



Skills	FS1	FS2	Year 1
<p>Word Reading - Phonics and Decoding</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes -Count or clap syllables in a word -Recognise words with the same initial sound, such as money and mother <p>Children at Parish will: Orally blend and segment simple vc/cvc words such as dog, cat</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>ELG: Read words consistent with their phonic knowledge by sound-blending;</p> <p>ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p>
<p>Word Reading – Common Exception Words</p>		<p>Read common exception words (as stated in our phonics programme)</p>	<p>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>

<p>Word Reading - Fluency</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>Encoding</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>ELG: Write recognisable letters, most of which are correctly formed;</p> <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>ELG: Write simple phrases and sentences that can be read by others.</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>Concepts of print (Book and print awareness)</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book, front cover/back cover • page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Children at Parish will: Know how to hold a book the correct way up and turn pages one at a time</p>	<p>Children at Parish will: Know that stories have a beginning, middle and end.</p> <p>Know and use the names of the different parts of a book; front cover/back cover /blurb/title/author/ illustrator</p> <p>Know that words are separated by spaces</p> <p>Know that full stops indicate the end of a sentence</p> <p>Identify a letter, a word, a sentence, a capital letter</p> <p>Know that we 'return sweep' as we read</p>	<p>Children at Parish will: Know and use the names of the different parts of a book; spine/title page</p> <p>Know and understand the difference between fiction and non-fiction</p> <p>Be able to identify and use the terms capital letter, lowercase letter</p>
--	--	--	--

<p>Comprehension</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>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>ELG: Anticipate (where appropriate) key events in stories.</p> <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • discussing word meanings, linking new meanings to those already known <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"> • 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
-----------------------------	---	--	---

			<ul style="list-style-type: none">• explain clearly their understanding of what is read to them
--	--	--	---