



Phonics Terminology - To be used alongside Little Wandle

Term	Definition
Automaticity	Reading a word fluently and quickly without breaking it down into the individual phonemes/ sounds.
Adjacent consonants	Two (or three) letters making two (or three) sounds. E.g. the first three letters of 'strap'.
Blending	The process of using phonics for reading. Identifying the sounds (phonemes) in a word and then putting them together to read the word. It is the reverse to segmenting. E.g. 's-n-a-p' blended together reads 'snap'
Consonant digraph	Two consonants which together make one sound (phoneme). E.g. /sh/ in 'shop'.
Consonants	Most letters of the alphabet are consonants, except for the vowels: a, e, i, o, u. E.g. b, c, d, f, g
CVC (VC, CVC, CCVC, CVCC, etc)	V stands for a vowel. C stands for a consonant. CVC: Consonant-vowel-consonant word. E.g. VC – 'it', CVC – 'cat', CVCC – 'stop', CVCC – 'lamp'.

Diagraph	Two letters which together make one sound (phoneme). E.g. /ar/ in 'chart'.
GPC (Grapheme Phoneme Correspondence)	Knowing which sounds (phonemes) correspond to which letters (graphemes) and vice-versa.
Grapheme	Written representations of sounds. A letter or group of letters representing one sound (phoneme). E.g. 'ck', 'igh', 't', 'sh'
Phoneme	The smallest unit of sound in a word. It can be made by one or more letters. E.g. 's', 'k', 'oo'.
Segmenting	The process of using phonics for writing. Breaking down a whole word into its sounds (phonemes) to spell the word. It is the reverse to blending. E.g. 'shirt' is segmented into 'sh-ir-t'.
Split Diagraph	Where a consonant comes in between the two graphemes of a single sound (phoneme). E.g. 'k' in 'make' separates the diagraph /ae/, creating the split diagraph /a_a/.
Tricky words	Words that are commonly used in English, but have complex spelling patterns which make them difficult to sound out. E.g. 'said', 'of' 'was'
Trigraph	Three letters which together make one sound (phoneme). E.g. /igh/ in 'light'.

Vowel Diagraph	Two vowels which together make one sound (phoneme) or two letters (at least one being a vowel) which together make one sound (phoneme). E.g /oa/ in 'boat'.
Vowels	The letters a, e, i, o, u.

Grammar Terminology

Year	Key Terminology
1	<p>Capital letter A large letter. E.g. A, B, C.</p> <p>Exclamation mark A punctuation mark put at the end of an exclamation. (!)</p> <p>Full stop A punctuation mark put at the end of a sentence or to show that a word has been shortened. (.)</p> <p>Letter One of the symbols used for writing words. E.g. a, b, c.</p> <p>Plural More than one. It usually has the suffix -s or -es. Some have different morphology (e.g. mouse to mice).</p> <p>Punctuation Any other conventional features of writing other than spelling and general layout. One important role of punctuation is to indicate sentence boundaries. Standard punctuation marks are . , ; ? ! – () “ ” and word spaces, capital letters, apostrophes, paragraph breaks and bullet points.</p> <p>Question mark A punctuation mark put at the end of a question. (?)</p> <p>Sentence A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence.</p> <p>Singular One person or thing.</p>

	<p>Word A word is a unit of grammar: A set of sounds or letters that has a meaning. it can be selected and moved around relatively independently, but cannot easily be split. Words are normally separated by word spaces.</p>
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Year 2	Key Terminology
	<p>Adjective A word that describes a noun, usually used before the noun to modify it or after the verb 'be'.</p> <p>Adverb A word used to describe/modify a verb, an adjective, other adverbs or a whole sentence.</p> <p>Apostrophe Punctuation used to show the place of missing letters or marking possession.</p> <p>Comma A punctuation mark used to mark a pause in writing. (,)</p> <p>Command An order to do something.</p> <p>Compound A word containing at least two root words.</p> <p>Exclamation A word or phrase you say aloud to show a strong feeling such as surprise, fear or pain.</p> <p>Noun Nouns are sometimes called naming words because they name people, places and things. Most nouns fit into the frame "The___ matters/matter."</p> <p>Noun phrase A phrase with a noun as its head. (E.g. some foxes, foxes with bushy tails.)</p> <p>Question Something you ask when you want to find out something. It can also be a problem or subject for discussion.</p> <p>Statement Words that state something.</p> <p>Suffix An 'ending', used at the end of one word to turn it into another word. They cannot stand on their own as a complete word.</p>

