

Subject: Reading				
Year	Rec	1	2	Notes
Decoding/ Phonics (see separate sheet	Secure with year group phonic expectations. Read some common irregular words. Use phonic knowledge to decide regular words & read aloud accurately. Phase 1-4	Secure with year group phonic expectations. Phase 3-5	Secure with year group phonic expectations. Phase 4-6	
Patterns and Rhymes	Identify rhymes and alliteration. Join in with rhyming patterns.	Identify which words appear again and again. Recognise & join in with predictable phrases	Recognise simple recurring literary language.	
Comprehension and Understanding	Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.	Read ahead to help with fluency & expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events. Comment	
Prediction, inference & deduction	Make basic predictions	Make predictions on what has been read	Make inferences on basis of what is being said	
Intonation and expression		Read aloud with pace & expression i.e pause for a full stop, raise voice for a question	Use commas, question marks and exclamation marks to vary expression Read aloud with expression and intonation	
Punctuation, grammatical features and the writers craft	Identify start and end of sentence	Recognise <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamations marks • Ellipsis Know why the writer has used the above punctuation in text	Recognise <ul style="list-style-type: none"> • Commas in lists • Apostrophes of omission and possession (singular noun) Identify past/ present tenses and why the writer has used tenses. Plurals, singles, tenses, endings, prefixes and suffixes	
Research		Know the difference between fiction and non-fiction	Use content and index to locate information	

Subject: Writing				
Year	Rec	1	2	Notes
Sentence structure and text structure	Write simple sentences which can be read by themselves and others	Write clearly demarcated sentences Use and to join ideas Use conjunctions to join sentences (e.g. so, but) Use standard forms of verbs e.g. go/went	Write different kinds of sentences: statement questions exclamation command Use expanded noun phrases to add description and specification. Write using subordination (when if that because and coordination or and but) Correct & consistent use of present tense & past tense Correct use of verbs tenses	
Punctuation	Use capital letters and full stops to demarcate sentences	Introduce use of <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks Use capital letters for names & personal pronoun I	Write with correct & consistent use of <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks Use commas in a list Use apostrophes to mark omission and singular possession in nouns	
Paragraphing	Write demarcated sentences (as introduction to paragraphs)	Write a sequence of sentences to form a short narrative (as introduction to paragraphs)	Write under headings.	
Handwriting	Use correct grip. Write name (correct upper and lower case). Use correct letter formation for familiar words.	Use correct formation of lower-case letters-finish in the right place. Use correct formation of capital letters Use correct formation of digits developing a comfortable and efficient pencil style and by practising handwriting in conjunction with spelling and independent writing; <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil correctly and comfortably • In cursive script with appropriate flicks on and off 	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join	

KEY STAGE 1

Building on the EYFS, pupils at key Stage 1 continue to develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil style and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2 and the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised. Children are encouraged to begin joining at an appropriate time for the individual, usually towards the end of Year 1.

Four basic handwriting joins:

- Diagonal without ascenders
- Diagonal with ascenders
- Horizontal without ascenders
- Horizontal with ascenders

The first join

mi ac ce ds
mice ace dance adds

The second join

ck al ib sh
lick call bib ship

The third join

rm fe ws va
farm fence cows van

The fourth join

rl ot ft rk
girl hot left ark

See attached appendix for approved school script

Subject: Phonics							
Year	Rec		1		2		Read/spell
L&S TES (resources used)	In Phonics Assessment	Independent Writing	In Phonics Assessment	Independent Writing	In Phonics Assessment	Independent Writing	
Phase 1							
Phase 2	S a t p l n m d g o c k c k e u r h b f f l l s s J v w x y z z z q u c h s h t h n g	S a t p l n m d g o c k c k e u r h b f f l l s s J v w x y z z z q u c h s h t h n g	S a t p l n m d g o c k c k e u r h b f f l l s s J v w x y z z z q u c h s h t h n g				Read- the to l no go is it in at and
Phase 3	J v w x y z z z q u c h s h t h n g Phonics attempts at CVC words made using : ai ee igh oa oo/oo oi er(U0 er or ow ar air ear Divides words into syllables in order to segment them	J v w x y z z z q u c h s h t h n g Phonics attempts at CVC words made using : ai ee igh oa oo/oo oi er(U0 er or ow ar air ear Divides words into syllables in order to segment them	J v w x y z z z q u c h s h t h n g Phonics attempts at CVC words made using : ai ee igh oa oo/oo oi er(U0 er or ow ar air ear Divides words into syllables in order to segment them.	Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to segment them			Read- He she we me be was my you her they all are Spell- the to l no go is it in at and
Phase 4	Phonics attempts at CVCC /CCVC to CCCVCC words made Divides such words into syllables in order to segment them	Phonics attempts at CVCC /CCVC to CCCVCC words made Divides such words into syllables in order to segment them	Phonics attempts at CVCC /CCVC to CCCVCC words made Divides such words into syllables in order to segment them	Phonics attempts at CVCC /CCVC to CCCVCC words made Divides such words into syllables in order to segment them	Phonics attempts at CVCC /CCVC to CCCVCC words made Divides such words into syllables in order to segment them	Phonics attempts at CVCC /CCVC to CCCVCC words made Divides such words into syllables in order to segment them	Read- some one said come do so were when have their out like little what Spell- she we me be was my you her they all are
Phase 5			Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou#oy ea ear are(air) ph wh divides words into syllables in order to segment	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou#oy ea ear are(air) ph wh divides words into syllables in order to segment	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou#oy ea ear are(air) ph wh divides words into syllables in order to segment	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou#oy ea ear are(air) ph wh divides words into syllables in order to segment	Read 100 HF words automatically Oh their people Mr Mrs looked called asked could Spell most of the 100 HF words some one said come do so were when have their out like little what
In addition			Tch -ve K for /k/ phoneme before ei or y	Write simple sentences dictated by the teacher	Phonetic attempts at words made taking into account rules for /j/- d dge ge	Phonetic attempts at words made taking into account rules for /j/- d dge ge	Days of the week

			<p>Use prefix -un S and es suffixes for plurals and on verbs in the singular third person Adding suffixes where here is no chnge to the root word -ing,-ed,er and est</p>		<p>/s/- as c /m/-gn kn /r/- wr /l/- le el /igh/- y /or a before l or ll as ball /ar/- or after w /u/-o eg mother /ee/- ey at the end /o/- a after w +qu /zh/- treasure</p>	<p>/s/- as c /m/-gn kn /r/- wr /l/- le el /igh/- y /or a before l or ll as ball /ar/- or after w /u/-o eg mother /ee/- ey at the end /o/- a after w +qu /zh/- treasure</p> <p>Use suffexes – ment, ness, ful less ly Knocks of e before adding ing ed e rest y</p>	