

Skills Ladder

READING				
Class 1	Class 2	Class 3	Class 4	Class 5
<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound and name to graphemes (letters or groups of letters) for all single sounds (using Sounds Write Initial Code) • read accurately by blending sounds in unfamiliar words containing taught GPCs • read common exception words (within Set 1 and Set 2) 	<ul style="list-style-type: none"> • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far, especially recognising alternative sounds for graphemes (Sounds Write Extended Code) • start to respond with the correct sound and name to graphemes (letters or groups of letters) for those already taught including, where applicable, alternative sounds for graphemes • read further common exception words. • continue to apply phonic knowledge and skills as the route to decode words • Use other strategies to work out unfamiliar words when reading aloud • 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 in chorus plays, poetry and short stories already learnt by heart at times at a level beyond that which they can read independently. • read with increasing accuracy words of two or more syllables that contain the same graphemes as above • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • can read out own writing 	<ul style="list-style-type: none"> • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far, especially recognising alternative sounds for graphemes (Sounds Write Extended Code) • read further exception words • continue to apply phonic knowledge and skills as the route to decode more complex words in unfamiliar words containing GPCs that have been taught • Spontaneously read aloud, independently and in chorus, unfamiliar plays, poetry and short excerpts • 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 • respond speedily with the correct sound and name to graphemes (letter or groups of letters) for all phonemes, including, where applicable, alternative sounds for graphemes. • read accurately words of two or more syllables that contain the same graphemes as above 	<ul style="list-style-type: none"> • Read confidently and independently • Work out unfamiliar words • Introduce non-fiction texts to research information for non-fiction projects. • To have time to read, both self-selected and directed material, in school and at home, independently and with others, and to discuss what they have read • To share their own and others' recommendations for reading material. • Begin to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> • To read a wide range of texts for pleasure: different text-types and genres, literature from their own and other literary heritages • To have time to read, both self-selected and directed material, in school and at home, independently and with others, and to discuss what they have read • To share their own and others' recommendations for reading material. • Continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.

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READING COMPREHENSION

Class 1	Class 2	Class 3	Class 4	Class 5
<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> listening to a wide range of poems, stories at a level beyond that at which they can read independently being encouraged to link what they hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them. recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite many by heart <u>Pupils will be able to understand the books they listen to by:</u> drawing on what they already know or on background information and vocabulary provided by the teacher discussing the significance of the events making inferences on the basis of what is being said and done o 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 <u>Pupils will be able to spell:</u> words containing the phonemes already taught common exception words <u>Pupils will be able to name the letters of the alphabet:</u></p>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> <ul style="list-style-type: none"> • listening to and reciting by heart a wide range of contemporary and classic poetry at a level beyond that at which they can read independently • discussing the sequence of events in books/stories and how items of information are related • further increase familiarity with and retelling of a wide range of literature: seasonal nature stories, traditional folk tales, fables and legends of saints and noble figures and considering their particular characteristics • recognising simple recurring literary language in stories and poetry and song • further discussing and clarifying the meanings of words, linking new meanings to known vocabulary or experiences • continuing to build up an extensive repertoire of poems learnt by heart, appreciating these and reciting all, with appropriate intonation, gestures and movement to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to. </p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u> <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing the sequence of events in books and how items of information are related <ul style="list-style-type: none"> • becoming familiar with a wider range of stories, such as PSHE related stories and stories from the old testament and be able to understand the characteristics of different characters in the story • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting all, with appropriate intonation to make the meaning clear • understand what they read, in books they can read independently. • participate in discussion about both books and stories that are read/told to them and those they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, stories and poems both those that they listen to and those that they read for themselves. </p>	<ul style="list-style-type: none"> • Maintain positive attitudes to reading • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Make reasonable guesses at the meaning of unknown words from content. • Learning a wider range of poetry by heart. • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. • Answering questions to improve their understanding. • Predict what might happen • Summarising the main ideas from more than one paragraph. • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas. 	<ul style="list-style-type: none"> • To read for a range of purposes across the curriculum, developing their understanding of what they read using a variety of strategies and resources, practising extracting key information, summarising and discussing what they have read, and justifying their views and opinions • To learn some technical language for literary analysis, including literary terms and devices. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • Begin to recommend books that they have read to their peers, giving reasons for their choices. • Draw inferences such as inferring characters feelings, thoughts and motives from their actions. • Share and discuss their understanding of what they have read and heard, including through formal presentations, maintaining a focus on the topic.

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<p>naming the letters of the alphabet in order</p> <p>Pupils will be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>				
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WRITING SPELLING AND HANDWRITING

Class 1	Class 2	Class 3	Class 4	Class 5
<ul style="list-style-type: none"> • words containing the phonemes already taught • common exception words • name the letters of the alphabet: • naming the letters of the alphabet in order • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • words containing the phonemes already taught • further common exception words • days of the week and months of the year • using letter names to distinguish between alternative spellings of the same sound • apply simple spelling rules and guidance using Sounds Write approach • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words taught 	<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 • learning to spell common exception words • learn to spell the four seasons • apply spelling rules and guidance using Sounds Write approach • write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> • Use a dictionary to find unknown words for meaning and spelling • Use the first three or four letters of a word to check spelling, meaning or both of these in the dictionary • Use syllabification for spelling and to recognise 'key components' • Use word history to help understand spelling • Distinguish between homophones and other words which are often confused. • Begin to make correct use of the most familiar pre and suffixes 	<ul style="list-style-type: none"> • To begin to spell more challenging and ambitious vocabulary: exploring unfamiliar words in a range of contexts and investigating etymology and morphology.