	<p>Tense (past, present) Tense is the choice between present and past verbs that shows when the action happens.</p> <p>Verb Verbs are sometimes called 'doing words' because many name an action that someone does. Many verbs name states or feelings rather than actions. Verbs are usually in the past or present.</p>
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Year	Key Terminology
3	<p>Clause A part of a sentence with its own verb. A clause sometimes be complete sentences. Clauses may be main or subordinate.</p> <p>Conjunction A conjunction links two words or phrases together.</p> <p>Consonant/ Consonant letter Letters of the alphabet except a, e, i, o, u and y which can represent vowels.</p> <p>Direct speech The reporting of speech by repeating the actual words of a speaker.</p> <p>Inverted commas Punctuation marks put around spoken words and quotations. (“ “ or ‘ ‘)</p> <p>Prefix A prefix is added at the beginning of a word in order to turn it into another word.</p> <p>Preposition A word put in front of a noun or pronoun to show how it is connected with other words. They often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Subordinate clause A clause which is subordinate to some other part of the same sentence is a subordinate clause.</p> <p>Vowel/ Vowel letter Letters a, e, i, o, u and y can represent vowels.</p> <p>Word family The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.</p>

Year 4	Key Terminology
	<p>Adverbial A word or phrase that is used, like an adverb, to modify a verb or clause. It typically expresses place, time or manner.</p> <p>Determiner A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Inflection How a word changes when put into the past tense or plural (e.g. went to go, mouse to mice or walk to walker).</p> <p>Possessive pronoun A pronoun indicating possession. (E.g. mine, yours, hers, theirs.)</p> <p>Pronoun A word used instead of a noun. They are grammatically more specialised and it is harder to modify them (E.g. she, he, they, these.)</p>

Year 5	Key Terminology
	<p>Ambiguity Having more than one possible meaning.</p> <p>Bracket A punctuation mark used in pairs to separate words or figures. ()</p> <p>Cohesion A text has cohesion if it is clear how the meanings of its parts fit together.</p> <p>Dash A punctuation mark used between parts of a compound word or between the syllables of a word when the word is divided at the end of a line of text.</p> <p>Modal verb Used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. (E.g. will, would, can, could, may, might, shall, should, must and ought.)</p> <p>Parenthesis A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.</p> <p>Relative clause A special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun,</p>

	<p>though the relative pronoun <i>that</i> is often omitted. A relative clause may also be attached to a clause. The pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>Relative pronoun A pronoun that introduces a relative clause. (E.g that, which, who, whom and whose.)</p>
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Year 6	Key Terminology
	<p>Active When the subject in a sentence is doing the action.</p> <p>Antonym Two words are antonyms if their meanings are opposites. (E.g. light and dark.)</p> <p>Bullet points A punctuation mark used in front on items in a list.</p> <p>Colon A punctuation mark used to separate one part of a sentence from another. (:)</p> <p>Ellipsis Ellipsis is the omission of a word or phrase which is expected and predictable.</p> <p>Hyphen A punctuation mark/ short dash used to join words or parts of words. (-)</p> <p>Object An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting on.</p> <p>Passive When the subject of the sentence is being acted on by the verb.</p> <p>Semi-colon A punctuation mark used to mark a more defined break than a comma, typically between two main clauses. (;)</p> <p>Subject The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is just before the verb in a statement or just after the auxiliary verb, in a question.</p> <p>Synonym Two words are synonyms if they have the same meaning, or similar meanings. (E.g. talk and speak.)</p>

Grammar	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conjunctions	Begins to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	Use and to join words and clauses.	Subordination: when, if, that, because Co-ordination: or, and, but	To express time, place and cause, including when, before, after, while, so, because.			
Past and present tense	Uses a range of tenses in speech (e.g. play, playing, will play, played). Retells a simple past event in correct order (e.g. went down slide, hurt finger) Uses past, present and future forms accurately when talking		Use the present and past tenses correctly and consistently including the progressive form.	Using the present perfect form of verbs in contrast to the past tense.			

