



Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. <u>To use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</u></p> <p>W2. To continue a rhyming string.</p> <p>W3. To hear and say the initial sound in words.</p> <p>W4. To segment the sounds in simple words and blend them together and know which letters represent some of them. (CVC/CVCC/CCVC)</p> <p>W5. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>W6. <u>To read some common irregular words. (ELG)</u> (see Reception CEWs).</p> <p>W7. To begin to read words and simple sentences.</p> <p>W8. To use picture clues to help with reading simple texts.</p> <p>W9. To point to the words in a text when reading.</p> <p>W10. <u>To read and understand simple sentences. (ELG)</u></p>	<p>P1. <u>To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding.</u></p> <p>P2. To listen to stories and respond to what they hear with relevant comments, questions or actions.</p> <p>P3. To follow a story without pictures or props.</p> <p>P4. To know that information can be retrieved from books and computers.</p> <p>P5. To enjoy an increasing range of books.</p> <p>P6. <u>To develop their own narratives and explanations by connecting ideas or events.</u></p> <p>P7. <u>To represent their own ideas, thoughts and feelings through role play and stories.</u></p> <p>P8. To introduce a storyline or narrative into their play.</p> <p>P9. To play cooperatively as part of a group to develop and act out a narrative.</p> <p>P10. To listen to stories, accurately anticipating key events.</p> <p>P11. <u>To demonstrate understanding when talking with others about what they have read.</u></p> <p>P12. <u>To express myself effectively, showing awareness of listeners' needs.</u></p> <p>P13. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>F1. To understand the books, they listen to.</p> <p>F2. To extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>F3. To understand nonsense in rhymes and stories.</p> <p>F4. To identify and discuss the main events or key points in stories that are read to me.</p> <p>F5. To answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>F6. To identify and discuss the main characters in stories that are read to me.</p> <p>F7. To make predictions verbally based on what is read to me.</p> <p>F8. To answer 'how' and 'why' questions about their experiences and in response to stories that are read to them.</p>	<p>D1. <u>To give attention to what others say and respond appropriately</u></p> <p>D2. To Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>D3. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>D4. To know that information can be retrieved from books and computers.</p> <p>D5. To use shared texts to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>



Sentence Stems	Vocabulary
I like...	Word, letter, sentence, page, story, tale
I don't like...	
One day...	
Next...	
In the end...	
I think...because	





Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. To segment the sounds in simple words and blend them together</p> <p>S2. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>S3. To hear and says the initial sound in words.</p> <p>S4. To write CVC words in a sentence.</p> <p>S5. To spell words with adjacent consonants (CVCC, CCVC and CCVCC) See school phonics progression.</p> <p>S6. To use some consonant and vowel digraphs including some alternative graphemes. See school progression.</p> <p>S7. <u>To use phonic knowledge to write words in ways which match their spoken sounds.</u></p> <p>S8. <u>To spell some words correctly (others phonetically plausible).</u></p> <p>S9. <u>To write some irregular common words</u> (Reception CEW list)</p> <p>S10. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>S11. <u>To use past, present and future forms accurately</u> when speaking.</p>	<p>H1. To show a preference for a dominant hand.</p> <p>H2. <u>To handle equipment and tools effectively including pencils for writing.</u></p> <p>H3. To begin to use anticlockwise movement and retrace vertical lines.</p> <p>H4. To begin to form recognisable letters (pre-cursive).</p> <p>H5. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>H6. To begin to be exposed to joined writing through the teaching of digraphs.</p>	<p>C1. To begin to break the flow of speech into words.</p> <p>C2. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. (Speaking)</p> <p>C3. To introduce a storyline or narrative into their play (Speaking)</p> <p>C4. <u>To develop own narratives and explanations by connecting ideas or events. (Speaking)</u></p> <p>C5. To give meaning to marks they make as they draw, write and paint.</p> <p>C6. To write own name and other things such as labels, captions.</p> <p>C7. To attempt to write short sentences in meaningful contexts.</p> <p>C8. <u>To write simple sentences which can be read by themselves and others.</u></p> <p>C9. <u>To read my own simple sentences.</u></p> <p>C10. <u>To write simple sentences which can be read by themselves and others.</u></p>	<p>V1. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Speaking</p> <p>V2. To begin to use the conjunction 'and' to link two words in a sentence. For example, I play with dolls and teddies.</p> <p>V3. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. Speaking</p> <p>V4. To link statements and sticks to a main theme or intention. Speaking</p> <p>V5. <u>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Speaking</u></p> <p>V6. To usually leave spaces between words.</p> <p>V7. To begin to punctuate sentences with full stops and capital letters.</p> <p>V8. To use the grammatical terminology;</p> <ol style="list-style-type: none"> word letter sentence full stop capital letter.



Genres of Writing

Narrative	Non-Fiction	Poetry
Traditional and fairy tales Stories with predictable and patterned language	Labels, lists and captions Information texts Simple Recount (My news) Invitations Greetings Cards	Rhyming Strings