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	so far and using full stops and capital letters.	that include words using the GPCs, common exception words and punctuation taught so far.		
<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form upper-case letters in the correct direction, starting and finishing in the right place • form digits 0-9 • Write Roman Numerals 	<ul style="list-style-type: none"> • Use printed script for both upper and lower case letters • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another • begin to use the diagonal and horizontal strokes that are needed to join letters • have an understanding of spacing between words, correct letter formation and spacing between sentences is sufficient • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> • <u>write legibly, fluently and with increasing speed by:</u> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • practise handwriting and be encouraged to increase the speed of it. 	<ul style="list-style-type: none"> • choosing the writing implement (e.g. pencil or ink pen) that is best suited for a task.

WRITING VOCABULARY, GRAMMAR AND PUNCTUATION

Class 1	Class 2	Class 3	Class 4	Class 5
<ul style="list-style-type: none"> • develop their understanding of the concepts by: • Leave spaces between words (using stars if needed to support their work) • Join words and clauses using 'and' • Begin to punctuate sentences using a capital letter and a full stop • Begin to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Leave spaces between words • Join words and clauses using 'and' • Punctuate sentences using a capital letter and a full stop • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop, question mark, exclamation mark and commas. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learn how to use sentences with different forms: statement, question, exclamation, command - familiarise with the quality of different parts of speech, e.g. 	<ul style="list-style-type: none"> • Use commas to list items • Use colons to introduce a list • Use commas after fronted adverbials • Use commas before conjunctions involving two independent clauses • Indicate possession by using the possessive apostrophes • Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, and question marks. 	<ul style="list-style-type: none"> • To use a wide range of punctuation accurately and practise using it in their writing • To be exposed to challenging and ambitious vocabulary: exploring unfamiliar words in a range of contexts and investigating etymology and morphology • To explore the accurate use of a range of verb forms and prepositions • Use and punctuate direct speech

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		<p>naming words(nouns), doing words (verbs), painting words (adjectives).</p>	<ul style="list-style-type: none"> • Know the use of simple verb forms in all tenses. • To use co-ordination (using or, and, or but) • Know major parts of speech. 	<ul style="list-style-type: none"> • Use the present, past and future tenses correctly and consistently including the progressive form • Know the use of simple and continuous verb forms in all tenses.
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WRITING COMPOSITION				
Class 1	Class 2	Class 3	Class 4	Class 5
<ul style="list-style-type: none"> • Manipulate writing and drawing materials with confidence and correct grip • Make signs, tickets and write in cards. • Draw detailed and narrative pictures that increase in complexity as they progress. • Form letter shapes. • Write their name and may write other's names. • Begin to write letter shapes and/or words, using their own 	<ul style="list-style-type: none"> • write sentences: • say out loud what they are going to write about • compose a sentence orally before writing it • sequence sentences to form short narratives • read aloud their writing clearly enough to be heard by their peers and the teacher. • make simple additions, revisions and corrections to their own 	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: o writing narratives about personal experiences and those of others (real and fictional) • writing synopsis of stories told • writing their own recollection or favourite part of stories told o writing messages in cards for different occasions • consider what they are going to write before beginning by: discuss 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading, listening and research where necessary. • begin to draft and write. • In narratives describing setting, characters and atmosphere and integrating dialogue to convey character. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb 	<ul style="list-style-type: none"> • To write at length across the curriculum, with scaffolding and prompting that supports them to plan, structure and edit their work. • Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify

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<p>developing phonetic knowledge or copied.</p> <ul style="list-style-type: none"> • Write clusters of letters and/or words using their own developing phonetic knowledge or copied. • Understand that writing has a purpose to communicate a specific meaning. 	<p>writing by:</p> <ul style="list-style-type: none"> • discuss and evaluate their writing with the teacher • re-reading what they have written to check that it makes sense and be able to notice simple spelling and punctuation errors and make corrections • develop positive attitudes towards and stamina for writing <p>by: writing short narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> • writing about real events such as class trips or events • writing simple creative composition • writing short messages in cards for different occasions 	<p>out loud with the class or with a partner what they are going to write about</p> <ul style="list-style-type: none"> • writing down ideas and/or keywords, including new vocabulary as a class • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> o discussing the grammatical structure, punctuation and spelling of their writing with the teacher • read aloud what they have written with appropriate intonation to make the meaning clear 	<p>agreement</p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choosing the appropriate register. • Proof read for spelling and punctuation errors. • Read out and share their own compositions, using appropriate intonation and volume so that the meaning is clear. • Organising paragraphs around a theme. 	<p>meaning.</p>
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