



# Key Learning in Reading and Writing for Year 1/2

# Mixed Age Key Learning in Reading and Writing

## **What is *Mixed Age Key Learning in Reading and Writing*?**

The *Key Learning in Reading and Writing* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These have been matched across two year groups to show progression in Year 1 and Year 2.

## **Where have they come from?**

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study.

## **How are they different from the National Curriculum programmes of study?**

The aim was to specify the key learning in reading and writing for each year group and match statements so show progression from Year 1 into Year 2. Further details have also been added to clarify and exemplify the statements from the programmes of study.

## **How might *Mixed Age Key Learning in Reading and Writing* be useful?**

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. They will enable teachers to plan for mixed age classes by examining the progression and match of statements. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.

<b>Key Learning in Reading: Year 1</b> <b>Word Reading</b>	<b>Key Learning in Reading: Year 2</b> <b>Word Reading</b>
<ul style="list-style-type: none"> <li>Read aloud accurately books that are consistent with their developing phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>
<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> </ul>
<ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> </ul>	
<ul style="list-style-type: none"> <li>Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> </ul>
<ul style="list-style-type: none"> <li>Read accurately by blending sounds in unfamiliar words.</li> <li>Split two and three syllable words into the separate syllables to support blending for reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Read common exception words, noting tricky parts.</li> </ul>	<ul style="list-style-type: none"> <li>Read further common exception words, noting tricky parts.</li> </ul>
<ul style="list-style-type: none"> <li>Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings.</li> </ul>	<ul style="list-style-type: none"> <li>Read words containing common suffixes, e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Read words with contractions, e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</li> </ul>	
<ul style="list-style-type: none"> <li>Develop fluency, accuracy and confidence by re-reading books.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read books to build up fluency and confidence in word reading.</li> </ul>
<ul style="list-style-type: none"> <li>Read more challenging texts using phonics and common exception word recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Read longer and less familiar texts independently.</li> </ul>
	<ul style="list-style-type: none"> <li>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li> </ul>
<b>Comprehension</b>	<b>Comprehension</b>
<b>Developing pleasure in reading and motivation to read</b>	<b>Developing pleasure in reading and motivation to read</b>
<ul style="list-style-type: none"> <li>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and contemporary and classical poetry.</li> </ul>
<ul style="list-style-type: none"> <li>Relate texts to own experiences.</li> </ul>	
<ul style="list-style-type: none"> <li>Recognise and join in with language patterns and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a far away land...</i>)</li> </ul>
<ul style="list-style-type: none"> <li>Use patterns and repetition to support oral retelling e.g. fairy stories, traditional tales and stories by well-known authors.</li> </ul>	
<ul style="list-style-type: none"> <li>Orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Orally retell a wider range of stories, fairy tales and traditional tales.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Sequence and discuss the main events in stories and recounts.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanation, instructions, reports, recounts.</li> </ul>
<ul style="list-style-type: none"> <li>• Enjoy and recite poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn and recite a range of poems using appropriate intonation.</li> </ul>
<ul style="list-style-type: none"> <li>• Make personal reading choices and explain reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul>
<b>Understanding books which they can read themselves and those which are read to them</b>	<b>Understanding books which they can read themselves and those which are read to them</b>
<ul style="list-style-type: none"> <li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Identify and discuss favourite words and phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror</i>, <i>terrorised</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use tone and intonation when reading aloud.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Activate prior knowledge, e.g. <i>what do you know about minibeasts?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Activate prior knowledge and raise questions, e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Check that texts make sense when reading and self correct.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check that texts make sense when reading and self correct.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Explain clearly their understanding of what is read to them.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of fiction and no-fiction texts by asking and answering who, what, where, when, how why questions.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Identify and discuss the main events in stories.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Identify and discuss the main characters in stories.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Recall specific information in fiction and non-fiction texts.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Identify how specific information is organised within non-fiction texts, e.g. <i>sub-headings, contents, bullet, points, glossary, diagrams</i>.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Discuss the title and how it relates to the events in the whole story, e.g. <i>Peace at Last by Jill Murphy</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Make basic inferences about what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make inferences about characters and events using evidence from the text, e.g. <i>what is the character thinking, saying and feeling?</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Make predictions based on what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make predictions based on what has been read so far.</li> </ul>

