

Spoken language	Reading (words)	Reading (comprehension)	Spelling	Handwriting	Composition	Word	Sentence	Text	Punctuation	Terminology
Listen and respond appropriately to	Apply phonic knowledge and skills as	Develop pleasure in reading, motivation	Words containing each of	Sit correctly at a	Saying out loud what	Regular plural	How words can	Sequencing	Separation of words	letter
adults and their peers	the route to decode words	to read, vocabulary and understanding	the 40+ phonemes already	table, holding a	they are going to write	noun suffixes -s	combine to	sentences to	with spaces	
Ask relevant questions to extend	Respond speedily with the correct	by:	taught	pencil comfortably and	about	or -es [for example, dog,	make sentences	form short narratives	Introduction to	capital letter
their understanding and knowledge	sound to graphemes (letters or groups	Listening to and discussing a wide range	Common exception words	correctly	Composing a sentence	dogs; wish,	Joining words	narratives	capital letters, full	word
their understanding and knowledge	of letters) for all 40+ phonemes,	of poems, stories and non-fiction at a	common exception words	concerty	orally before writing it	wishes],	and joining		stops, question	word
Use relevant strategies to build their	including, where applicable,	level beyond that at which they can read	The days of the week	Begin to form		including the	clauses using		marks and	singular
vocabulary	alternative sounds for graphemes	independently		lower-case letters	Sequencing sentences	effects of these	and		exclamation marks	
A A A			Name the letters of the	in the correct	to form short narratives	suffixes on the			to demarcate	plural
Articulate and justify answers, arguments and opinions	Read accurately by blending sounds in unfamiliar words containing GPCs that	Being encouraged to link what they read or hear read to their own experiences	alphabet:	direction, starting and finishing in	Re-reading what they	meaning of the noun			sentences	
arguments and opinions	have been taught	or hear read to their own experiences	Naming the letters of the	the right place	have written to check	noun			Capital letters for	sentence
Give well-structured descriptions,	nave ocen taugit	Becoming very familiar with key stories,	alphabet in order	the right place	that it makes sense	Suffixes that can			names of people,	punctuation
explanations and narratives for	Read common exception words, noting	fairy stories and traditional tales,		Form capital		be added to			places, days of the	P
different purposes, including for	unusual correspondences between	retelling them and considering their	Using letter names to	letters	Discuss what they have	verbs where no			week and for the	full stop
expressing feelings	spelling and sound and where these	particular characteristics	distinguish between		written with the teacher	change is			personal pronoun I	
.	occur in the word	D 1	alternative spellings of the	Form digits 0-9	or other pupils	needed in the				question mark
Maintain attention and participate actively in collaborative	Read words containing taught GPCs	Recognising and joining in with predictable phrases	same sound	Understand which	Read aloud their writing	spelling of root words (e.g.				exclamation mark
conversations, staying on topic and	and -s, -es, -ing, -ed, -er and -est	predictable plifases	Using the spelling rule for	letters belong to	clearly enough to be	helping, helped,				exclamation mark
initiating and responding to	endings	Learning to appreciate rhymes and	adding -s or -es as the	which	heard by their peers and	helper)				
comments		poems, and to recite some by heart	plural marker for nouns	handwriting	the teacher.					
	Read other words of more than one		and the third person	'families' (i.e.		How the prefix				
Use spoken language to develop	syllable that contain taught GPCs	Discussing word meanings, linking new	singular marker for verbs	letters that are		un- changes the				
understanding through speculating,	Read words with contractions [for	meanings to those already known	University of the second second	formed in similar		meaning of verbs and				
hypothesising, imagining and exploring ideas	example, I'm, I'll, we'll], and	Understand both the books they can	Using the prefix un- using -ing, -ed, -er and -	ways) and to practise these.		adjectives				
exploring ideas	understand that the apostrophe	already read accurately and fluently and	est where no change is	practise these.		[negation, for				
Speak audibly and fluently with an	represents the omitted letter(s)	those they listen to by:	needed in the spelling of			example,				
increasing command of Standard	-		root words [for example,			unkind, or				
English	Read aloud accurately books that are	Drawing on what they already know or	helping, helped, helper,			undoing: untie				
Destribute in discussions	consistent with their developing	on background information and	eating, quicker, quickest]			the boat]				
Participate in discussions, presentations, performances, role	phonic knowledge and that do not require them to use other strategies to	vocabulary provided by the teacher	Apply simple spelling							
play, improvisations and debates	work out words	Checking that the text makes sense to	rules and guidance, as							
r,		them as they read and correcting	listed in English Appendix							
Gain, maintain and monitor the	Re-read these books to build up their	inaccurate reading	1							
interest of the listener(s)	fluency and confidence in word									
Consider and evaluate different	reading.	Discussing the significance of the title	Write from memory simple sentences dictated							
viewpoints, attending to and		and events	by the teacher that include							
building on the contributions of		Making inferences on the basis of what	words using the GPCs and							
others		is being said and done	common exception words							
		-	taught so far.							
Select and use appropriate registers		Predicting what might happen on the								
for effective communication.		basis of what has been read so far								
		Participate in discussion about what is								
		read to them, taking turns and listening								
		to what others say								
		Explain clearly their understanding of								
		what is read to them.	I							