	about events that have happened or are to happen in the future.						
Noun phrase			Use expanded noun phrases to describe and specify.		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.		Use expanded noun phrases to convey complicated information concisely.
Forms	<p>Begins to understand 'why' and 'how' questions.</p> <p>Questions why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>Answers 'how' and 'why' questions about their experiences and in response</p>		Use different forms: statement, question, exclamation, command.	Use of the forms 'a' and 'an' according to whether the next word begins with a consonant or vowel.	Standard English forms for verb inflections instead of local spoken forms.		<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to</p>

	to stories or events.						mark relationships of time and cause.
Adverbs				To express time, place and cause, including then, next, soon, therefore.		Indicating degrees of possibility, including perhaps, surely.	
Modal verbs						Indicating degrees of possibility, including, might, should, will, must.	
Prepositions	Shows an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.			To express time, place and cause, including before, after, during, in, because of.			
Adverbials					Use fronted adverbials including Later that day.	Link ideas of paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices.	

Cohesion					Appropriate choice of noun or pronoun within and across sentence to aid cohesion and avoid repetition.	Use devices to build cohesion withing a paragraph including, then, after, that, this, firstly.	
Relative clauses						Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	

Punctuation	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Capital letters		Used to punctuate/ demarcate sentences. For names of people, places. For the days of the week. For the personal pronoun I.	Used to demarcate sentences. Names of people, places and dates.				
Full stops		Used to punctuate/ demarcate sentences.	Used to demarcate sentences.				
Question marks		Used to punctuate sentences.	Used to demarcate sentences.				
Exclamation marks		Used to punctuate sentences.	Used to demarcate sentences.				

Commas			To separate items in a list.		After the reporting clause in speech. After fronted adverbials.	To indicate parenthesis. To clarify meaning or avoid ambiguity.	
Apostrophes			In contractions- To mark where letters are missing in a spelling. To mark singular possession in nouns.		To show possession: Using the possessive apostrophe accurately in words with plural nouns.		
Inverted commas				To begin to punctuate direct speech.	To punctuate direct speech (with other punctuation).		
Dashes						To indicate parenthesis.	To mark the boundary between independent clauses.
Brackets						To indicate parenthesis.	
Hyphen						To join a prefix to root words.	To avoid ambiguity. To join a prefix to root words.

Semi-colon							<p>To mark the boundary between independent clauses.</p> <p>Used within lists.</p>
Colon							<p>To mark the boundary between independent clauses.</p> <p>To introduce a list.</p>
Bullet points							To list information

Spelling – To be used alongside no nonsense spelling books (Year 2-6) and Little Wandle (Nursery-Year 2)

	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics/sounds	<p>Letters and sounds Phase 1, 2, 3 and 4.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sounds in words.</p> <p>Segments the</p>	<p>Revisit letters and sounds Phase 3 and 4.</p> <p>Teach Phase 5.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p>	<p>Revisit letters and sounds Phase 5</p> <p>Teach 6.</p> <p>J as -dge, -g and -ge.</p> <p>S as c.</p> <p>N as kn and gn.</p> <p>R as wr.</p> <p>L as -le, -el and -al.</p> <p>-il</p> <p>I as -y.</p> <p>or as a before l and ll.</p> <p>u as o.</p> <p>Spell words ending</p>	<p>The /l/ sound spelt 'y' elsewhere than the end of words.</p> <p>Example words: gym, Egypt, pyramid.</p> <p>Spell words with the /k/ sound spelt ch.</p> <p>Example words: Chorus, echo, character.</p>	<p>Spell words ending in /zə/ or /tʃə/ spelt as -sure/-ture.</p> <p>Example words: Measure, treasure, creature, adventure.</p> <p>Spell words ending in -sion.</p> <p>Example words: Division, television, confusion.</p> <p>Spell words with the /s/ sound spelt</p>	<p>Spell words with the /i:/ sound spelt ei after c.</p> <p>Rule: The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Example words: deceive, conceive, receive, perceive, ceiling. (Exceptions: protein, caffeine, seize.)</p> <p>Spell words with 'silent' letters.</p> <p>Example words: doubt, island, lamb,</p>	<p>Spell words with the endings /ʃəs/ spelt -cious or -tious.</p> <p>Example words: vicious, precious, delicious, ambitious.</p> <p>Rule: If words end in 'ce' the 'e' is usually dropped.</p> <p>Example words: gracious, spacious.</p> <p>Spell words with the endings /ʃəl/. Rule: -cial is common after a vowel letter and -tial after a consonant letter.</p> <p>Example words:</p>

