

Spoken Language

- Everyday children spend 15 or 20 minutes storytelling
- pupils are taught to:
 - listen and respond appropriately to adults and peers
 - ask relevant questions and use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes
 - maintain attention and participate actively in collaborative conversations; participate in discussions, presentations, performances, role play, improvisations and debate
 - develop understanding through speculating, hypothesising, imaging and exploring ideas
 - speak audibly and fluently with increasing command of standard English; gain and maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others.

Reading (word reading including phonics)

- Apply phonic knowledge and skills as the route to decode words- introducing other searchlights as appropriate: context, grammatical knowledge and word recognition and graphic knowledge
- respond speedily with the correct sound to grapheme (letter or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught
- read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and est endings
- read other words of more than one syllable that contain taught GPCs

- Read words with contractions and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge
- re-read these books to build up their fluency and confidence in word reading
- read aloud books which pupils use contextual cues, grammatical knowledge and word recognition and graphic knowledge.

Reading (comprehension)

- 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
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart.
- 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
 - 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 on the basis of what is being said and done

- predicting what might happen on the 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.

Writing (transcription) spelling and handwriting

Pupils will be taught using the Talk for Writing teaching sequence.

-Revision (all letters, common sounds, consonant digraphs, vowel digraphs, process of segmenting spoken words into sounds before choosing graphemes to represent the sounds, words with adjacent consonants, guidance and rules taught

-spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

-name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

-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
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)

-apply simple spelling rules and guidelines, as listed below

-write from memory simple sentences dictated by the teacher that include words taught so far.

-The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

-The /ŋ/ sound spelt n before k (e.g. bank)

-Division of words into syllables

-tch

-The /v/ sound at the end of words

-Adding s and es to words (plural of nouns and the third person singular of verbs)

-Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word

- Adding -er and -est to adjectives where no change is needed to the root word

-Vowel digraphs and trigraphs: ai oi, ay oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/) ow (/əʊ/) ue ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)

-Words ending -y (/i:/ or /ɪ/)

-New consonant spellings ph and wh

-Using k for the /k/ sound

-Adding the prefix -un

-Compound words

-Common exception words

Pupils will be taught to:

sit correctly at a table, holding a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place in a cursive style-all letters start from the line

form capital letters

form digits 0-9

understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. For example c which will lead to o to a.

Writing (composition) Text, Sentence and Word Level (Vocabulary, grammar and punctuation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>- Consolidate Reception list</p> <p>-Fiction:</p> <ul style="list-style-type: none"> • Planning Tools: Story map / story mountain (Refer to Story-Type grids) • Plan opening around character(s), setting, time of day and type of weather • Understanding - beginning /middle /end to a story • Understanding - 5 parts to a story: Opening <i>Once upon a time...Build-up</i> <i>One day...Problem / Dilemma</i> <i>Suddenly.../ Unfortunately...Resolution</i> <i>Fortunately,...Ending</i> <i>Finally,....</i> <p>-Non-fiction:</p> <ul style="list-style-type: none"> • Planning tools: text map / washing line • Heading • Introduction Opening factual statement • Middle section(s) Simple factual sentences around a <i>them</i> • Bullet points for instructions • Labelled diagrams • Ending Concluding sentence 	<p>- Consolidate Reception list</p> <p>-Types of sentences: Statements, Questions, Exclamations</p> <p>-Simple Connectives: <i>and, or, but, so, because, so that, then, that, while, when, where</i></p> <p>-Also as openers: <i>While...When...Where... -'ly' openers</i> <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park. The castle is haunted.</i></p> <p>-Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>-Compound sentences using connectives (coordinating conjunctions) and/or/ but/so <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>-Complex sentences: Use of 'who' (relative clause) <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>-'Run' - Repetition for rhythm <i>He walked and he walked and he walked.</i></p> <p>-Repetition for description <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>- Consolidate Reception list</p> <p>-Prepositions: <i>inside, outside, towards, across, under</i></p> <p>-Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>-Adjectives to describe e.g. <i>The old house... The huge elephant...</i></p> <p>-Alliteration e.g. <i>dangerous dragon slimy snake</i></p> <p>-Similes using as....as... e.g. <i>as tall as a house as red as a radish</i></p> <p>-Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i></p> <p>-Regular plural noun suffixes – s or –es <i>(e.g. dog, dogs; wish, wishes)</i></p> <p>-Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>-How the prefix un– changes the meaning of verbs and adjectives <i>(negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>	<p>- Consolidate Reception list</p> <p>-Capital Letters: Capital letter for names Capital letter for the personal pronoun I</p> <p>-Full stops</p> <p>-Question marks</p> <p>-Exclamation marks</p> <p>-Speech bubble</p> <p>-Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – 'like'</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>