<b>Participating in discussion</b>	<b>Participating in discussion</b>
<ul style="list-style-type: none"> <li>▪ Listen to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Take turns.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Consider other points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Make contributions in whole class and group discussion.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Listen and respond to contributions from others.</li> </ul>

Key Learning in Writing: Year 1	Key Learning in Writing: Year 2
Composition	Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, simple sentences which make sense.</li> </ul>	
<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> </ul>	
<ul style="list-style-type: none"> <li>Separate words with spaces.</li> </ul>	
<ul style="list-style-type: none"> <li>Use punctuation to demarcate simple sentences (capital letters and full stops).</li> </ul>	<ul style="list-style-type: none"> <li>Secure the use of full stops, capital letters.</li> </ul>
<ul style="list-style-type: none"> <li>Use capital letter for the personal pronoun <i>I</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Use capital letters for names of people, places and days of the week.</li> </ul>	
<ul style="list-style-type: none"> <li>Identify and use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the use of exclamation marks and question marks.</li> </ul>
<ul style="list-style-type: none"> <li>Use the joining word <i>and</i> to link words and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Say write and punctuate simple and compound sentences using the joining word <i>and</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Say write and punctuate simple and compound sentences using the joining words <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).</li> </ul>
	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, command, exclamation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use commas to separate items in a list.</li> </ul>
	<ul style="list-style-type: none"> <li>Use apostrophes for contracted forms, e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Use subordination for reason using <i>because</i> and <i>if</i>, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> </ul>
<ul style="list-style-type: none"> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>helping</i>, <i>helped</i>, <i>helper</i></li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use verbs.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore the progressive form of verbs in the present tense, (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</li> </ul>
	<ul style="list-style-type: none"> <li>Use past tense for narrative, recounts and historical reports.</li> </ul>
	<ul style="list-style-type: none"> <li>Use present tense for non-chronological reports and persuasive adverts.</li> </ul>
<ul style="list-style-type: none"> <li>Make singular nouns plural using <i>s</i> and <i>es</i>, e.g. <i>dog</i>, <i>dogs</i>; <i>wish</i>, <i>wishes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use nouns.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes <i>ness</i> and <i>er</i> to create nouns, e.g. <i>happiness</i>, <i>sadness</i>, <i>teacher</i>, <i>baker</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i></li> </ul>
	<ul style="list-style-type: none"> <li>Select, generate and effectively use adjectives.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes <i>ful</i> or <i>less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use suffixes <i>er</i> and <i>est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Add the prefix <i>un</i> to verbs and adjectives to change the meaning, e.g. <i>untie, unkind</i>.</li> </ul>	
<b>Composition</b>	<b>Composition</b>
<b>Planning</b>	<b>Planning</b>
<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Sequence ideas and events in narrative.</li> </ul>	
<ul style="list-style-type: none"> <li>Sequence ideas and events in non-fiction.</li> </ul>	
<ul style="list-style-type: none"> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	
<b>Drafting and Writing</b>	<b>Drafting and Writing</b>
<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse each sentence prior to writing.</li> </ul>
<ul style="list-style-type: none"> <li>Re-read every sentence to check it makes sense.</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop a positive attitude to writing.</li> </ul>
<ul style="list-style-type: none"> <li>Compose and sequence their own sentences to write short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Develop stamina for writing in order to write at length.</li> </ul>
<ul style="list-style-type: none"> <li>Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real and fictional events.</li> </ul>
	<ul style="list-style-type: none"> <li>Write simple poems based on models.</li> </ul>
<ul style="list-style-type: none"> <li>Use formulaic phrases to open and close texts.</li> </ul>	
	<ul style="list-style-type: none"> <li>Make simple notes from non-fiction texts, e.g. <i>highlighting and noting key words</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Write in different forms with simple text type features, e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use specific text type features to write for a range of audiences and purposes, e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</li> </ul>
<b>Evaluating and Editing</b>	<b>Evaluating and Editing</b>
<ul style="list-style-type: none"> <li>Discuss their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with adults and peers.</li> </ul>
	<ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose.</li> </ul>
	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation</li> </ul>
	<ul style="list-style-type: none"> <li>Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop</i>.</li> </ul>
<b>Performing</b>	<b>Performing</b>
<ul style="list-style-type: none"> <li>Read aloud their writing audibly to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>

