



Skills	FS1	FS2	Year 1
<b>Word Reading - Phonics and Decoding</b>	Develop their phonological awareness so that they can: -Spot and suggest rhymes -Count or clap syllables in a word -Recognise words with the same initial sound, such as money and mother  <b>Children at Parish will:            Orally blend and segment simple vc/cvc words such as up, dog, cat</b>	Read individual letters by saying the sounds for them  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them  <b>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs;</b>  <b>ELG: Read words consistent with their phonic knowledge by sound-blending;</b>  <b>ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b>	Apply phonic knowledge and skills as the route to decode words  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 sounds in unfamiliar words containing GPCs that have been taught  Read other words of more than one syllable that contain taught GPCs
<b>Word Reading – Common Exception Words</b>		Read common exception words (as stated in our phonics programme)	Read common exception words (as stated in our phonics programme), noting unusual correspondences between spelling and sound and where these occur in the word

<p><b>Word Reading - Fluency</b></p>		<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read familiar books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>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</p> <p>Re-read familiar books to build up fluency and confidence in word reading</p>
<p><b>Encoding</b></p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some letters accurately</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p><b>ELG: Write recognisable letters, most of which are correctly formed;</b></p> <p><b>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters;</b></p> <p><b>ELG: Write simple phrases and sentences that can be read by others.</b></p>	<p>Write words containing each of the 40+ phonemes already taught</p> <p>Write/spell common exception words</p> <p>Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</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>

<p><b>Concepts of print (Book and print awareness)</b></p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book, <b>front cover/back cover</b></li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Children at Parish will:</b>  <b>Know how to hold a book the correct way up and turn pages one at a time</b></p>	<p><b>Children at Parish will:</b>  <b>Know that stories have a beginning, middle and end.</b></p> <p><b>Know and use the names of the different parts of a book; front cover/back cover /blurb/title/author/ illustrator</b></p> <p><b>Know that words are separated by spaces</b></p> <p><b>Know that full stops indicate the end of a sentence</b></p> <p><b>Identify a letter, a word, a sentence, a capital letter</b></p> <p><b>Know that we 'return sweep' as we read</b></p>	<p><b>Children at Parish will:</b>  <b>Know and use the names of the different parts of a book; spine/title page</b></p> <p><b>Know and understand the difference between fiction and non-fiction</b></p> <p><b>Be able to identify and use the terms capital letter, lowercase letter</b></p>
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<p><b>Comprehension</b></p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><b>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></p> <p><b>ELG: Anticipate (where appropriate) key events in stories.</b></p> <p><b>ELG: Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</b></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <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"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>
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