	<p>sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Diagrams: ff, ll, ss, zz, ck, ai, oi, ay, oy, a-e, e-e, i-o, o-e, u-e (oo), u-e (yoo), ar, ee, ea, er, ir, ur, oo, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, aw, au, ph, wh,</p> <p>Trigraphs: tch, ore,</p>	<p>in -tion.</p> <p>Example words: station, fiction, section.</p> <p>Segment spoken words into phonemes and represent these by graphemes.</p> <p>Learn 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.</p>	<p>Spell words with the /ʃ/ sound spelt ch.</p> <p>Example words: chef, chalet, machine.</p> <p>Spell words ending with the /g/ sound spelt gue and the /k/ sound spelt que.</p> <p>Example words: league, tongue, antique, unique.</p> <p>Spell words with the /ɛɪ/ sound spelt ei, eigh or ey.</p> <p>Example words: vein, weight, eight, neighbour, they.</p> <p>Spell words with the /ɹ/</p>	<p>sc.</p> <p>Example words: science, scene, fascinate.</p> <p>Spelling words ending in -ion and -ian. (Rules are appropriate for most words.)</p> <p>Rule 1: Add -tion if the root word ends in 't' or 'te'.</p> <p>Example words: invention, injection, action.</p> <p>Rule 2: Add -ssion if the root word ends in 'ss' or 'mit'.</p> <p>Example words: expression, discussion</p> <p>Rule 3: Add -sion if the root word ends in 'd' or 'se'.</p> <p>Example words: expansion, tension.</p> <p>Rule 4: Add -cian if the root word ends in</p>	<p>solemn, thistle, knight, psalm.</p> <p>Spell words ending in -able/-ably and -ible/-ibly. (-able/-ably ending are far more common.)</p> <p>Rule 1: Use the -able ending if there is a related word ending in -ation.</p> <p>Example words: adorable/adorably, applicable/applicably, considerable/considerably.</p> <p>Rule 2: If the -able ending is added to a word ending in -ce or -ge, the e is kept.</p> <p>Example words: changeable, noticeable.</p> <p>Rule 3: The -able ending is usually used if a complete root word can be heard before it.</p> <p>Example words: dependable, comfortable, understandable, reasonable, enjoyable.</p>	<p>official, special, artificial. (Some exceptions: initial, financial.)</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/ency. (Rules are appropriate for most words.)</p> <p>Rule 1: Use -ant and -ance/-ancy if there is a related word with a /æ/ or /ɛɪ/ sound in the right position. Use if a related word ending in -ation</p> <p>Example words: observant, observance, (observation), expectant, (expectation), hesitant, hesitancy, (hesitation).</p> <p>Rule 2: Use -ent and -ence/-ency after a soft c (/s/), soft g (/dʒ/) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>Example words: innocent, innocence,</p>
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		air, ear, are Other: k as k.		sound spelt as ou . Example words: young, touch, double, trouble, country.	'c' or 'cs'. Example words: musician, electrician.	Rule 4: The -ible ending is common if a complete root word cannot be heard before. Example words: possible/possibly, horrible/horribly, terrible/terribly. Spell words containing the letter string ough . It can be used to spell a number of different sounds. Example words: brought, thought, enough, cough, though, dough, thorough, plough.	decent, decency, frequent, confident, confidence.
Common exception words	Writes some irregular common words.	The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there,	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,	Year 3/ 4 spelling list broken down Suffix -ly, -ally accidentally actually occasion(ally) probably Adding prefixes (dis)appear (dis)believe	Year 3/ 4 spelling list broken down 'n' spelt as 'kn' knowledge knowledgeable -tion and -sion mention occasion position possess(ion) question	Year 5/ 6 spelling list broken down 'y' makes the 'i' sound physical symbol system -ough letter string through -le words available vegetable	Year 5/ 6 spelling list broken down -ous words disastrous Marvellous Mischievous Unstressed vowels accommodate bruise category cemetery definite