Transcription Spelling	Transcription Spelling
<ul style="list-style-type: none"> <li>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> </ul>
<ul style="list-style-type: none"> <li>Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words with the /!]/sound spelt n before k, e.g. <i>bank, think</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Divide words into syllables, e.g. <i>pocket</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell common exception words (see below).</li> </ul>	<ul style="list-style-type: none"> <li>Learn to spell common exception words (see below).</li> </ul>
	<ul style="list-style-type: none"> <li>Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Spell correctly and distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).</li> </ul>
<ul style="list-style-type: none"> <li>Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell days of the week.</li> </ul>	
<ul style="list-style-type: none"> <li>Add s and es to words, e.g. <i>thanks, catches</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> </ul>	
<ul style="list-style-type: none"> <li>Add -er and -est to adjectives where no change is needed to the root word.</li> </ul>	<ul style="list-style-type: none"> <li>Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. <i>copied, copier</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use suffixes er and est, e.g. <i>faster, fastest, smaller, smallest</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes ness and er, e.g. <i>happiness, sadness, teacher, baker</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffix ment to spell longer words, e.g. <i>enjoyment</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes ful and less e.g. <i>playful, careful, careless, hopeless</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use suffix ly e.g. <i>slowly, gently, carefully</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Spell words with vowel digraphs.</li> </ul>	Spell words with:
<ul style="list-style-type: none"> <li>Spell words with vowel trigraphs.</li> </ul>	- the /d3/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i> ), and spelt as g elsewhere (e.g. <i>magic, giant</i> ).
<ul style="list-style-type: none"> <li>Spell words ending -y (/i:/ or /1/), e.g. <i>happy</i>.</li> </ul>	- the /s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i>
<ul style="list-style-type: none"> <li>Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</li> </ul>	



-	<ul style="list-style-type: none"> <li>- the /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i>.</li> <li>- the /J/ sound spelt wr at the beginning, e.g. <i>wrote, wrong</i>.</li> <li>- the /l/ or /al/ sound spelt -le at the end of words, e.g. <i>table, apple</i>.</li> <li>- the /l/ or /al/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i>.</li> <li>- the /l/ or /al/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i>.</li> <li>- the ending -il e.g. <i>pencil, fossil, nostril</i>.</li> <li>- the /a1/ sound spelt -y at the end of words, e.g. <i>try, reply</i>.</li> <li>- The /J:/ sound spelt a before l and ll, e.g. <i>call, walk</i></li> <li>- The /A/ sound spelt o, e.g. <i>mother, Monday</i></li> <li>- The /i:/ sound spelt -ey, e.g. <i>key, donkey</i></li> <li>- The /o/ sound spelt a after w and qu, e.g. <i>wander, quantity</i></li> <li>- The /3:/ sound spelt or after w, e.g. <i>word, worm</i></li> <li>- The /J:/ sound spelt ar after w, e.g. <i>war, warm</i></li> <li>- The /3/ sound spelt s, e.g. <i>television, usual</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Add the prefix -un.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Name the letters of the alphabet in order.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Spell words ending in -tion, e.g. <i>station, fiction</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Transcription</b>	<b>Transcription</b>
<b>Handwriting</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>▪ Sit correctly at a table and hold a pencil correctly.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Hold a pencil with an effective grip.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Form lower-case letters of the correct size relative to one another.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>').</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Form digits 0-9 correctly. <ul style="list-style-type: none"> <li>- Practise forming letters in handwriting families:</li> <li>- 'Long ladders' – <i>i, j, l, t, u,</i></li> <li>- 'One armed robots' – <i>b, h, m, n p, r</i></li> <li>- 'Curly caterpillars' – <i>c, a, d, e, g, o, q, f, s</i></li> <li>- Zig-zag letters – <i>k, v, w, x, y, z</i></li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>▪ Form capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientate capital letters correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use capital letters appropriately, e.g. <i>not always writing A as a capital, not using capitals within words.</i></li> </ul>
	<ul style="list-style-type: none"> <li>▪ Write capital letters and digits of the correct size relative to one another and to lower case letters.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use spacing between words which reflects the size of the letters.</li> </ul>

## English

### Word Lists for Reading and Spelling

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

## **For further information, please contact:**

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