	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Spell by: Segmenting words into phonemes and representing these by graphemes, spelling many correctly.	Use spacing between words that reflects the size of the letters.	Consider what they are going to write before beginning by:	Learn to use expanded noun phrases to describe and specify eg the blue butterfly.
Y2	Read accurately words of two or more syllables that contain the same grapheme as above.	Discussing the significance of the title and events.	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		-Planning/saying out loud what they are going to write. -Writing down ideas and/or key words, including new vocabulary. -encapsulating what they want to say,	Learn to use the present and past tense correctly and consistently including the progressive form.

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			common homophones.		sentence by sentence.	
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Y2	Read words containing common suffixes.	Making inferences on the basis of what is being said and done.	Learning to spell common exception words.		<i>Make simple additions, revisions and corrections to their own writing by:</i>	Learn to use subordination (using when, if, that or because) and co-ordination (using or, and or but)
Y2	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Predicting what might happen on the basis of what has been read so far.	Learning to spell more words with contracted forms.		-Evaluating their writing with the teacher and other pupils.	Learn to use the grammar for Y2 in Appendix 2.
			Learning the possessive apostrophe (singular) eg. the girl's book.		-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Learn how to use some features of written Standard English.
			Distinguishing between		-Proof-reading to check for errors in	Use & understand the grammatical

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			homophones and near-homophones.		spelling, grammar and punctuation.	terminology in Appendix 2 ,discussing their writing.
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Y2	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Participate in discussion about what is read TO them, taking turns and listening to what others say.	Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly.		Read aloud what they have written with appropriate intonation to make the meaning clear.	
Y2	Re-read these books to build up their fluency and confidence in word reading.	Explain CLEARLY their understanding of what is read to them.				
Y2		<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>				
Y2		Listening to, discussing ,expressing views about a wide range of contemporary& classic poetry, stories and non-fiction at a level				

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		BEYOND that at which they can read independently.				
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Y2		Discussing the sequence of events in books and how items of information are related.				
Y2		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.				
Y2		Being introduced to non-fiction books that are structured in different ways.				
Y2		Recognising simple recurring literary language in stories and poetry.				
Y2		Discussing and clarifying the meanings of word, linking new meanings to known vocabulary.				

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Y2		Discussing their favourite words and phrases.				
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Y2		<i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i>				
Y2		Drawing on what they already know or on background information and vocabulary provided by the teacher.				
Y2		Checking that the text makes sense to them as they read and correcting inaccurate reading.				
Y2		Making inferences on the basis of what is being SAID and DONE .				
		Answering and asking questions.				

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Y2		Predicting what might happen on the basis of what has been read so far.				
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Y2		Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.				
Y2		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read to themselves.				