		<p>where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.</p>	<p>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</p>	<p>(re)build (re)position</p> <p>'ei', 'ey' and 'eigh' sounds eight/eighth reign weight height (exception)</p> <p>Adverbials therefore</p> <p>Split diagraph - long vowel sounds arrive decide describe extreme guide surprise</p> <p>Cross-curricular words earth eight/eighth fruit heart history increase</p>	<p>-ous words famous various</p> <p>-ible words possible</p> <p>-ough letter string enough though/although thought through</p> <p>Unstressed vowels different favourite February interest library ordinary separate</p> <p>Double consonants address appear arrive different difficult disappear grammar occasion opposite pressure</p>	<p>vehicle muscle</p> <p>Cross-curricular words forty temperature twelfth</p> <p>-tion words competition explanation profession pronunciation</p> <p>'i' before 'e' except after 'c' when the sound is 'ee' achieve convenience mischievous</p> <p>Word families familiar identity signature symbol</p> <p>Words originating from other countries conscience conscious desperate yacht</p>	<p>desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable</p> <p>Unstressed consonants government</p> <p>ie are adjacent soldier sufficient variety ancient foreign</p> <p>'c' makes 's' sound before 'i', 'e' and 'y' cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice</p>
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				<p>minute natural opposite position quarter regular weight material experiment length</p> <p>'or' sound spelt 'augh' caught naughty</p> <p>'s' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle consider decide exercise experience medicine notice recent</p> <p>'i' sound spelt</p>	<p>suppose</p> <p>Other words answer breath breathe build calendar complete continue early group guard forward(s) heard imagine important island learn material often particular peculiar perhaps popular potatoes promise purpose remember sentence special straight strange</p>	<p>Double consonants accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest</p> <p>Suffixes and prefixes according attached criticise (critic+ise) determined equip (-ment, -ped) especially frequently immediate (-ly) (un)necessary sincere (-ly)</p>	<p>Other words amateur average awkward bargain controversy curiosity develop guarantee harass hindrance individual interfere interrupt language leisure lightning neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder stomach</p>
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				as 'u' busy/ business	strength surprise woman/women		
Suffixes		<p>-s Rule: Plural of nouns and third person singular of verbs. Example words: Cats, dogs, spends, rocks, thanks</p> <p>-es Rule: Plural of nouns and third person singular of verbs. Example words: Catches, dishes.</p>	<p>-es, -ed, -er and -est Rule: Root words ending in 'y'. The 'y' is changed to an 'i' before adding the suffix. Example words: flies, copies, tried, cried, happier, drier, tidiest.</p> <p>-ing Rule: Root words ending in 'y'. No change is needed. Except in skiing and taxiing. Example words: crying, replying.</p> <p>-ing, -es, -ed, -er and -est Rule: Double the last consonant before adding the suffix. Example words:</p>	<p>Use further suffixes and understand how to add them. Example suffix: -ly. (-ly is added to an adjective to form an adverb.)</p> <p>Adding -ly if the root word ends in -le. Rule: The -le is just changed to -ly. Example words: Gently, simply, humbly.</p> <p>Adding -ly if the root word ends in -ic. Rule: Add -ally</p>	<p>Use further suffixes and understand how to add them. Example suffixes: -ation, -ous. (-ation is added to verbs to form nouns.)</p> <p>Adding suffixes beginning with vowels to words of more than one syllable. (-ing, -er, -en, -ed) Rule: If the last syllable of a word is stressed and ends with one consonant letter before it, the final consonant letter is doubles before adding the suffix. The consonant letter is not double</p>	<p>Use further suffixes and understand how to add them. (See phonics/spelling)</p> <p>Convert nouns of adjectives into verbs using suffixes, including -ate, -ise, -ify.</p> <p>Use ending which sound</p>	<p>Use further suffixes and understand how to add them. (See phonics/ spelling)</p> <p>Add suffixes beginning with vowel letters to words ending in -fer. Rule 1: The r is doubled if the -fer is still stressed when the ending is added. Example words: referring, referred, referral, preferring, transferred.</p> <p>Rule 2: The r is not doubled if the -fer is no longer stressed. Example words: reference, referee, preference.</p>

	<p>-ing, -ed and -er. Rule: Adding to verbs where no change is needed. Example words: Hunting, buzzing, helped, jumped, buzzed.</p> <p>-er and -est. Rule: Adding to adjectives where no change is needed. Example words: fresher, taller, slowest, quickest.</p>	<p>Skipping, runner, saddest, bigger.</p> <p>-ing, -es, -ed, -er and -est Rule: Root words ending in 'e'. Drop the 'e' before adding the suffix. Example words: Nicest, smiling, icing, enlarged.</p> <p>-ment, -ness, -ful, -less, -ly Rule: Adding the suffixes to spell longer words Example words: Enjoyment, lovely, joyful, homeless, kindness.</p>	<p>instead of -ly. (Except publicity.) Example words: Basically, dramatically.</p>	<p>if the syllable is unstressed. Example words: forgotten, beginner, preferred, gardener, limitation.</p> <p>Adding '-ous' to words ending in '-our'. Rule: The -our is changed to -or before the suffix is added. Example words: humorous, glamorous.</p> <p>Adding '-ous' to words ending in 'ge'. Rule: The 'e' is kept if the /dʒ/ sound of the 'g' is to be kept. words: courageous, outrageous.</p>		
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Prefixes		<p>Un- Rule: Added to the beginning of a word with no change. Example words: Unhappy, undo, unload, unfair, unlock.</p>		<p>Use further prefixes and understand how to add them. Example prefixes: dis-, mis-, re-, sub-, inter-, anti- super-, auto-.</p> <p>Meanings re- means 'again' or 'back', sub- means 'under', inter- means 'between' or 'among', super- means 'above', anti- means 'against', auto- means 'self' or 'own'.</p> <p>Adding prefixes. Rule: Add the prefix to the</p>	<p>Use further prefixes and understand how to add them. Example prefixes: in-, il-, im-, ir-, inter-, anti-.</p> <p>Adding prefixes. Rule: Add the prefix to the beginning of words without any change to spelling. Example words: incorrect, inactive, antisocial.</p> <p>Adding the prefix -in to words beginning with 'l'. Rule: -in becomes -il. Example words: illegal, illegible.</p> <p>Adding the suffix -in to words beginning with 'm' or 'p'. Rule: -in becomes -im.</p>	<p>Use further prefixes and understand how to add them. Adding a prefix to a root word with the use of a hyphen. (co-, re-) Rule: If the prefix ends in a vowel letter and the root word also starts with one. Example words: co-ordinate, re-enter, co-operate.</p>	<p>Use further prefixes and understand how to add them.</p>
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				<p>beginning of words without any change to spelling.</p> <p>Example words: disappointment, misspell, refresh, redo, interact, submarine, superstar, autograph.</p>	<p>Example words: immature, impossible, impatient, imperfect.</p> <p>Adding the suffix -in to words beginning with 'r'.</p> <p>Rule: -in becomes -ir.</p> <p>Example words: irregular, irrelevant, irresponsible.</p>		
Homophones			<p>Distinguish between homophones and near homophones.</p> <p>Knowing the difference in meaning between two homophones.</p> <p>Example words: There/their/they're, here/hear, see/sea, bare/bear, one/won, sun/son, to/too/two,</p>	<p>berry/bury, brake/break, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, meat/meet, plain/plane, rain/rein/reign</p>	<p>accept/except, affect/effect, ball/bawl, fair/fare, mail/male, main/mane, medal/meddle, missed/mist, peace/piece, scene/seen, weather/whether, whose/who's</p>	<p>Continue to distinguish between homophones and other words that are often confused.</p> <p>See Appendix 1 Pages 69 and 70.</p> <p>Spell and recognise the difference between: isle/aisle aloud/allowed affect/effect herd/heard past/passed led/lead steel/steal</p>	<p>Continue to distinguish between homophones and other words that are often confused.</p> <p>See Appendix 1 Pages 69 and 70.</p> <p>Spell and recognise the difference between homophones -ce and -se.</p> <p>Rule: Nouns end in -ce. Verbs end in -se.</p> <p>Example words: advice/advise</p>

			be/bee, blue/blew, night/knight.			alter/altar father/farther cereal/serial guessed/guest morning/mourning who's/whose assent/ascent	device/devise licence/license practice/practise Other homophones: dessert/desert stationary/stationery complement/compliment principle/principal prophet/profit draught/draft dissent/descent precede/proceed wary/weary
Other		Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words.	Spell words in the contracted form. Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use apostrophes to mark plural possession.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

		<p>Spell the days of the week.</p> <p>Spells compound words.</p> <p>Rule: Two words joined together. Each part is spelt as it would be if it were on its own.</p> <p>Example words: football, playground , farmyard, bedroom, blackberry.</p>				Use a thesaurus.	Use a thesaurus.
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Writing

Transcription - Handwriting	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>Sometimes give meaning to marks as they draw and paint.</p> <p>Realises tools can be used for a purpose.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds a pencil</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects size of the letters.</p>	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.]	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.

	<p>between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>Copies some letters, e.g. letters from their name.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds</p>	<p>handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					
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	<p>correctly and in sequence.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</p> <p>Shows good control and co-ordination in large and small movements.</p>						
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	<p>Moves confidently in a range of ways, safely negotiating space.</p> <p>Handles equipment and tools effectively, including pencils for writing.</p> <p>Writes simple sentences which can be read by themselves and others.</p>						
Joining letters			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letter (e.g. for filling in a form).

Transcription - Handwriting	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, writing and editing	<p>Speaks to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>Engages in imaginative role play based on</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing,</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to precis longer passages by removing</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p>

	<p>own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>		<p>correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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	<p>Introduces a storyline or narrative into their play.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Develops their own narratives and explanations by connecting ideas or events.</p> <p>Writes simple sentences</p>						
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	which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.						
Awareness of Audience, Purpose and Structure	<p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood,</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to</p>

	<p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Expresses themselves effectively, showing awareness of listeners' needs.</p>		<p>make the meaning clear.</p>	<p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear</p>	<p>clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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Reading

		EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	Phonics and decoding	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows an awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Segments the sounds in simple words and blends them</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs</p>	<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> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Uses their phonic knowledge to decode words quickly and accurately (may still need support to read longer unknown words).</p>			

		<p>together and know which letter represents some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>that have been taught.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>Read accurately words of two or more syllables that contain the same graphemes as above.</p>				
	Common exception words	<p>Reads some common irregular words.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read all Year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read most Year 5/6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read fluently with knowledge of all Year 5/6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
	Prefixes and suffixes		<p>Read words containing taught GPCs and</p>	<p>Read words containing</p>	<p>Apply their growing knowledge of</p>	<p>Applies their knowledge of root words,</p>	<p>Apply their growing knowledge of</p>	<p>Apply their growing knowledge of</p>

			<p>–s, –es, –ing, –ed, –er and –est endings.</p>	<p>common suffixes.</p>	<p>root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>To begin to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and begin to read these aloud.</p> <p>To begin to apply their growing knowledge of</p>	<p>prefixes and suffixes/ word endings to read aloud fluently.*</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and begin to read these aloud.</p> <p>To apply their growing knowledge of root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cain and begin to read these aloud.</p>	<p>root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly and read aloud fluently.</p>	<p>root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.*</p> <p>To read fluently with knowledge of all Year 5/6 root words, prefixes, suffixes and word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly and read aloud fluently.</p>
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					<p>root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cain and begin to read these aloud.</p>			
	Fluency	<p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to</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 word.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without</p>				

