English
Key Learning Indicators of Performance in Reading: Year 1

Word Reading	Comprehension
As above and:	As above and:

Word Reading — As above and:

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow.*
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (see below).
- Read words containing –*s, -es, -ing, -ed, -er, -est* endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.

Comprehension — As above and:

Developing pleasure in reading and motivation to read

- 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.
- Relate texts to own experiences.
- Recognise and join in with language patterns and repetition.
- Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
- Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.*
- Enjoy and recite rhymes and poems by heart.
- Make personal reading choices and explain reasons for choices.

Understanding books which they can read themselves and those which are read to them

- Introduce and discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge e.g. *what do you know about minibeasts?*
- Check that texts make sense while reading and self-correct.
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Give opinions and support with reasons e.g. *I like the Little Red Hen because she…*
- Explain clearly their understanding of what is read to them.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Recall specific information in fiction and non-fiction texts.
- Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*
- Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.*
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.

Participating in discussion

- Listen to what others say.
- Take turns.

English
Key Learning Indicators of Performance in Reading: Word Lists

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	

English
Key Learning Indicators of Performance in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
- Say, and hold in memory whilst writing, simple **sentences** which make sense. - Write simple **sentences** that can be read by themselves and others. - Separate **words** with spaces. - Use **punctuation** to demarcate simple **sentences** (**capital letters** and **full stops**). - Use capital **letter** for the personal pronoun *I*. - Use **capital letters** for names of people, places and days of the week. - Identify and use **question marks** and **exclamation marks.** - Use the joining word *and* to link words and clauses. - Extend range of joining words to link words and clauses using *but* and *or*. - Make **singular** nouns **plural** using *'s'* and *'es'* e.g. *dog, dogs; wish, wishes.* - Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.* - Add the prefix *'un'* to verbs and adjectives to change the meaning e.g. *untie, unkind.*	**Planning** - Orally plan and rehearse ideas. - Sequence ideas and events in narrative. - Sequence ideas and events in non-fiction. - Use familiar plots for structuring the opening, middle and end of their stories. **Drafting and Writing** - Orally compose every **sentence** before writing. - Re-read every **sentence** to check it makes sense. - Compose and sequence their own sentences to write short narratives. - Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions.* - Use formulaic phrases to open and close texts. - Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.* **Evaluating and Editing** - Discuss their writing with adults and peers. **Performing** - Read aloud their writing audibly to adults and peers.	- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. - Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back.* - Spell words with the /ŋ/sound spelt n before k, e.g. *bank, think.* - Divide words into syllables, e.g. *pocket.* - Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch.* - Spell words with the /v/ sound at the end of words, e.g. *have, live, give.* - Add s and es to words, e.g. *thanks, catches.* - Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. - Add –er and –est to adjectives where no change is needed to the root word. - Spell words with vowel digraphs. - Spell words with vowel trigraphs. - Spell words ending –y (/iː/ or /ɪ/), e.g. *happy.* - Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel.* - Spell words using k for the /k/ sound, e.g. *Kent.* - Add the prefix –un. - Spell compound words, e.g. *farmyard, bedroom.* - Spell common exception words (see below). - Spell days of the week. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same sound. - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	- Sit correctly at a table and hold a pencil correctly. - Hold a pencil with an effective grip. - Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented.* - Form digits 0-9 correctly. - Practise forming letters in handwriting families: 'Long ladders' – i, j, l, t, u, 'One armed robots' – b, h, m, n p, r 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z - Have clear ascenders (*'tall **letters**'*) and descenders (*'tails'*). - Form **capital letters** correctly.

English
Key Learning Indicators of Performance in Writing: Word Lists

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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	