

Speaking and Listening



Year R	Spoken language Year 1-2	
Understand how to listen carefully and why listening is important.	Listen and respond appropriately to adults and their peers.	
Ask questions to find out more and to check they understand what has been said to them.	Ask relevant questions to extend their understanding and knowledge.	
Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	Use relevant strategies to build their vocabulary.	
Articulate their ideas and thoughts in well-formed sentences.	Articulate and justify answers, arguments and opinions.	
Connect one idea or action to another using a range of connectives.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
Describe events in some detail.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
Develop social phrases.	Speak audibly and fluently with an increasing command of Standard English.	
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)	Participate in discussions, presentations, performances, role play, improvisations and debates.	
Make comments about what they have heard and ask questions to clarify their understanding (ELG)	Gain, maintain and monitor the interest of the listener.	
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)	Consider and evaluate different viewpoints, attending to and building on the contributions of others.	
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)	Select and use appropriate registers for effective communication.	
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)		
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)		

Reading



Word Reading

Year R	Year 1	Year 2
Read individual letters by saying the sounds for them.	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and the reading is fluent.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences..	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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
Read some letter groups that each represent one sound and say sounds for them.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above.
Read a few common exception words.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing common suffixes.
Read a simple phrase using phonic knowledge.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Read further common exception words noting unusual correspondence between spelling and sound where these occur in the word.
Read a simple sentence using phonic knowledge.	Read other words of more than one syllable that contain taught GPCs	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Read a simple book aloud and talk about what they have read.	Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
Re-read a simple book to demonstrate some fluency.	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.
Say the sound for each letter of the alphabet (ELG)	Re-read these books to build up their fluency and confidence in word reading.	
Say the sound for at least 10 digraphs. (ELG)		
Blend sounds together to read simple words using phonic knowledge. (ELG)		
Read a simple sentence using phonic knowledge and also include some common exception words. (ELG)		

Comprehension



Year R	Year 1	Year 2
Can listen to a short story and remember a few key details, such as characters' names.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.
Can listen to a longer story and remember much of the plot.	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.	Discussing the sequence of events in books and how items of information are related.
Engage during story times and show an understanding of what has been read, e.g. answering 'why' questions.	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
Anticipate key events in a story. (ELG)	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.	Being introduced to non-fiction books that are structured in different ways.
Recall a few familiar rhymes.	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.	Recognising simple recurring literacy language in stories and poetry.
Recall some verses from poems and songs.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
Retell a familiar story with some exact repetition of language but also use some of their own words including vocabulary that has been recently learned.. (ELG)	Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.	Discussing favourite words and phrases.
Engage in conversation about poems and rhymes.	Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.	Continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clearer.
Engage with and talk about non-fiction books.	Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.	Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher.
Demonstrate an understanding of new vocabulary from books and texts.	Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.	Checking that the text makes sense to them as they read and correcting inaccurate reading.
Can use vocabulary from books in different contexts including discussions about stories, non-fiction texts, rhymes, poems and during role play. (ELG)	Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.	Making inferences on the basis of what is being said and done.
	Participate in discussion about what is read to them, taking turns and listening to what others say.	Answering and asking questions.
	Explain clearly their understanding of what is read to them.	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 they can read for themselves, taking turns and listening to what others say.
		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

Transcription



Year R	Year 1	Year 2
Use some of their print and letter knowledge in their early writing	Spelling (see English Appendix 1) Pupils should be taught to: spell words containing each of the 40+ phonemes already taught	Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
Write some or all of their name	Spell common exception words	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 common homophones.
Write some letters accurately.	Spell the days of the week	Learning to spell common exception words
Spell words by identifying the sounds and then writing the sound with letter/s.	Name the letters of the alphabet: naming the letters of the alphabet in order	Learning to spell more words with contracted forms.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound	Learning the possessive apostrophe (singular), for example, the girl's book.
Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Add prefixes and suffixes: Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Distinguishing between homophones and near homophones
Write recognisable letters, most of which are correctly formed;	Use the prefix un–	Add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly
	Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Apply spelling rules and guidelines, as listed in appendix 1
	Apply simple spelling rules and guidance, as listed in English Appendix 1	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	

Handwriting

Year R	Year 1	Year 2
Form lower-case and capital letters correctly.	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower case letters of the correct size relevant to one another.
Write recognisable letters, most of which are correctly formed;	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Start using some of the horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
	form capital letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	Form digits 0-9	Use spacing between words that reflects the size of letters.
	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	

Composition



Year R	Year 1	Year 2
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Say out loud what they are going to write about	Pupils should be taught to Develop a positive attitude towards and stamina for writing by writing narratives about personal experiences and those of others (real and fiction)
Re-read what they have written to check that it makes sense.	Composing a sentence orally before writing it	Develop a positive attitude towards and stamina for writing by writing about real events
Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Sequencing sentences to form short narratives	Develop a positive attitude towards and stamina for writing by writing poetry
<u>Write simple phrases and sentences that can be ready by others.</u>	Re-reading what they have written to check that it makes sense	Develop a positive attitude towards and stamina for writing by writing for different purposes.
	Discuss what they have written with the teacher or other pupils	Consider what they are going to write about before beginning by planning or saying out loud what they are going to write about
	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Consider what they are going to write about before beginning by writing down ideas and/or key words, including new vocabulary.
		Consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence
		Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
		Make simple additions, revisions and corrections to their own writing by 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.
		Make simple additions, revisions and corrections to their own writing by proofreading to check errors in spelling, grammar and punctuation.
		Make simple additions, revisions and corrections to their own writing by reading aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation



Year R	Year 1	Year 2
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Develop their understanding of the concepts set out in <u>English Appendix 2</u> by leaving spaces between words	Develop their understanding of the concepts set out in English Appendix 2 by: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
	Joining words and joining clauses using and	Learn how to use Sentences with different forms; statement, question, exclamation, command
	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Learn how to use expanded noun phrases to describe and specify.
	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Learn how to use the present and past tenses correctly and consistently including the progressive form
	Learning the grammar for year 1 in English Appendix 2	Learn how to use subordination (using if, when, that, or because) and coordination (using or, and or but)
	Use the grammatical terminology in English Appendix 2 in discussing their writing.	Learn how to use the grammar for year 2 in English Appendix 2.
		Learn how to use some features of written Standard English.