

Literacy Objectives

Year 1	Year 2
Handwriting and presentation	
<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
Reading: Word reading and comprehension	
<ul style="list-style-type: none"> • 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading. • develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read books to build up their fluency and confidence in word reading. • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry

- 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
- understand both the books they can already read accurately and fluently and those they listen to by:
- 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
- explain clearly their understanding of what is read to them

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Grammar, punctuation and Vocabulary

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing

- Use co-ordination (and, or, but) to write compound sentences.
- Some use of subordination (when, if, that, because) to write complex sentences.
- Use adjectives and adverbs to describe and specify:
- Some expanded noun phrases to add description and detail e.g. yellowish fur with black spots; the deep, dark wood
- Some use of -ly to turn adjectives into adverbs (slow- slowly)
- Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma's big teeth. (C)
- Use a variety of punctuation with increasing accuracy:
- Most sentences demarcated accurately with full stops and capital letters (including for proper nouns)

	<ul style="list-style-type: none"> ▪ Some use of exclamation marks for effect (Stop!) ▪ Some use of question marks • Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck) ▪ Some apostrophes for simple contracted forms e.g. don't Begin to use apostrophes for singular possession in nouns e.g. the dog's tail, John's hat ▪ Use past and present tense mostly correctly throughout writing <p>Some use of verbs to mark actions in progress e.g. She is drumming</p>
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Writing: Transcription

<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: <ul style="list-style-type: none"> ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> ▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un- ▪ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in English Appendix 1 <ul style="list-style-type: none"> ▪ 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"> ▪ 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, including a few common homophones ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for example, the girl's book] ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Writing: Composition

<ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it

<ul style="list-style-type: none"> ▪ Develop a positive attitude and stamina for writing. ▪ Plan, draft and orally rehearse writing using key words and new vocabulary

<ul style="list-style-type: none"> ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> ▪ Write meaningful narratives selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader ▪ Write poetry ▪ Consider what they are going to write before beginning by planning or saying out loud, writing down ideas/key words including new vocabulary and think about what they want to say sentence by sentence ▪ Use conjunctions and pronouns to extend and link sentences (She picked the flower and she gave the flower to her mum.) ▪ Re-read writing to check for meaning and tense form ▪ Evaluate effective use of word choice, grammar and punctuation in writing (some prompting may be required, including discussion with the teacher) ▪ Make appropriate additions, revisions and corrections when proof-reading and editing (some prompting may be required, including discussion with the teacher) ▪ Re-read to check writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ Proof read to check for errors in spelling, grammar and punctuation ▪ Read work aloud with appropriate intonation
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Working at greater depth within the expected standard:

- Purpose of the writing is clear
- Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he)
- Co-ordination is used effectively to link two pieces of information (and) • Beginning to develop a greater range of conjunctions (e.g. because, when, but)
- Noun phrases give description and detail • Full stops, capital letters, exclamation marks and question marks are used with greater control
- Mostly accurate formation of lower case letters, starting and finishing in the correct place
- Mostly accurate use of the prefix un- when required
- Mostly accurate use of suffixes (-s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word
- Growing accuracy when spelling words using taught phonemes (refer to Phase 5 Letters & Sounds)
- Growing accuracy when spelling common exception words previously taught (refer to Letters & Sounds 100 high-frequency words)

Working at greater depth within the expected standard:

- Greater awareness of the reader, including more controlled use of noun phrases and adverbs • A level of formality appropriate to the purpose of the writing is evident (e.g. mirroring the language used in traditional tales, appropriate vocabulary and structure for a letter of apology) • The full range of punctuation is used mostly correctly including apostrophes for singular possession in nouns • Accurate use of past and present tense • Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences • Spell most common exception words correctly (refer to Letters & Sounds pg. 195 Next 200 common words) • Spell most words with contracted forms (refer to Letters & Sounds pg. 195 Next 200 common words) • Add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly • Use the diagonal and horizontal strokes needed to join letters in most writing • Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence

