

A6			
Writing			
Transcription		Composition	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Use some of their print and letter knowledge in their early writing for example 's' snake	Write some letters accurately	Write some or all of their name Understand the 5 key concepts about print; 1) Print has meaning 2) Print can have different purposes 3) We read English text from left to right and from top to bottom 4) The names of the different parts of a book 5) Page sequencing	Begin to use more complex sentences to link thoughts (e.g. using and, because) Use language in recalling past experiences Begin to use a range of tenses (e.g. play, playing, will play, played)
Reading			
Word Reading		Comprehension	
<ul style="list-style-type: none"> Begin to understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing Count or clap syllables in a word with an adult Learn how words have an initial sound and some words have the same initial sound With an adult recognise familiar words such as own name, advertising logos and screen logos 		<ul style="list-style-type: none"> Show interest in illustrations and words in print and digital books and words in the environment Join in with repeated refrains in stories and rhymes Begin to tell own stories Begin to talk about a familiar story Build up vocabulary that reflects the breadth of their experiences Engage in extended conversations about stories, learning new vocabulary Use speech to explain what is happening Listen to others in one-to-one or small groups, when conversation interests them Listen to familiar stories with increasing attention and recall 	

A7			
Writing			
Transcription		Composition	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Write some or all of their name	Use large muscle movements to wave flags & streamers, paint & make marks	Retell a simple past event in correct order (e.g. went down slide, hurt finger)	Absorb and use language they hear around them in their community and culture

Reading and Writing Pathway 3
Skills development

Write initial sound for familiar words such as 'm' for mummy	Use one handed tools & equipment, e.g. snips in paper with scissors	Use speech to explain what is happening and anticipate what might happen next	although will continue to make some errors in language e.g. rrunned
Use correct initial sound in words	Use a comfortable grip with good control when holding pens & pencils	Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page	Use intonation, rhythm and phrasing to make the meaning clear to others
Use correct final sound in words	Show a preference for a dominant hand Create lines and circles pivoting from the shoulder and elbow Write some letters accurately		Talk more extensively about things that are of particular importance to them Build up vocabulary that reflects the breadth of their experiences Use speech in pretending that objects stand for something else in play, e.g. This box is my castle

Reading

Word Reading	Comprehension
<ul style="list-style-type: none"> Understand print has meaning and different purposes Know that we read English text from left to right & from top to bottom Know the names of the different parts of books & page sequencing Count or clap syllables in a word Recognise words with the same initial sound Recognise familiar words and signs such as own name, advertising logos and screen icons Read some of the simple 45 high frequency word list recommended for pupils working between A7 to A9 	<ul style="list-style-type: none"> Look at and enjoys print and digital books independently Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Begin to be aware of the way stories are structured, and to tell own stories Be able to talk about familiar stories & tell a long story Engage in extended conversations about stories, learning new vocabulary Build up vocabulary that reflects the breadth of their experiences Beginning to understand why and how questions Talk about events and principal characters in stories and suggests how the story might end Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Be able to express a point of view & to debate when they disagree

A8

Writing

Transcription		Composition	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Start to develop phonic knowledge by linking sounds to letters	Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
Name and sound some of the letters of the alphabet	Begin to use anticlockwise movement and retrace vertical lines	<u>Write own name and other things such as labels and captions</u>	Use language to imagine and recreate roles and experiences in play situations for younger pupils or role-play and social situations for older pupils
Identify letters			

Reading and Writing Pathway 3
Skills development

Write recognisable letters in sequence, such as in their own name	Use a pencil and how to hold it effectively, using pencil aids where appropriate	Create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats	Link statements and sticks to a main theme or intention
Spell words by identifying the sounds & then writing the sound with letter/s Using finger spelling, segment the sounds into simple words and blend them together to progressively write VC, CVC, CCVC and finally CVCC words in later blocks of learning	Begin to form lower-case letters and taught the correct direction, starting and finishing in the right place		Use speech to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into their play
Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together	How to hold a pencil between thumb and first finger, building on the previous whole-hand grasp		<u>Begin or attempt to write 1 or 2 word sentences with words with known sound-letter correspondences using a capital letter & full stop e.g A cat.</u>
Copy-write days of the week			

Reading

Word Reading	Comprehension
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Read the alphabet understanding letters have names as well as making sounds • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound, saying or signing sounds for them • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words • Build vocabulary, especially by grouping and naming, exploring the meaning and sounds of unfamiliar words • Re-read simple, decodable phonics books with an adult until they are familiar, raising confidence and familiarity with book reading • Read the 45 high frequency word list recommended for pupils working between A7 to A9 	<ul style="list-style-type: none"> • Enjoy an increasing range of print & digital books, both fiction and non-fiction • Know that information can be retrieved from books, computers & mobile digital devices • Describe main story settings, events & principal characters in increasing detail • Re-enact and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g. nonsense rhymes • Use combinations of art forms, e.g. moving and singing, making and dramatic • Engage with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text • Use speech to organise, sequence & clarify thinking, ideas, feelings and events • Give explanation of why events happened in a story • Understand a range of complex sentence structures including negatives, plurals and tense markers • Recall & discuss stories or information that has been read to them, or they have read themselves • Listen & responds to ideas expressed by others in conversation or discussion • Understand questions such as who; why; when; where and how • Link statements & sticks to a main theme or intention

A9

Writing	
Transcription	Composition: <i>Planning, drafting, evaluating, editing, proof reading</i>

Reading and Writing Pathway 3
Skills development

Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
<p><u>Write from memory, short and simple dictated sentences containing the GPCs and words taught so far</u></p> <p>Write days of the week</p> <p>Spelling attempts are beginning to be phonetically correct with correct initial sounds</p> <p>Spell a few common exception words (e.g. I, the, he, said, of)</p> <p>Recognise and begin to spell some compound words</p> <p>Name some of the letters of the alphabet</p> <p>Using finger spelling, segment the sounds into simple words and blend them together to write CVC, CCVC and CVCC words</p> <p>Begin to divide words into syllabus to support phonemically finger-spelling</p> <p>Use phonetically plausible spelling attempts</p>	<p><u>Sit correctly at the table for longer periods of time, holding a pencil comfortably and the other hand to hold their work</u></p> <p>Taught to form and orientate letters correctly, including lower case, capital letters and digits; there may be some inconsistency in size and writing may still need to be mediated to be understood</p> <p>Develop letter formation, however some letters may be formed with ascenders and descenders under or over the line</p> <p><u>Begin to write with Some spaces between words, although inconsistent</u></p> <p>How to sit letters on the line correctly, although this will be inconsistent</p>	<p><u>Attempt to write appropriately to the task using simple words or 2-3 word sentences</u></p> <p><u>Write simple sentences based on real or fictional experiences</u></p> <p>Begin to write in different forms; e.g. lists, captions, simple stories, emails</p> <p>Write own personal information to include full name and address</p> <p>Write months and days of the week</p> <p>How to talk about what they are going to write progressing to how to compose a sentence orally before writing it</p> <p>Talk about a sentence or word they have created progressing to reading or retelling their writing to a peer or adult</p> <p>Sequence several pictures and talk about them, communicating non-verbally or verbally in sentences</p> <p>Discuss or communicate own writing with others; make simple changes where suggested</p> <p>Listen to or begin to use story language</p> <p>Create simple poems either written or communicated verbally or non-verbally</p> <p>Re-read their own work and, with support, may recognise if it makes sense</p> <p>Use the drafting process to write down ideas or key words, including some new vocabulary drawn from listening to and talking about whole books. Give opportunities to redraft a few, focused corrections to improve writing</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Begin to show an awareness of how full stops are used e.g. the end of a sentence</p> <p>Begin to use a capital letter, finger space and full stop although inconsistent</p> <p>Begin to be aware of question marks and exclamation marks and use them with support</p> <p>Begin to use capital letters for days of the week and months</p> <p>Begin to join either words, ideas or clauses with 'and' or be aware of how clauses are joined with 'and' for future writing</p> <p>Begin to learn about question marks and exclamation marks and show some use of these</p> <p>Use adjectives for description and may refer to them as 'describers'</p> <p>Uses nouns for writing and may refer to them as 'names'</p>

Reading and Writing Pathway 3
Skills development

		and may begin to read back their work	
Reading			
Word Reading		Comprehension	
<ul style="list-style-type: none"> Continue to practise and consolidate reading of the 45 high frequency word list recommended for pupils working between A7 to A9 Apply phonic knowledge learnt so far to decode words Read simple phrases and sentences within their current phonics knowledge including some Phase tricky words from Letters and Sounds Blend sounds into words so that they can read short and longer words made up of known letter-sound correspondences from the Phase they are working within Begin to read some words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Re-read decodable phonics books with a partner and an adult, until they are familiar, to build up their fluency and confidence in word reading Develop their vocabulary especially by grouping and naming, exploring the meaning and sounds of unfamiliar words Read and develop their understanding of specialist words for example those related to jobs or advertisements Research the meaning of words using electronic search engines or dictionaries 		<ul style="list-style-type: none"> Show an understanding of a wide range of poems, stories and non-fiction that has been read and listened to Understand non-fiction texts and what they are used for or what they tell us Find and point to a full stop in the text and understand it is the end of the sentence Begin to talk about the main points or events in a simple text Listen to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Listen to and enjoy a range of rhymes and poems from our most current pupils and teenage authors Enjoy discovering about and celebrating our most current authors and illustrators Become familiar with key stories, fairy stories for younger pupils and traditional tales and fractured fairy stories for older pupils, retelling them, recognising and joining in with predictable phrases Check that the text makes sense to them as they read Discuss the significance of the title and events within the book Understand what inference means and make inferences on the basis of what is being said and done in the text, for example Jack is scared of the giant because he is hiding Participate in discussion about what is being read to them, taking turns and listening to other views Begin to make predictions based on the title, blurb and pictures 	

A10	
Writing	
Transcription	Composition: <i>Planning, drafting, evaluating, editing, proof reading</i>

Reading and Writing Pathway 3
Skills development

Spelling- complete	Handwriting- complete	Structure and Purpose- complete	Vocabulary, Grammar and Punctuation- complete
Write from memory, simple dictated sentences containing the GPCs and words taught so far	Sit correctly at the table, holding a pencil comfortably and the other hand to hold their work	<u>Write simple sentences which make sense, with correct punctuation some of the time (A10 Emerging)</u>	<u>Punctuate sentences using a capital letter and full stop, and some use of question mark or exclamation mark (A10 Secure)</u>
Spell tricky words within the Letters and Sounds Phonics Phase they are working to	Taught to form and orientate most letters correctly, including lower case, capital letters and digits; there may be	<u>Sequence sentences to create short narratives and use 'and' or other conjunctions to join (A10 Secure)</u>	Often use 'and' to join words and clauses
Spell words containing each of the 40+ phonemes taught so far and applying rules from the Phase 6 Letters and Sounds programme for some pupils	some inconsistency in size although may generally be read by others	<u>Include some interesting descriptive language, e.g. for appearance, feelings, characters, and settings using adjectives</u>	Begin to learn how to use other simple conjunctions such as 'or', 'because' or 'but'
Make plausible attempts at spelling unfamiliar words using phonics knowledge	Form capital letters correctly for some names of people, places and the days of the week	Create narratives or sentences based on real or fictional experiences	Use a capital letter for; names of people, places, days of the week and the personal pronoun 'I'
Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word	Use spaces between words appropriately, although may be applied inconsistently	Create a range of different non-fiction, fiction or poetry text types; e.g. lists, captions, simple stories, simple poems, instructions, fact-files and emails	Use some appropriate use of expanded noun phrases where an adjective is added to describe the noun, e.g. 'The lake' becomes 'The beautiful lake.'
Spell some to most of the common exception words from the spelling appendix for pupils working between A9- A10	Sit most letters on the line correctly	Compose orally or write simple poems	
Recognise and spell a set of simple compound words typically recommended for pupils working at Year 1 of the National Curriculum		Sequence ideas appropriately e.g. stories have a beginning, middle or end and instructions are in chronological order	
Write days of the week		Link some key features of the genre to their writing, e.g.; 'Once upon a time' or 'Dear Mr Brown'	
Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.		Use planning formats to plan writing of text types	
Name the letters of the alphabet in order		<u>Re-read own and peers' writing to check it makes sense (A10 Developing)</u>	
		Edit and redraft writing; discuss own writing with others, make simple changes	
		Apply learnt skills to writing	

Reading and Writing Pathway 3
Skills development

		<p>Write own personal information to include full name and address</p> <p>Write months and days of the week</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Compose sentences orally before writing; talk about where the sentence begins and ends</p>	
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Reading

Word Reading	Comprehension
<ul style="list-style-type: none"> Extend and apply phonic knowledge and skills to decode words Read accurately by blending sounds in unfamiliar words containing GPCs taught Responding mostly with the correct sound to graphemes (written sounds) for Phase 2 -Phase 5 Letters and Sounds Programme, including alternative sounds for most pupils Extend knowledge of reading and naming the alphabet names consistently and may use these to spell alongside phonics application Read a range of simple common exception words e.g. the, said, they, once, she, friend, school which are from the A9-A10 spelling appendix Read words with the endings -s, -es, -ing, -ed and -est. Read words of more than one syllable which contain GPCs known Read contractions for example; I'm, can't, we'll. Know that apostrophes represent omitted letters Re-read decodable phonics books aloud with a partner and an adult, until they are familiar, to build up their fluency and confidence in word reading Identify words they do not understand within the text, and with support use research skills to find and read the meaning Extend their vocabulary especially by grouping and naming, exploring the meaning and sounds of unfamiliar words Read and extend their understanding of specialist words for various text types 	<ul style="list-style-type: none"> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. Continue to study a wider range of modern key stories from popular authors, as well as some fairy stories for younger pupils and traditional tales and fractured fairy stories for older pupils, retelling them and knowing their characteristics and features Continue to study a wider range of non-fiction texts, becoming aware of the key features e.g contents page Understand how to link what they read to their own experiences through class discussion Recognise and join in with predictable phrases in poems and stories Appreciate some rhymes and poems; may recite some by heart Discuss the meanings of new words, linking them to words already known Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher Check that texts make sense when reading; self-correct and re-read inaccurate reading with prompt Talk about the significance of the title and events Develop well, inference based on what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring How to predict what might happen based on what has been read so far e.g. the boy will be in trouble for stealing the buns Participate in discussion about what is read to them, taking turns, and listening to others Clearly explain their understanding of what is read to them through good quality, adult questioning Consider the characteristics of what they read and hear read Answer simple questions/find information in response to a direct, literal question

Reading and Writing Pathway 3
Skills development

	<ul style="list-style-type: none"> • Contribute to discussion expressing opinions about main events and characters in the story • Listen to and enjoy a range of rhymes and poems from our most current pupils and teenage authors • Enjoy discovering, exploring, and celebrating the most current authors and illustrators through a range of research mediums e.g. books, programmes, short clips or educational websites
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A11	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode words quickly and accurately • Decode alternative sounds for graphemes from the Letters and Sounds programme • Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly • Read a wider range of common exception words which have been taught, including most words from the A11 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money • Read most words without overtly segmenting and blending, once they are familiar, developed through re-reading decodable phonics books and sight-reading tricky words over time • Read some phonically-decodable books with fluency, sound out unfamiliar words automatically • Have an advanced knowledge in reading and naming the alphabet names consistently, and may use these to spell alongside phonics application • Identify words they do not understand within the text, and become independent in using research skills to find and read the meaning • Read and advance their understanding of specialist words for various text types 	<ul style="list-style-type: none"> • Fully engage with reading and take pleasure from books and texts, to include story-animations, films, books, poetry and spoken stories • Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently and take account of what others say, through paired, small group and whole class teaching • Show understanding of texts read independently and self-correct errors in reading • Become increasingly familiar with and retell wider range of modern key stories from popular authors, as well as some fairy stories for younger pupils and traditional tales and fractured fairy stories for older pupils, retelling them and knowing their characteristics and features • Recognise and understand the different features and structures of non-fiction books e.g. using contents page or index pages to locate information • Discuss the sequence of events in books, and how items of information are related • Make inferences on the basis of what is said and done • Predict according to what has been read so far • Check that the text makes sense to them as they read • Actively discuss a wide range of texts, which encourages pupils to ask as well as answer questions • Discuss and clarify the meaning of new words • Discuss their favourite words and phrases to promote a love of language • Recognise simple recurring literary language (styles of language) in stories and poetry • Attempt to recite a repertoire of poems learnt by heart, teaching how to use appropriate intonation • Listen to and enjoy a range of rhymes and poems from authors and illustrators who are most relevant and engaging for pupils • Enjoy discovering and celebrating authors and illustrators who are most relevant and engaging for pupils

Reading and Writing Pathway 3
Skills development

Writing			
Transcription		Composition <i>Planning, drafting, evaluating, editing, proof reading</i>	
Spelling	Handwriting	Structure	Vocabulary, Grammar and Punctuation
<p>Write from memory, simple dictated sentences which include familiar words and GPCs</p> <p>Apply spelling rules from Phase 6 of the Letters and Sounds programme</p> <p>Spell common decodable two and three syllable words which include familiar graphemes</p> <p>Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word</p> <p>Spell most common exception words from the Spelling Appendix for pupils working to A11 e.g. because, every, pupils, father, would, old</p> <p>Spell most common homophones (spellings which sound the same but are different) in A11 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</p> <p>Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football</p>	<p>Holds pencil correctly</p> <p>Form legible writing</p> <p>All letters and digits are consistently formed</p> <p>All letters and digits the correct size, orientation and relationship to one another</p> <p>Correctly space letters, appropriately to the size of letters</p> <p>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 not-joined</p> <p>Begin to join some letters, for pupils who have securely formed and orientated letters</p>	<p>Produce a variety of written pieces for different purposes, maintaining or attempting to maintain form when writing narratives and poetry (A11 Developing to Secure)</p> <p>Use detail to engage the reader</p> <p>Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words</p> <p>Group related ideas together</p> <p>Have an awareness of paragraphs</p> <p>Use detail to engage the reader</p> <p>Learn appropriate features of each text-type and apply to writing</p> <p>Write appropriate narratives about personal experiences of those or others, whether real or imagined, maintaining narrative form</p> <p>Write to show varying viewpoints e.g write in the first person</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</p> <p>Use mind maps and brains storms to write down key ideas and words, and use</p>	<p>Use apostrophe for contracted forms e.g.</p> <p>Use apostrophe for the possessive singular form e.g. 'The girl's book'</p> <p>Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Use simple conjunctions such as and, or, but appropriately</p> <p>Begin to use subordinating conjunctions to show time and reason e.g. when, if, that, because</p> <p>Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks;</p> <p>Use commas to separate items in lists</p> <p>Consider and select from alternative word choices for their writing with support such as word banks</p> <p>Choose words for effect</p> <p>Use adverbs, verbs, and imperative verbs</p> <p>Identify word classes: noun, adjective, verb and adverb. Choose the past or present tense appropriately</p> <p>Expand noun phrases where an adjective is added to describe the noun, e.g. 'The lake' becomes 'The beautiful lake.'</p> <p>Use some features of standard English; I, was/they/were/he was/ you were/ it was/ we were</p>

Reading and Writing Pathway 3
Skills development

		<p>this to create further writing plans</p> <p>Use planning formats to plan writing of text types, and say out loud what they are going to write about</p> <p>Re-read own and peers' writing to check it makes sense</p> <p>Make simple additions, revision and corrections to writing</p> <p>Evaluate their writing with the teacher and other pupils for effective word choice, grammar and punctuation</p>	
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