		<p>right and top to bottom.</p> <p>Begins to read words and simple sentences.</p> <p>Reads and understands simple sentences.</p>		<p>undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>				
Comprehension	Range of reading	<p>Listens to stories with increasing attention and recall.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Enjoys an increasing range of books.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>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.</p>	<p>Begins listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Begins reading books that are structured in different ways and reading for a range of purposes.</p> <p>Begins identifying themes and conventions in a</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*</p> <p>Reading books that are structured in different ways and reading for a range of purposes.*</p> <p>Identifying themes and conventions in a</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*</p> <p>Reading books that are structured in different ways and reading for a range of purposes.*</p> <p>Making comparisons</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*</p> <p>Reading books that are structured in different ways and reading for a range of purposes.*</p> <p>Making comparisons</p>

					wide range of books.	wide range of books.*	within and across books. Identifying and discussing themes and conventions in and across a wide range of writing.*	within and across books.* Identifying and discussing themes and conventions in and across a wide range of writing.*
	Familiarity with texts		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.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.	Begins increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.*	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.*	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.*
	Poetry and performance	Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate	Begins preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone,	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone,	Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing	Learning a wider range of poetry by heart.* Preparing poems and plays to read aloud and to perform, showing

		<p>in rhymes and stories.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>		<p>intonation to make the meaning clear.</p>	<p>volume and action.</p> <p>Begins recognising some different forms of poetry [for example, free verse, narrative poetry].</p>	<p>volume and action.*</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].*</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience.*</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience.*</p>
	<p>Word meaning</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p>	<p>Begins using dictionaries to check the meaning of words that they have read.</p>	<p>Using dictionaries to check the meaning of words that they have read.*</p>		

		Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.						
Understanding	<p>Anticipates key events and phrases in rhymes and stories.</p> <p>Begins to be aware of the way stories are structured.</p> <p>Describes main story settings, events and principal characters.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Begins checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Begins asking questions to improve their understanding of a text.</p> <p>Begins identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.*</p> <p>Asking questions to improve their understanding of a text.*</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.*</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.*</p> <p>Asking questions to improve their understanding.*</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.*</p> <p>Asking questions to improve their understanding.*</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.*</p>	

		<p>Follows a story without pictures or props.</p> <p>Understands humour, e.g. nonsense rhymes or jokes.</p> <p>Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Demonstrates understanding when talking with others about what they have read.</p>						
	Inference	<p>Begins to understand 'why' and 'how' questions.</p> <p>Answers 'how' and 'why'</p>	<p>Discussing the significance of the title and events.</p> <p>Making inferences on</p>	<p>Making inferences on the basis of what is being said and done.</p>	<p>Begins drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>

		questions about their experiences and in response to stories or events.	the basis of what is being said and done.	Answering and asking questions.	their actions, and justifying inferences with evidence.	their actions, and justifying inferences with evidence.*	their actions, and justifying inferences with evidence.*	their actions, and justifying inferences with evidence.*
	Prediction	Suggests how a story might end.	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.	Begins predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.*	Predicting what might happen from details stated and implied.*	Predicting what might happen from details stated and implied.*
	Authorial Intent				Begins discussing words and phrases that capture the reader's interest and imagination. Begins identifying how language, structure, and presentation contribute to meaning.	Discussing words and phrases that capture the reader's interest and imagination.* Identifying how language, structure, and presentation contribute to meaning.*	Identifying how language, structure and presentation contribute to meaning.* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.*	Identifying how language, structure and presentation contribute to meaning.* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.*
	Non-Fiction	Knows that information can be relayed in the form of print.	SEE RANGE OF READING	Being introduced to non-fiction books that are structured in different ways.	Begins to retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.*	Distinguish between statements of fact and opinion.	Distinguish between statements of fact and opinion.*

		Knows that information can be retrieved from books and computers.			(Using context and index pages to locate information.)	(Using context and index pages to locate information.)	Retrieve, record and present information from non-fiction.*	Retrieve, record and present information from non-fiction.*
	Discussing reading		<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	Begins to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.*	<p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.*</p> <p>Explain and discuss their understanding of what they have read, including through formal</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices.*</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.*</p> <p>Explain and discuss their understanding of what they have read, including</p>

							<p>presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	<p>through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.*</p> <p>Provide reasoned justifications for their views.*</p>
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*Where comments are similar across year groups the complexity of the writing increases the level of challenge.