



Literacy writing/Transcription

ELG	YEAR 1	YEAR 2
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	<p>Spell:</p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week 	<p>Spell by:</p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - 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 - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones
	<p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound 	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>
	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un- - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	<p>Apply spelling rules and guidance, as listed in National curriculum</p>
	<p>Apply simple spelling rules and guidance, as listed in the National Curriculum</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	



Literacy Writing Composition

ELG	YEAR 1	YEAR 2
Write simple phrases and sentences that can be read by others.	<p>Write sentences by:</p> <ul style="list-style-type: none">- saying aloud 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 that it makes sense	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">- writing narratives about <u>personal experiences</u> and those of others (real and fictional)- writing about real events- writing poetry- writing for different purposes
	Discuss what they have written with the teacher or other pupils	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">- planning or saying aloud what they are going to write about- writing down ideas and/or key words, including new vocabulary- encapsulating what they want to say, sentence by sentence
	Read aloud their writing clearly enough to be heard by their peers and the teacher	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">- evaluating their writing with the teacher and other pupils- re-reading to check that their writing makes sense and that verbs to <u>indicate</u> time are used correctly and consistently, including verbs in the continuous form- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
		Read aloud what they have written with <u>appropriate intonation</u> to make the meaning clear.



Literacy Writing Handwriting

ELG	YEAR 1	YEAR 2
Write recognisable letters, most of which are correctly formed;	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when <u>ad-jacent to</u> 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 the letters.
	Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.	



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Literacy Reading

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Say a sound for each letter in the alphabet and at least 10 digraphs;	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 reading is fluent
Read words consistent with their phonic knowledge by sound-blending;	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 aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.	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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing common suffixes
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	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 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
	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.
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Literacy comprehension

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<p>Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary;</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 which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming <u>very familiar</u> with key stories, fairy stories and traditional tales, retelling them and considering their <u>particular characteristics</u> - 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 	<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, stories and non-fiction at a level beyond that at which they can read independently - 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 traditional tales - being introduced to non-fiction books that are structured in <u>different ways</u> - 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, with <u>appropriate intonation</u> to make the meaning clear
<p>Anticipate – where <u>appropriate</u> – key events in stories, non-fiction, rhymes and poems;</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - 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 <u>on the basis of</u> what is being said and done - predicting what might happen <u>on the basis of</u> what has been read so far 	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences <u>on the basis of</u> what is being said and done - answering and asking questions - predicting what might happen <u>on the basis of</u> what has been read so far
<p>Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>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</p>
	<p><u>Explain clearly</u> their understanding of what is read to them.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>